

TEACHING GUIDE

# Open Door English 1

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# Scope and Sequence of Open Door English 1

Unit	Reading	Word Reading and Spelling	Vocabulary
1 Page 2	<b>Mama Dragon's Egg</b> A fantasy story	Revision: Short vowel sounds. <i>a (dragon), e (leg), i (sit), o (pot), u (cup)</i> Revision: Adjacent consonants <i>cr (crack), dr (drink), sp (spot), st (nest)</i>	Segment words into sounds. Blend sounds into words.
2 Page 10	<b>Animals</b> A non-fiction explanatory text Rhyme: <i>Baa baa, black sheep</i>	New: Digraphs (2-letter phonemes) <i>th (the)</i> <i>ng (ring)</i> <i>ck (black)</i> <i>sh (sheep)</i>	Suffix <i>-ing</i> in present progressive
3 Page 18	<b>The Big Pot</b> A traditional story	<i>ss (hiss)</i> <i>ff (huff)</i> <i>zz (buzz)</i> <i>ll (bell), all (ball)</i> <i>y (cry)</i> <i>-ies (cries)</i>	Adjectives: <i>small, big, tall, fat, thin, long</i> Movement verbs: <i>runs, slithers, flies, jumps</i>
4 Page 27	<b>Number Rhymes</b> Traditional rhymes: <i>Five Little Ducks</i> <i>One two, put on your shoe</i>	<i>er (her)</i> <i>ow (cow)</i> <i>ar (car)</i> <i>ck (black)</i> <i>sh (sheep)</i>	Suffix <i>-s</i> in plurals and in present simple Numbers <i>one</i> to <i>ten</i> in words
5 Page 34	How am I doing? Revision of learning from the previous four units		
6 Page 36	<b>The Three Billy Goats Gruff</b> A fairy tale	<i>ee (tree)</i> <i>ea (eat)</i> <i>e (he)</i> <i>ou (out)</i> <i>ir (girl)</i> <i>-le (little)</i>	<i>first, second third</i> Adjectives: <i>big, small, round, long, loud, soft</i>
7 Page 46	<b>Transport</b> A non-fiction information text Song: <i>The Wheels of the Bus</i>	<i>ch (chick)</i> <i>nk (pink),</i> <i>or (horn)</i> <i>oi/oy (noise, boy)</i> <i>ay (say)</i>	Names of letters of the alphabet Parts of vehicles (e.g. <i>wheels</i> )
8 Page 54	<b>Plink and Plonk</b> A science fiction story	New: Trigraphs (3-letter phonemes) <i>tch (catch)</i> <i>ow (show)</i> <i>wh (when)</i> <i>ear (dear),</i> <i>other</i> <i>y (cry)</i>	Final <i>-ve</i> in <i>live, give, have what, when, where, which, why</i> <i>-es</i> after <i>tch, ss, sh (catches, misses, smashes)</i>
9 Page 62	<b>Clapping Rhymes</b> Modern rhymes: <i>If you're happy and you know it</i> <i>Look! He's playing the drum</i>	<i>y (happy)</i> <i>oo (book)</i> <i>oo (moon)</i> <i>ow (show)</i> <i>ee (feet)</i> <i>ea (beat)</i>	Syllable stress Feelings: (e.g. <i>happy, angry, sleepy</i> ) Sound words (e.g. <i>boom, toot</i> )
10 Page 68	How am I doing? Revision of learning from the previous four units		

Grammar	Punctuation	Listening and Speaking	Composition
Prepositions: <i>in, on</i> Present progressive: <i>... is sleeping, sitting, standing, running, jumping</i> Pronouns: <i>he, she</i> Verbs: <i>is/has</i> <i>What's that? It's a ...</i> <i>... has a ...</i>	Identify capital letters.	<i>What's this/that?</i> Questions and answers	Describe a picture using <i>in</i> and <i>on</i> .
Present progressive: <i>He/she/it ... is ...ing</i> <i>They/You/We are ...ing</i> <i>I am ...ing</i> Modals: <i>can/cannot</i>	Recognise differences between upper and lower case.	<i>What colour is it?</i> <i>How many ... has it got? Can it run/fly?</i>	Describe pictures of animals.
Adjectives: <i>small, big, tall, fat, thin, long</i> Simple present: <i>One ... cries / Two ...s cry.</i> <i>Does ... ? Yes, it does. / No, it does not.</i> <i>... wants ...</i>	Know that sentences are made of words and that there are gaps between words	<i>What does it say? It says ...</i>	Tell a story, using predictable phrases ('chunks') e.g. <i>one day, after some time</i>
Simple present: <i>Where does a ... live?</i> <i>It lives in ...</i> <i>I have ... sisters.</i>	Identify capital letters. Distinguish between letters and words.	<i>I am / He/She is ... years old.</i> <i>I have ... brothers/sisters.</i>	Describe yourself, your brothers, and sisters.
Comparatives: <i>bigger/smaller than...</i> <i>biggest, smallest</i> Prepositions: <i>across, over, under, up down, into</i>	Capital letters at beginnings of sentences and full stops at the end	Tell a story orally.	Write a story with sentence starters: <i>One day, First, Then, After some time, In the end...</i>
<i>Who/How many ...? Are they ... or ...?</i> Plurals: regular and irregular	Know that letters have names.	<i>What am I thinking of? Giving clues</i>	Write riddles with clues, e.g. <i>It has... It goes...</i>
Present simple questions and answers in 3 <sup>rd</sup> person singular <i>(Who does he see? He sees ...)</i>	Identify sentences and full stops. Apostrophe in contractions: <i>I'm, He's, She's, We're, They're</i>	Conduct an interview, asking questions in present simple with <i>Who, Where, What, Why, When</i>	Write questions and answers for an interview, using <i>Who, Where, What, Why, When</i>
Questions and short answers in present simple: <i>Yes, they do. No, they don't. Yes, it does. No, it doesn't.</i> Commands: <i>Clap your hands.</i>	Apostrophe in contractions: <i>doesn't, don't</i> Capital letters for loud noises e.g. STAMP!	Commands: <i>Pat your ... Play the ... Stamp/Click/ Clap your feet/ fingers/hands.</i>	Commands: <i>Look sad. Pat your ... Play the ... Stamp/Click/ Clap your feet/ fingers/hands.</i>

# Scope and Sequence of Open Door English 1

Unit	Reading	Word Reading and Spelling	Vocabulary
11 Page 70	<b>The Green Skirt</b> A story with a familiar setting	New: Split digraphs (silent <i>e</i> ) <i>a_e</i> (cake) <i>ai</i> (rain) <i>ay</i> (day) <i>k</i> before <i>e</i> , <i>i</i> and <i>y</i> (kept, skip, sky), <i>ch</i> (much)	Suffix <i>-ed</i> for past tense Days of week Indefinite article <i>a</i> before nouns
12 Page 79	<b>A Visit to the Theme Park</b> A report Poem: <i>The Big Wheel</i>	<i>ee</i> (feet) <i>ea</i> (eat) <i>e_e</i> (these) <i>ie</i> (piece)  <i>ea</i> (bread)	Sense words ( <i>feel</i> – hands, <i>see</i> – eyes, <i>hear</i> – ears, <i>smell</i> – nose, <i>taste</i> – mouth)
13 Page 87	<b>The Tiger and the Fox</b> A fable	<i>i_e</i> (five) <i>igh</i> (night) <i>ie</i> (lie) <i>y</i> (why)  <i>o</i> (monkey)	Animals ( <i>rabbit</i> , <i>monkey</i> , <i>crow</i> , <i>goat</i> , <i>tiger</i> ) Predictable phrases (‘chunks’)
14 Page 94	<b>Windy Days</b> Poems: <i>Abdul</i> , <i>the Kite Champion</i> <i>Hush-a-bye-baby</i>	<i>oa</i> (boat) <i>oe</i> (toe) <i>o_e</i> (rope) <i>o</i> (no) <i>ow</i> (showing)	Revise prepositions <i>over</i> , <i>under</i> , <i>across</i> , <i>in front of</i> <i>into</i> , <i>behind</i> (in listening text)
15 Page 100	How am I doing? Revision of learning from the previous four units		
16 Page 102	<b>The Inventor</b> A contemporary story with a familiar setting	<i>ew</i> (new) <i>u_e</i> (blue) <i>u_e</i> (tube) long <i>oo</i> (soon) short <i>oo</i> (look)	Compound words ( <i>bedroom</i> , <i>newspaper</i> ) Rooms of the house
17 Page 112	<b>How to Care for Your Teddy Bear</b> Non-fiction instructions Poem: <i>Two bears</i>	<i>er</i> (summer) <i>ir</i> (shirt) <i>ur</i> (fur) <i>ear</i> (bear) <i>air</i> (hair) <i>are</i> (care)	Suffix <i>-er</i> on nouns e.g. <i>teacher</i> and comparatives e.g. <i>bigger</i> . Revise toys, clothes and colours.
18 Page 120	<b>Nasreddin and the Fur Coat</b> A traditional tale	<i>aw</i> (awful) <i>au</i> (sauce) <i>or</i> (torn) <i>ore</i> (more) <i>ow</i> (now) <i>ou</i> (outside)	Suffix <i>-s</i> and <i>-es</i> in plurals. Teach term <i>plural</i> <i>Of</i> in collective noun phrases e.g. <i>dishes of food</i>
19 Page 128	<b>Funny Riddles</b> Questions and answers A riddle poem: <i>Thirty white horses</i>	<i>ph</i> (phone) hard <i>th</i> ( <i>this</i> ) soft <i>th</i> ( <i>thirty</i> ) <i>wh</i> ( <i>when</i> ) <i>y</i> ( <i>happy</i> ) <i>un</i> ( <i>unhappy</i> )	Prefix <i>un-</i> to form negatives, e.g. <i>unwell</i> , <i>unhappy</i> , <i>unlock</i>
20 Page 134	How am I doing? Revision of learning from the previous four units		
Page 136	Listening texts		

Grammar	Punctuation	Listening and Speaking	Composition
Adjectives: <i>big, small, long, short; too</i> Past tenses with <i>-ed</i> and <i>was/were</i>	Capital letters for days of the week	Recount events in the past.	Write what you did yesterday.
<i>I ... with my ...</i> Possessive adjectives: <i>my, your, his, her, their, our</i>	Capital letters for personal pronoun <i>I</i>	Talk about feelings, using all the senses.	Write a report of a school trip, using the past tense.
Prepositions: <i>behind, in front of, beside, to, into, out of</i> Short questions and answers in the past tense ( <i>Yes, ... did. / No, ... did not.</i> )	Question marks	Use predictable phrases ('chunks') in story-telling.	Write a fable ( <i>The Crow and the Water Pot</i> ), using predictable phrases.
Revise short answers in Comprehension. <i>Why</i> questions with <i>because</i>	Name the letters of the alphabet in order.	Follow a listening text.	Write about a sequence of events, revising prepositions and connectives.
Use <i>and</i> as a joining word. Pronouns: <i>he, she + has, they + have</i> In Composition: <i>will</i>	Begin names with a capital letter.	Listen and label.	Label a diagram. Predict what will happen. Explain an invention.
Imperatives <i>do</i> and <i>don't</i> Revise comparatives and present simple tense: <i>A teacher teaches children.</i>	Use a capital letter after a full stop.	Respond to instructions.	Write instructions, using <i>do ...</i> and <i>do not ...</i> . Compose a sentence orally before writing.
Pronouns <i>him, her, you, me, it, us, them</i>	Use exclamation marks to show surprise.	Listen to a story and re-tell it.	Re-tell a story. Read aloud writing to check for sense.
Question formation with <i>wh</i> words e.g. <i>what, which, when, why, who, where</i> + short answers.	Revision of question marks and full stops	Answer riddles, playing on words about the body.	Write simple riddles.

## 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, cinquains, 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 1 consists of:

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

## 1. Textbook 1

### 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) an introduction of key words in the reading text
  - b) a 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 pupils
  - b) questions to improve micro- and macro-understanding of the text
  - c) exercises linking new word meanings to those already known
- **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 teaching 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 models of correct 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 making links 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.

Young 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 1 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 1 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 of the 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. The phonemes in the phonic words should first be **sounded out** (e.g. *sh-ee-p*) and then **blended** as a whole word (e.g. *sheep*). This will help children to read the words quickly. In Level 1, 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.

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

### Tricky Words Box

This introduces common exception words. These tricky words (such as *give* and *because*) do not follow regular phonic rules. They should be read as whole words and not sounded out. Some texts 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 outcomes in the Teaching Guide, but avoiding technical vocabulary. She should also give the children practice in using the rules with her 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 UK National Curriculum advises that certain terms (such as *singular* and *plural*) are taught explicitly.

By the end of Level 1, pupils should know the following terms: *letter, capital letter, word, singular, plural, sentence*.

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.

By the end of Level 1, pupils should know the following terms: *punctuation, full stop, question mark, exclamation mark*.

### 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 in Chapter 5. Teachers should first give the children five minutes to study the spellings in the sentences. They then shut their Textbooks and write the sentences as the teacher dictates them. She should say aloud each sentence slowly and clearly, repeating each phrase twice.

## E. Listening, Speaking, and Composition

### Listening

In this section, the children are first asked to complete a listening task that is 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 learned 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 their work.

## 2. Workbook 1

### 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 corresponding learning outcome 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 if a lot of writing is required.

### 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. Always practise letters on the board before handwriting practice so that letters follow the right direction and finish in the right place. In the early units, check that children are using the quadruple lines correctly so that they develop good habits. It is very difficult to undo bad handwriting styles once they have become established.

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 practise writing letters belonging to different handwriting ‘families’, e.g. letters with ascenders (like *b*) or descenders (like *p*).

In Level 1, children focus on writing the key spelling patterns that have been taught in the Textbook. This reinforces each grapheme in a child’s mind. It also embeds handwriting in words that children can already read.

### 3. My E-Mate 1



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. They will 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 scripts for the listening tasks can be found in the textbook.

## 4. Teaching Guide 1

### Scope and Sequence of *Open Door English 1* (page 4)

This grid enables you to see at a glance the contents of Textbook 1.

### Chapter 1: A General Introduction to *Open Door English* (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 1* (page 17)

This chapter guides the practising teacher how to use the components of Textbook 1, Workbook 1, Teaching Guide 1, and My E-Mate.

### 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 Teaching Revision Unit (page 37)

In a year, there are four units entitled *How am I doing?* Each one revises 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 41)

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 *adjectives*) at Level 1.

Each unit plan includes:

- a) a **summary** of the key learning outcomes of the unit
- b) optional **extension activities**
- c) **learning outcomes** for each section
- d) brief **teacher** notes
- e) **answers** to exercises

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 'Sample Procedures for 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 'Sample Procedures for a Revision Unit' to avoid repetition.

### **Chapter 6: Language Teaching Games** (page 194)

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 1 Word List** (page 202)

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 206)

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 to ask for help in answering the questions. However, at Level 1, 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 210)

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 213)

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.

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.
- demonstrate developing pleasure in reading, motivation to read, vocabulary, and understanding by listening to and discussing texts.
- discuss the significance of the title and events.
- link what they read or hear read to their own experiences.
- 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.

#### **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 come up to sound out each phoneme in a word, blend it into a word, and underline the key phoneme e.g. *sh-ou-t: **shout***.



4. Ask all the children to sound out the phonemes chorally and then read the words one by one, repeating after you or the audio-recording, e.g. **ou-t**: *out*, **sh-ou-t**: *shout*, **l-ou-d**: *loud*, **r-ou-n-d**: *round*, **m-ou-th**: *mouth*.
5. Ask different children to make up sentences to clarify the meaning of each word, for example: *We can **shout** in the playground, but we must be quiet in class.*
6. 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 in/on/under 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, check understanding and responses to **fiction** with 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 ...? 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?*  
*What actions can you make up while you say the poem?*  
*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 oral 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.
- show familiarity with the text, considering its particular characteristics.
- recognize and join in with predictable phrases.
- discuss word meanings, linking new meanings to those already known.
- explain clearly their understanding of what is read to them.

#### 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 finger or ruler below the line. Encourage them to join in with predictable phrases in a whisper.
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. Ask the children to think beyond the text, making inferences about the situations and characters.
8. If there is time, read it again, getting the children to repeat each sentence after you with appropriate expression and actions.

#### 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 1.4.)
13. **Setting homework:** Explain to the children that they should read the text aloud to an adult again. Afterwards, they should shut the book and tell the story in their own words. Tell them not to worry about making mistakes while they are re-telling the story. The purpose of this is to improve fluency and confidence in speaking English. 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.*

### Lesson 3

#### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- identify 1-letter and 2-letter phonemes.
- read accurately by blending sounds in unfamiliar words containing spelling patterns that have already been taught.
- 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.
- re-read texts to build up their fluency and confidence in word reading.
- demonstrate understanding of the texts they can already read accurately and fluently.
- explain clearly their understanding of what is read to them.

#### 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).

#### C2: Recognition of 1-letter and 2-letter phonemes

3. Exercise C2, C4, or C5 may ask the children to identify whether phonemes have one or two letters. For example, *d* in **duck** is a one-letter phoneme, whereas *ck* is 2-letter phoneme. The formal term for a 2-letter phoneme is a digraph.
4. Write the words on the board and ask the children to sound them out and read them chorally.
5. Taking the phonic ladders specified in the task, ask different children to come to the board and put a dot below the single-letter phonemes and a dash below the 2- or 3-letter phonemes,  
e.g.    see    feet    tree    three    green    sleep  
      . \_ .    . \_ .    . \_ .    . \_ .    . \_ .    . \_ .
6. Rub out the dots and dashes. Then ask the children to put dots or dashes under the words in the phonic tables of their textbooks.  
NOTE: Only ask the children to put dots or dashes under the specified word lists. Some words are too complicated for young children to annotate.
7. Go through the words that you have written on the board and ask different children to add dots or dashes below them so that the children can self-check their work. It is important that children begin to take responsibility for self-checking. You can check it yourself later.

#### Setting spelling homework

8. Ask the children to copy the words in their notebooks and learn them for homework. (You will give them a spelling test in the next lesson.)
9. While they are writing, walk round the class and ask them to read the words to you, checking that they have copied the words correctly.
10. When they finish, the children can practise them by the read-cover-write-check method in their notebooks:
  - Read the word.
  - Cover the word with a book or pencil case.
  - Write the word without looking at the book.
  - Take away the cover and check the spelling.

**A: Third reading of text**

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

**Extension:**

14. If there is time, the children can read 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.
15. Afterwards, the children should try to explain what the text is about to their partners.
16. 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.
17. Remind the children to talk in 'partner voices' – whispering so that the noise levels of the class do not rise.
18. 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.
19. **Setting homework:** Explain that the children should practise the spellings in C1 at home with an adult, using the look, cover, write, check method. Ask 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:**

- spell words containing some of the 40+ phonemes already taught.
- use phonic words in context.
- read texts which are consistent with their phonic knowledge.
- 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. Ask 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: dragon... dragon... *A **dragon** lays eggs...* dragon
  - b. Number 2: has... has... *A **dragon has** wings...* has
  - c. Number 3: that... that... *What's **that**? ...* that
  - d. Number 4: and... and... *There's a nest **and** an egg...* and
  - e. Number 5: crack... crack... *There's a **crack** in the egg...* crack
3. When all the children have stopped writing one word, move onto 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 writing the correct spelling alongside if necessary.

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.
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. (See end of lesson plan.)

### C2-3: Spelling and vocabulary practice

8. 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.
9. If children are asked to **label** pictures, they should write a word from the box in the space provided.
10. 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.
11. 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.
12. 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.

**Extension 1:** Those who complete their spelling exercise early may write whole sentences or draw labelled pictures in their notebooks.

### Table 1 and A: Find the words!

13. Tell the children to read through the reading text and underline all the words that appear in the phonic box.
14. To add fun to the lesson, turn this into a race to see who can underline most key phonic words! Give the children a starting time. Stop after five minutes.
15. Ask the children to show on their fingers the number of words they found in the text in the Textbook.
16. Check that the children with the highest number have in fact underlined them all. Give them a clap!
17. 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.

### A: Reading practice

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

**Homework:** *Write corrected spellings three times each.*

## Lesson 5

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- practise good handwriting habits, sitting correctly at a table, holding a pencil comfortably and correctly.
- form lower-case letters in the correct direction, starting and finishing in the right place.
- participate in discussion or drama, taking turns and listening to what others say.

### C4: Phonic practice (Table 2, Ladders 1 and 2)



1. As in Lesson 1 Steps 1-5, 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 1, page 1 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. Remind the children of the key graphemes (spelling patterns) and the phonemes (sounds) they represent.
8. Show how to write the key letters in the correct position and direction, starting and finishing in the right place. 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.
9. Ask different children to come up and copy the words on new quadruple lines near the bottom of the board. Correct them if they start at the wrong point or position their letters incorrectly on the lines.
10. Do the first line of handwriting practice in class. Make sure the children sit correctly at a table, holding a pencil comfortably and correctly with the thumb and two fingers.

**A: Drama / Discussion**

11. 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.
12. Then get the children to act it out in groups.
13. 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'.
14. 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.
15. Ask the children to tell you in their own words what they have learn from the non-fiction text.

Ask the children to copy their homework from the board.

**Homework:** Complete Workbook 1, 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 common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- apply spelling rules and guidance in Appendix 1 of the National Curriculum.
- use words in the context of sentences.

**C4: 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 whole words. 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 rules. 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 copy the phonic and tricky words in their notebooks and learn them for homework. (You will give them a spelling test in the next lesson.)
7. While they are writing, walk round the class and ask them to read the words to you, checking that they have copied the words correctly.
8. When they finish, the children can practise them by the 'read, cover, write, check' process in their notebooks:
  - Read the word.
  - Cover the word with a book or pencil case.
  - Write the word without looking at the book.
  - Take away the cover and check the spelling.

### **C5-6: Spelling and vocabulary practice**

9. Orally, practise the phonic exercises in C5-6, asking different children to complete the tasks. Take time to correct mistakes orally before the children start writing.
10. Discuss the meaning of each word or sentence, focusing on new words.
11. Show the children how to complete missing letters and words on the board.
12. Walk round the class as children complete the task, checking that they have understood.

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

13. 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.
14. To add fun to the lesson, turn this into a race to see who can underline the 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 look, 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:**

- spell words containing some of the 40+ phonemes already taught
- read and write common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- apply correctly the grammar and punctuation rules listed in the Appendix for Year 1.
- say out loud what they are going to write about and compose sentences orally before writing them.

### **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 any mistakes three times.

### **D1: 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 the Appendix, 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 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 in their notebooks.
8. 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 1.
2. Discuss any common problems in the previous homework.
3. Go through Workbook 1 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 1, page 2 of the unit.*

## Lesson 8

### Learning outcomes

#### Students should be able to:

- write from memory simple sentences dictated by the teacher.
- apply the grammar and punctuation rules listed in the Appendix for Year 1.
- say out loud what they are going to write about and compose sentences orally before writing them.
- apply spelling and grammar rules from Appendix 2 of the National Curriculum.
- 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.

### D2-3: 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 the Appendix, preferably one that practises the grammatical item being taught.
9. Ask the children questions that enable them to practise the target grammar.
10. Do each exercise orally before you ask the children to write the answers. Encourage them to say out loud what they are going to write.
11. Ask the children to write the answers in their notebooks.
12. **Extension:** Ask the children to circle examples of the target grammar or punctuation rule in the reading text.

### E1: Listening task



12. 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.
13. Ask the children to complete the listening task on their own and try to prevent copying if it involves writing or drawing.
14. 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.

15. 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

16. Before the lesson, correct the children's homework in the Workbook, page 2.
17. Discuss any common problems in the previous homework.
18. Go through Workbook 1 page 3 orally, explaining what to do. (See Workbook notes at the end of the unit.)
19. 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.
20. Ask the children to copy the homework from the board.

**Homework:** Complete Workbook 1, 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.
- say out loud what they are going to write about and compose sentences orally before writing them.
- sequence sentences to form short narratives.
- re-read what they have written to check that it makes sense.

### C: Phonic practice

1. Play a phonic game (such as *Phonic I spy*, *Full Circle*, or *Bingo*) 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 each sentence 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.
17. 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.

Discuss any common problems in the previous homework.

2. Go through Workbook 1, page 4 orally, explaining what to do. See Workbook notes at the end of the unit.

**Homework:** *Complete Workbook 1, page 4 of the unit.*

## Lesson 10

### Learning outcomes

**Students should be able to:**

- sing songs or learn poetry by heart.
- discuss what they have written with the teacher or other pupils.
- revise what they have already learnt in the unit.
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### 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.
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 ability 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.
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 1, page 5 orally, explaining what to do. See Workbook notes at the end of the unit.

**Homework:** *Complete Workbook 1, page 5 of the unit.*

## 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 completes each Workbook page. The Workbook pages can be done after the children have completed the whole Textbook unit OR after the corresponding 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 Unit 1 in class so as to remind 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.

### Workbook, page 1 of unit

#### Learning outcomes

##### Students should be able to:

- spell words containing each of the 40+ phonemes already taught.
- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- explain which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

[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 them. If possible, write 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, sound out the word together, e.g. *d-u-ck: duck*.
6. Ask the children to point to the correct picture in Exercise 2 for each word.
7. 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.
8. Help them where they misplace their letters or start at the wrong place.
9. 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.
10. 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.
11. Ask the children to trace the words in their notebooks. Show them how to keep within the quadruple lines, starting at the dot.
12. Check that the children are holding their pencils correctly with thumb and two fingers. It is very important to establish good habits early.
13. Check that they are sitting correctly at the table; their bodies should be facing the table, not turned to the side.
14. Ensure that left-handed children 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!
15. When they write the word a second time, encourage them to start at the right place and keep within the lines.

#### Writing exercise

16. **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.
17. Write each word on the board, with a simple picture and a dash for the missing letter or word e.g.



(  ) a \_an

18. Ask different children to come to the front and write the missing letters or words.

19. **Matching words or pictures** Copy the words on the board and ask the children to sound the words out and then blend them.
20. Write the matching words or draw simple matching pictures in a different order.
21. Ask different children to come to the board and match them.
22. To add to the fun, you can turn oral practice into a team game, dividing the class into two teams.
23. 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.
24. 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:

- spell words containing each of the 40+ phonemes already taught,
- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right places.

[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:

- spell words containing each of the 40+ phonemes already taught.
- spell common exception words.

[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 them.
2. Write the tricky words, one at a time, asking the children to read them aloud, and use them in sentences of their own.
3. As you write, show where to place each letter on the quadruple lines. For each word, demonstrate with a dot where to start each letter.
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 *Look, 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 1 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 use of the grammatical patterns, play appropriate grammar games from the Appendix.
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.]

1. Remind the children of the composition they wrote in the textbook.
2. The composition task in the Workbook meets the same learning outcomes, but asks the children to do a slightly different task.
3. Always mark compositions yourself. Use your professional judgement to decide whether you want the children to draft them 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 pin-board so that others can read it.
5. If the children have written different compositions, encourage them to read aloud their compositions to a classmate or the whole class.
6. Encourage the listeners to clap after a 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.
- identify 1-letter and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- listen and respond appropriately to adults and peers.
- demonstrate appreciation of 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 come up to sound out each phoneme in a word, blend it into a word, and mark each 1-letter phoneme with a dot, and each 2- or 3-letter phoneme with a dash.
4. On the board, note a mark for a child's team if she/he has read and marked the word correctly with dots or dashes.
5. Start with the more able children, but make sure that less able children are called up later during the game so that they can score for their team when they have watched others model the task.
6. 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 test



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

### Singing and poetry

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

### Grammar game

14. Play a grammar game from the **first** unit of the four units you have just studied.
15. 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 story book of your choice.*

### Lesson 2

#### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.  
identify 1- and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the spelling rules from the English Appendix 1 of the National Curriculum.
- form capital and lower case letters in the correct direction, starting and finishing at the right places.
- use grammar in a meaningful context.

#### Phonics revision

1. As in Phonic Practice 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 places.
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 story book of your choice.*

### Lesson 3

#### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.  
identify 1- and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the grammar and punctuation rules from the English Appendix 2 of the National Curriculum.
- demonstrate appreciation of rhymes and poems, learning some by heart.
- use grammar in a meaningful context.

### Phonics revision

1. As in Phonic Practice 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.
7. Where possible, add actions to the rhymes.
8. Encourage the children to recite without their books so that they can concentrate on good expression, actions, and intonation.

### Grammar game

9. Play a grammar game from the **third** unit of the four units you have just studied.
10. 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 story book of your choice.*

## Lesson 4

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- identify 1-letter and 2-letter phonemes.
- 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

16. As in Phonic Practice 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 **Exercise 6 (and 7 if there is one)** in the Revision Unit. Ask the children to say the sentences out loud before they write them.
2. Ask the children to complete the exercises without help from others.
3. Ensure that they 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 story book of your choice.*

## Lesson 5

### Learning outcomes

#### 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. Reassure 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.
8. Do not time them 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. Assume that there is one mark for each question unless the marking scheme on the right advises differently.
3. Every test totals to 20 marks. 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.
4. Some teachers will not want young children to compare their marks with each other because it may dishearten those who are performing less well than others. In this case, do not return tests to children and only share marks with colleagues and parents.
5. 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

9. Have a concert, performing all the rhymes and songs (with actions and expression).
10. 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:** Families and new babies

**Reading Genre:** Fantasy

**Phonics:**

- The short vowel sounds: *a* as in *dragon*, *e* as in *leg*, *i* as in *sit*, *o* as in *pot*, *u* as in *cup*
- Consonant clusters: *cr* as in *crack*, *dr* as in *drink*, *st* as in *nest*, *sp* as in *spot*

**Grammar:**

- Prepositions *in* and *on*
- Pronouns *he* and *she*
- Present progressive tense e.g. *He is sleeping. She is running.*
- *What's that? It's a ...*

**Punctuation:**

- Recognize capital letters.

**Suitable games (Chapter 6):**

- **Full Circle** (to practise the regular phonic sounds of letters)
- **Where's the rubber?** (to practise the prepositions *in*, *on*)
- **Mime and Guess** (to practise *he/she* and the present progressive tense)

**Listening and Speaking:**

- Understand a description
- Ask and answer questions about a picture

**Composition:**

- Write sentences about a picture using *in* and *on*.
- Use capital letters at the beginning of a sentence and end with a full stop.

**Homework:**

- Read and discuss the text with a parent
- Learn the spellings of key phonic patterns and tricky words of the unit
- Do Workbook pages 1-5 after the parallel Textbook pages

**Teaching aids:**

- (essential) whiteboard + markers or blackboard + chalk
- (essential) a red pencil for each child (Workbook page 1)
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words for the unit
- (optional) pictures of dragons and/or hatching eggs in books or from the internet
- (optional) an unboiled egg (well wrapped up!) and a bowl
- (optional) photos of the families of the children in your class

## Planning Extension activities (optional)

### 1. Photo exhibition

- Ask the children to bring in pictures of their families.
- Help them to write labels for their photos, e.g. *Salma's family*.
- Display the labelled photos on the classroom display boards.
- Ask the children in turn to tell the rest of the class about their families, pointing to each family member in the photo.

### 2. Individual research

- Encourage the children to find pictures or toys of dragons.
- Ask each child to tell the class about a picture or toy and display it on a 'museum table'.
- Help the children to label what they have brought in, e.g. *Adil's dragon*.
- More able children can write extra information, e.g. *Adil's dragon is red and has big white teeth*.

### Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes, such as a ribbon for Tidli Dragon's head, a dupatta for Mama Dragon's wings and a red hat for Baby Dragon's horn. You can cover Baby Dragon with a white sheet to represent the egg. Then he can slowly come out of the sheet when he 'hatches'. You can represent the nest with a shawl or blanket.

### Drama practice 1

1. Ask three children to come to the front. Give each one a role from the story (Mama Dragon, Tidli Dragon, and Baby Dragon).
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Ask all the children to join in at the repeated parts, such as, *C-R-A-C-K!*

### Drama practice 2

1. Choose three 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 the *C-R-A-C-K!*
3. If you have access to a large hall, get the children into groups of three 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.
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 three children to act in front of the others, making sure you give some parts to the less able in the class.

### Before starting the unit

1. Read all the way through Unit 1, noting the key learning objectives for reading, comprehension, word reading, grammar, punctuation, listening, speaking, and writing.
2. Consider how you can relate the story to the experience of your pupils, focusing on their experiences of welcoming a new baby into the family.
3. For the first five or ten minutes of every lesson, be ready to practise reading one of the phonic ladders of the unit.

## Unit 1 Lesson 1

### Learning outcomes

#### Students should be able to:

- take turns to exchange information.
- apply phonic knowledge and skills as the route to decode words.
- develop pleasure in reading, motivation to read, vocabulary, and understanding by listening to and discussing texts.
- discuss the significance of the title and events.
- link what they read or hear read to their own experiences.
- 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.

### Saying hello

1. Take a few minutes to greet the children in English. Ask different children their names, using an informal spoken style, e.g. *Hi! What's your name?* (not *Good morning. What is your name?*) Then get them into pairs to ask each other's names like this:

A: *Hello. What's your name?*

B: *I'm \_\_\_\_\_ . How about you?*

A: *My name's \_\_\_\_\_ . Pleased to meet you.*

2. Explain, in the mother tongue if necessary, that every day you are going to start the lesson with five or ten minutes of **phonic practice**.

### Explaining phonics

3. Take 10-15 minutes to revise the meaning of **phonics** (which the children should have studied in KG): **The names of the letters of the alphabet are different from the sounds they make.** For example, *Aye* is the name of a letter and the sound it usually makes is *a as in cat*.
4. The smallest sounds in a word are called **phonemes**. For example, there are three phonemes in *cat*: *c*, *a*, and *t*. When we **sound out** phonemes, we make the sounds of the letters. When we **blend** the phonemes, we put them together in a whole word.
5. If the children have not studied phonics in KG, take a bit longer on points 3 and 4 above, explaining that we say *a* as in *ant*, not *aye for ant*.
6. Ask the children to say the phonic alphabet after you. Try not to voice the consonants – the *uh* represents a minimally voiced sound – and as far as possible, just make the regular sound of each letter as follows:

*a as in apple, buh as in book, kuh as in cow, duh as in dog,*

*eh as in egg, ff as in flower, guh as in goat, huh as in hat,*

*i as in insect, juh as in jug, kuh as in kettle, ll as in leaf,*

*mm as in mango, nn as in net, o as in orange, puh as in pot,*

*qu as in queen, rr as in rat, ss as in sun, tuh as in tree,*

*u as in umbrella, vv as in van, wuh as in wolf, ks as in box,*


*yuh as in yak, zz as in zip*

7. Note that it is impossible to represent the most common phonic sounds accurately with letters, so if you are not sure of the sounds, listen to the audio-recording on My E-Mate.


### C1: Phonic practice (page 5, Table 1, Ladder 1)

8. Take five minutes to practise the first phonic ladder on page 5. On the board, write the words under each other so that the phonic pattern (*a*) is lined up vertically as in the book and as shown below.

dragon  
has  
that  
and  
crack

9. Make sure the letters are big and clear so that the children at the back can read them.
10. When they have identified the key phoneme, ask different children to come and point to the *a* in each word.
11. Ask the children to suggest the phonemes in every word (e.g. *d* as in **dog**, *r* as in **rat**, *a* as in **cat**, *g* as in **goat**, *o* as in **orange**, *n* as in **net**).
12. Ask different children to come up to sound out the phonemes, blend them, and read the word, underlining the key phoneme *a*, e.g. *a* in **dragon**.
13. Stress that 2-letter phonemes (e.g. *th* in **that**, or *ck* in **crack**) should be treated as ONE sound.
14.  Ask all the children to sound out the phonemes chorally and then read the words one by one, repeating after you or the audio-recording, e.g. *d-r-a-g-o-n*: dragon, *h-a-s*: has, *th-a-t*: that, *a-n-d*: and, *c-r-a-ck*: crack.
15. Make up sentences to clarify the meaning of each word, for example: Dragons have wings and breathe fire. Dragons are not real animals. There is a picture of a dragon in the story. Or: Salim has a blue pencil. Rehana has long hair.

### A: First reading of the story (pages 2-3)

15. Read aloud the title of the unit (*Mama Dragon's Egg*) and ask the children to guess what the text is about.
16. Teach the meanings of the key words. Emphasize that dragons are imaginary creatures while a lot of real creatures lay eggs. If possible, show the children an egg. Make a small crack in the egg to explain the word *crack* and then break it into a bowl. Elicit from the children that some animals, such as birds, snakes, and fish, come out of eggs when they are babies. Ask them to tell you what they know about eggs. Elicit that if a chicken sits on an egg, it will hatch into a baby chick.
17. Talk about babies. Ask different children to tell you about babies in their families and how they look after them (e.g. play with them, hold them, sing to them). They can use the mother tongue if necessary, as the point of the discussion is to bring the text alive to the children.
18. Ask the children to bring in photos of their families tomorrow – especially of their younger brothers and sisters.
19.  Only after you have talked about the general theme, read the text aloud to the children or play the audio-recording. Do not insist that they follow the text the first time, but pause frequently to talk about the pictures, for example:  
*What can you see under Mama Dragon? What colour is the egg? How many spots are there on the egg? What colour are they? What do you think is in the egg?*
20. When you read *C-R-A-CK!* emphasize the phonic sounds of the word to show that it cracks really slowly.
21. As you read, check understanding and responses with questions like:  
*What can you see in the crack? What's in the egg? What's Baby Dragon doing? (Use the informal form What's as is correct when you are speaking, not writing.) What do you think will happen next?*
22. Take time to talk about the question in the *Talk* box. (Tidli Dragon calms Baby Dragon down by saying *Sh!*) Then ask the children how *they* help their little brothers and sisters. Perhaps they sometimes pick up their toys or play with them.
23. When you finish reading, ask a few oral questions to check understanding. Then ask the children how they felt when they heard the story. (Maybe they were scared when they saw the leg come out of the egg. Maybe they laughed when Baby Dragon jumped about.)
24. **Homework:** Explain the homework. Write it on the board and, if possible, in the children's homework notebooks. Do this whenever you set homework.

*Read the story with an adult. Talk about it. Bring in a photo of your family.*

## Unit 1 Lesson 2

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- demonstrate familiarity with the text, considering its particular characteristics.
- recognize and join in with predictable phrases.
- discuss word meanings, linking new meanings to those already known.
- 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.
- re-read texts to build up their fluency and confidence in word reading.
- explain clearly their understanding of what is read to them.

#### C1: Phonic practice (page 5, first and second word ladders: 'a' and 'e' words)



1. As in Lesson 1, Phonic Practice Steps 8-15, take five or ten minutes to revise the first phonic ladder and practise the second phonic ladder (e as in egg).

#### A: Second reading of the text

2. Ask the children if they brought in photos of their families. Holding up one at a time, talk about the people and what they are doing in each picture. This will prepare children for the use of the present progressive tense later in the unit. If their parents agree, display the photos on the wall, labelling each person like this:
3. This is \_\_\_\_\_'s baby brother/sister. His/Her name is \_\_\_\_\_.
4. He/She is sleeping/smiling/thinking/playing/crying/ \_\_\_\_\_ing.
5. Ask the children what they remember about the story you read in the previous lesson. If it is clear that they have not understood something, tell them that they are going to listen to it again and they should try to find the answers to unsolved questions.



6. Read aloud the text or play the audio-recording a second time. This time, do not stop so often, so that the children can get into the flow of the story. As you read, ask them to follow with a finger or ruler below the line.
7. Check understanding of the parts they did not understand the first time.
8. You may wish to ask the children to repeat each sentence after you with expression and actions, for example, throwing out their arms when they say *Waaah!*, putting up a hand when they say *Stop!* and putting their fingers to their lips when they say *Sh!*
9. Ask the children to copy their homework from the board (or write it for them) and explain that they should read the story to a parent and try to tell the story in their own words. This will help them to use the language actively.

#### B. Comprehension questions

10. Read aloud each instruction and explain it. Ask different children to do the exercises orally, correcting errors where they occur.
11. **B1:** Before the children complete the matching exercise, write the eight words or phrases on the board, asking the children to read them and then point to the matching pictures in their books. Use each picture as a talking point, for example, *Who is this? What colour is Tidli Dragon's ribbon?*
12. **B2:** Before the children complete the second exercise, ask them to read each sentence twice – once with the correct word and once with the incorrect word. Get them to decide which sentence makes sense.
13. Ask the children to complete the comprehension tasks B1 and B2 in their Textbooks. They can then copy the pictures and matching phrases from B1 in their notebooks.
14. **Extension:** Those who finish early could copy the correct sentences in B2.
15. Check that the children have completed the task correctly and help those who have not understood.

**Reading practice**

16. When they finish, the children can read the text to each other in pairs.
17. Go round and listen to as many children as you can, helping them as necessary.

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

**Unit 1 Lesson 3****Learning outcomes****Students should be able to:**

- apply phonic knowledge and skills as the route to decode words, identifying 1-letter and 2-letter phonemes.
- read accurately by blending sounds in unfamiliar words containing spelling patterns that have already been taught.
- check that the text makes sense to them as they read, correcting inaccurate reading.
- re-read texts to build up their fluency and confidence in word reading.
- demonstrate understanding of the texts they can already read accurately and fluently. Explain clearly their understanding of what is read to them.

**C1: Phonic practice** (page 5: Table 1, all word ladders: 'a' 'e' and 'i' words)

1. As in Lesson 1, Phonic Practice Steps 8-15, take five or ten minutes to revise the first two phonic ladders and practise the remaining phonic ladder.
2. Ask the children to come to the board and identify one-letter phonemes such as *d* in *dragon* and two-letter phonemes such as *ck* in *crack*. Afterwards, they should blend the phonemes into whole words.

**Setting spelling homework**

3. Ask the children to copy the words in their notebooks and learn them for homework. (You will give them a spelling test in the next lesson.)
4. While they are writing, walk round the class, and ask them to read the words to you, checking that they have copied the words correctly.
5. When they finish, the children can practise them by the 'read-cover-write-check process in their notebooks:
  - Read the word.
  - Cover the word with a book or pencil case.
  - Write the word without looking at the book.
  - Take away the cover and check the spelling.

**A: Third reading of the text**

6. Read the text aloud or play the audio-recording a third time without stopping. As you read, ask the children to follow with a finger or ruler below the line.
7. They can all join in very quietly, copying your intonation or the intonation on the audio-recording.
8. Afterwards, ask the less able children some comprehension questions.

**Extension:**

9. If there is time, the children can read 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 try to 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. Don't 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 look, cover, write, check method. Ask them to copy the homework from the board (or write it for them).

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

### Unit 1 Lesson 4

#### Learning outcomes

#### Students should be able to:

- spell words containing some of the 40+ phonemes already taught
- use phonic words in context.
- read texts which are consistent with their phonic knowledge.
- 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

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: dragon... dragon... *A **dragon** lays eggs...* dragon
  - b. Number 2: has... has... *A **dragon has** wings...* has
  - c. Number 3: that... that... *What's **that**? ...* that
  - d. Number 4: and... and... *There's a nest **and** an egg...* and
  - e. Number 5: crack... crack... *There's a **crack** in the egg...* crack
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 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 any mistakes if they have not done so.
7. **Setting homework:** Explain that for homework the children should write three times the correct spellings of the words they got wrong. Ask them to copy the homework from the board.

#### C2: Spelling and vocabulary practice

8. Ask the children to name each picture, using letter names to identify the pictures (aye, bee, cee etc., not the phonic sounds). **Example:** *What's picture a (aye)? It's a net.* This will help the children to recognize the difference between the letter names of the alphabet and the regular phonemes they have learnt in their phonic lessons.
9. Write the six words from the box in Exercise 2 on the board, asking the children to read aloud each one, sounding them out phoneme-by-phoneme if necessary. It is important to read the indefinite article 'a' as this is sometimes missed out.
10. When you are confident that the children can read all the words, ask them to write the correct word below each picture.
11. Meanwhile, walk round the class and check that they are forming their letters correctly and placing them on the line.



**A: Reading practice**

12. The children read through the whole of the story to a partner in a whisper.
13. When they finish, they tell their partner what the text is about and say what they like best.
14. Walk round the class and check the weaker readers. Ask different pairs to discuss with you what they have read.

**Homework:** Write correctly three times the spellings you got wrong in the test.

**Unit 1 Lesson 5****Learning outcomes****Students should be able to:**

- apply phonic knowledge and skills as the route to decode words.
- practise good handwriting habits, sitting correctly at a table, holding a pencil comfortably and correctly.
- form lower-case letters in the correct direction, starting and finishing in the right places.
- participate in discussion or drama, taking turns and listening to what others say.

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

1. As in Lesson 1, Phonic Practice Steps 8-15, take five or ten minutes to teach the first and second word ladders in the second table of the unit (words with *o*, such as *pot* and *u* such as *cup*.)
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 1, page 1 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. Remind the children of the key graphemes (spelling patterns) and the phonemes (sounds) they represent.
8. 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.
9. 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 or position their letters incorrectly on the lines.
10. Do the first line of handwriting practice in class. Make sure the children sit correctly at a table, holding a pencil comfortably and correctly.
11. Ask the children to complete the page for homework. Remind them that they will need a red pencil or crayon.

**A: Drama**

12. Ask three of the more able children to come to the front of the class and act out the story of *Mama Dragon's Egg*, using their own words. (See Extension Activities in the Introduction to this unit.)
13. Then get the children into groups of three and give them time to act out the story in their 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, ask the children to act in quiet 'partner voices'.

**Homework:** Complete Workbook 1, Exercise 1.

## Unit 1 Lesson 6

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- read common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- apply spelling rules and guidance in Appendix 1 of the National Curriculum.
- use words correctly in the context of sentences.

### C3: 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.
2. Next, teach the children to read the **tricky words** as whole words. 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.
3. **Do not ask the children to sound out tricky words**, as they do not follow the phonic patterns that you have taught so far.
3. Ask different children to make up sentences orally to show the meanings of the tricky words.
4. Ask the children to copy the phonic and tricky words into their notebooks and learn them for homework. (You will give them a spelling test in the next lesson.)
5. While they are writing, walk round the class and ask them to read the words to you, checking that they have copied the words correctly.
6. When they finish, the children can practise them by the read, cover, rite, check process in their notebooks:
  - Read the word.
  - Cover the word with a book or pencil case.
  - Write the word without looking at the book.
  - Take away the cover and check the spelling.

### C4 and C5: Spelling and vocabulary practice (page 6)

7. **C4:** One by one, write the eight words in Exercise 4 (a – h) on the board with a dash for each missing letter, e.g. a) a n\_st. Each time, ask a child to come and supply the missing letter as you say the word.
8. Each time, ask the children to tell you something about each picture, e.g. a) *A bird lays its egg in a nest.* b) *We pour milk from a jug.* c) *I keep my toys in a box.* d) *The dragon's leg is green.* e) *We drink tea from a cup.* f) *There is a crack in the egg.* g) *We cook rice in a pot.* h) *Tidli Dragon is Baby Dragon's sister.*
9. Elicit that the missing letters are the five phonemes you have taught in this unit (a, e, i, o, and u).
10. **C5:** Explain that in this exercise, there are **two** letters missing. (We call these consonant clusters, but there is no need to teach this term yet).
11. The children should come up to the board and complete the words, discussing them as they do, and thinking of other words that illustrate the phonic patterns (e.g. **cr:** crab, **dr:** draw, **st:** stick, **sp:** spoon)
12. When they have practised the exercises orally, they can write them in their books.
13. Those who finish early can copy the words and matching pictures into their notebooks.
14. **Extension:** The children may go through the reading text and underline all the words that appear in the phonic box on page 6. (They all do.) To add fun to the lesson, turn this into a race to see who can underline most words!
15. **Setting homework:** Explain that the children should practise the spellings in C4 at home with an adult, using the look, cover, write, check method. Tell the children to copy the homework from the board (or write it for them).

**Homework:** Learn the phonic and tricky words in C4 for a spelling test.

## Unit 1 Lesson 7

### Learning outcomes

#### Students should be able to:

- spell words containing some of the 40+ phonemes already taught.
- read and write common exception words (tricky words), noting unusual correspondences between spelling and sound where these occur in the word.
- demonstrate knowledge of grammar rules for Year 1: Use *in* and *on*. Use *he* and *she*.
- say out loud what they are going to write about, and compose sentences orally before writing them.

### C4 Spelling test and dictation

1. Give a spelling test for the second table, including phonic words and tricky words, as you did in Lesson 4, Steps 1-7.
2. Mark the spellings in class and ask the children to correct their mistakes.

### D1: Grammar and punctuation teaching

3. **D1:** Practise the use of *in* and *on* with reference to real objects, asking questions like, *Where's my bag? It's on the table/under the chair/in the cupboard/on the bookcase.*
4. To reinforce the use of *in* and *on*, play, *Where's the rubber?* See Chapter 6.
5. Ask the children to see if they can find examples of *in* and *on* in the reading text.
6. Practise the exercise orally before you ask the children to write the answers.
7. Ask the children to complete the exercise.
8. Those who finish early can write the complete sentences in their notebook, illustrating them where appropriate.
9. **D2:** Ask about different children in the class: *Is Rafiq/Shirin a boy or a girl?* Elicit *He* or *She* in the answers. Discuss the pictures and talk about what each person is doing.
10. Ask the children to read each of the sentences and complete them with *he* or *she*.
11. The children complete the exercise in class.
12. **Extension:** Children who complete their exercise early may write whole sentences in their notebooks.

### Setting homework:

13. Before the lesson, correct the children's homework in the Workbook, page 1.
14. Discuss any common problems in the previous homework.
15. Go through Workbook 1 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 (or write it for them).

**Homework:** Do Workbook page 2.

## Unit 1 Lesson 8

### Learning outcomes

#### Students should be able to:

- write from memory simple sentences dictated by the teacher.
- use correctly the grammar and punctuation for Year 1.
- say out loud what they are going to write about and compose sentences orally before writing them.
- apply spelling and grammar rules from Appendix 2 of the National Curriculum.

### D1: Phonic practice: dictation

1. Ask the children to study the spellings in D1 for five minutes.
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. Tell them not to look back!
3. Dictate each sentence slowly, repeating each phrase twice.

4. After you have dictated all the sentences, ask the children to open their Textbooks at page 7 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: Grammar teaching

7. To revise *he* and *she* and to teach the present progressive tense, play the game *Mime and Guess* (Chapter 6). It is better to demonstrate the grammar rule (... *is ...ing*) than to explain it at this age.
8. Ask the children questions about people in the room that enable them to practise the present progressive, e.g. *What's Samina doing? She's reading.*
9. Talk about the pictures orally before you ask the children to write the answers, e.g. *What's Tidli Dragon doing? She's running. What's she wearing? She's wearing a pink ribbon. What's Baby Dragon doing? He's jumping. Where's he jumping? He's jumping on a box.* Encourage the children to say out loud what they are going to write.
10. Ask the children to write the answers in their books.

### D4-5: Punctuation teaching

11. Remind the children that we can write every letter in English in two ways: as a **capital** letter and as a **lower case** letter. Explain that we usually use lower case letters, but use capital letters sometimes. If the children don't yet know that we use capital letters at the beginning of names and sentences, don't spend time explaining this yet.
12. Write some lower case and capital letters on the board. Ask the children to match them. Explain that they make the same sound, but we use capital letters to start sentences and usually lower case letters in the middle of sentences. Some letters (like A and a or B and b) look different from each other but they still make the same sound. Some letters (like C and c) look like each other and the capital letters are just bigger.
13. **D5:** Those who have understood this can underline the capital letters in the story. Encourage them to do this neatly. Those who have not yet grasped that each capital letter has a lower case partner can write the alphabet in upper and lower case like this: Aa Bb Cc etc.

### Setting homework and individual research

14. Before the lesson, correct the children's homework in the Workbook, page 2.
15. Discuss any common problems in the previous homework.
16. Go through Workbook 1 page 3 orally, explaining what to do. (See Workbook notes at the end of the unit.)
17. Encourage the children to do individual research into dragons at home. (See Introduction to this unit.) Make it clear that dragons only appear in stories and do not exist in real life. Ask the children to bring in pictures or toys of dragons. They can ask adults what stories they know about dragons.
18. Ask the children to copy the homework from the board (or write it for them).

**Homework:** Complete Workbook 1, page 3 of the unit. Bring a dragon to school.

## Unit 1 Lesson 9

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- listen and respond appropriately to adults and their peers.
- use correctly the target grammar: *What's that? It's a ...*
- take turns to ask and answer questions.
- participate in discussions and debates.

### C: Phonic practice

1. Play a phonic game (such as *Full Circle*) to revise the short vowel sounds that you have taught in this unit.

**E1: Listening task**

2. 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, giving the children a few seconds to draw each picture.
3. Encourage the children to draw in their own ways and don't worry too much if the pictures are unrecognizable!
4. Play the audio-recording or read the text a second time so that they can check their pictures. Then ask them to compare their pictures with their class-mates' pictures, and talk about the differences. For example, one may have drawn a big box, one may have drawn a small box.
5. Walk round the class and check the children's pictures and help the children who have clearly not understood (e.g. if they have drawn a cup on the box).

**E2: Speaking task**

6. Ask the children to show you their dragon pictures or toys. Talk about each one and put it on the 'museum table'. (See Extension Activities in the Introduction to this unit.)
7. Encourage the children to ask each other questions about their dragons, e.g. *Can it make a noise? What's its name?*
8. On the board, draw the picture on page 9. With an open pair (two children acting in front of the class), demonstrate the dialogue modelled in E2. Every time you draw a picture, Child A asks *What's that?* Child B answers: *It's a ...*
9. Correct any mistakes and then ask a second open pair to ask each other questions about the pictures.
10. 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). They should point to the pictures in their books as they ask each other questions.
11. Remind the children to talk in 'partner voices' (very quietly) so that the class does not get too noisy.
12. 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.
13. Note common mistakes (e.g. *That is bin*, instead of *It's a bin*.) and explain how to rectify them at the end of the closed pair activity.

**Setting homework:**

14. Before the lesson, correct the children's homework in the Workbook, page 3.
15. Discuss any common problems in the previous homework.
16. Go through Workbook 1 page 4 orally, explaining what to do. (See Workbook notes at the end of the unit.) Ask the children to copy their homework from the board (or write it for them).

**Homework:** Complete Workbook 1, page 4 of the unit.

**Unit 1 Lesson 10****Learning outcomes****Students should be able to:**

- apply phonic knowledge and skills as the route to decode words.
- use correctly the target grammar of *in* and *on*.
- say out loud what they are going to write about and compose sentences orally before writing them.
- re-read what they have written to check that it makes sense.
- revise what they have learnt in this unit.

**C. Phonic practice**

1. Play *Full Circle* again (See Lesson 9, Step 1) giving the letter cards to different children.

### E3: Composition

- Go through the composition task orally, giving all children a chance to practise saying out loud each sentence that they are going to write (first in class, then in pairs).
- Play *Where's the rubber?* to practise the use of *in* and *on*.
- Ask the children to do the writing task in their notebooks. Remind them to start every sentence with a capital letter. Show them how to end with a full stop.
- As they write, walk round the class, asking different children to read aloud to you what they have written, checking that it makes sense.
- Discuss what they have written.
- After they finish, ask them to re-read what they have written to a partner, checking that it makes sense.
- Correct the work after the lesson and return it to them in the next lesson.
- Extension:** The children draw the same objects on top of each other in a different order. They write sentences about their own pictures – which can be fantastical, for example: *The bin is on the mat. A dragon is in the bin.*
- Correct the compositions yourself.
- You may wish to ask children to copy the picture and their own corrected pieces of writing onto sheets of paper. Those who did the extension can copy their own pictures and sentences. This task could also be done for homework.
- The second drafts can be displayed on the wall or in the school corridors. It is important for all writers to have an audience to read their work!

### Setting homework:

- Before the lesson, correct the children's homework in the Workbook, page 4.
- Discuss any common problems in the previous homework.
- Go through Workbook 1 page 5 orally, explaining what to do. (See Workbook notes at the end of the unit.) Ask the children to copy their homework from the board (or write it for them).

**Homework:** Complete Workbook 1, page 5 of the unit.

## Answers

- A:** Discuss other animals that lay eggs.  
**Suitable questions:**  
Which other animals lay eggs? (e.g. birds, snakes, frogs)  
Where have you seen eggs? (e.g. in nests, in the kitchen, in shops)  
What is an egg like inside, when you break it? (e.g. soft and liquid with a yellow yoke)
- Talk box:** Baby Dragon's sister helps him by calming him down after he has been jumping around. She sits with him and comforts him.
- B1:** a) 3<sup>rd</sup> picture from left    b) 1<sup>st</sup> picture    c) 2<sup>nd</sup> picture    d) 4<sup>th</sup> picture  
e) 2<sup>nd</sup> picture from left    f) 1<sup>st</sup> picture    g) 4<sup>th</sup> picture    h) 3<sup>rd</sup> picture
- B2:** b) *spots*    c) *crack*    d) *leg*    e) *Baby*    f) *Waah!*    g) *Sh!*
- C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then stressing the whole words correctly. Pupils learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- C2:** b) *a van*    c) *a tin*    d) *a man*    e) *ten (or ten spots)*    f) *a pin*
- C3:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then stressing the whole words correctly. The teacher dictates them in a spelling test two or three later. The tricky words should not be sounded out and should be repeated as a whole. They should also be learnt for a spelling test.

- **C4:** b) a jug                      c) a box                      d) a leg                      e) a cup                      f) a crack  
          g) a pot                          h) *Tidli Dragon*
- **C5:** b) a crack                      c) a spot                      d) a nest                      e) a drink                      f) a spoon  
          g) a cross                          h) a vest
- **D1:** b) in                              c) in                              d) in                              e) on                              f) on
- **D2:** a) He is a dragon. He is sleeping.    b) She is a woman. She is sitting.  
          c) He is a man. He is standing              d) She is a girl. She is running.              e) He is a boy. He is jumping.
- **D3:** b) standing                      c) jumping                      d) sleeping                      e) running                      f) reading
- **D4:** The children should circle: H, M, D, T, S, C, I, P, W
- **D5:** All should underline the capital letters on page 2.
- **Extension:** The more able can underline the capital letters on pages 2 and 3. They can circle the capital letters that begin names.
- **E1:** Check that the children have drawn a nest on a box, a cracked egg in the nest, and a leg coming out of the crack.
- **E2:** Children work in pairs to ask and answer questions about the picture. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- **E3:** a) *The bin is on the mat.*              b) *The lid is on the bin.*              c) *The cup is in the bin.*  
          d) *The pot is on the lid.*                      e) *The jug is on the pot.*                      f) *The dragon is in the jug.*

## Sample teaching notes for Workbook 1, Unit 1

### 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 so long as she/he has completed the parallel pages in the Textbook first. For example, the Workbook pages can be done after the children have completed the whole Textbook unit OR after the corresponding 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. It may be sensible to do all of Workbook Unit 1 in class so that children become familiar with the way they should work. Unit 1, pages 1 and 3 must be done in class so that the children know how to complete later units. Before children complete Workbook pages for homework, they should know how to set out handwriting between the quadruple ruled lines, starting at the dot.

### Workbook, Unit 1 page 1 [Children should have studied up to Textbook page 6.]

#### Learning outcomes

#### Students should be able to:

- sound out and write words with the short vowel *a*.
  - begin to form letters between quadruple ruled lines, beginning at the dot.
1. **Exercise 1:** Go through Workbook page 2, exercise 1 with the children. Sound out the words together, e.g. *m-a-t: mat, h-a-t: hat*.
  2. Focus on the difference between letters that stay between the middle quadruple ruled lines (e.g. *n*) and ascenders (e.g. *t*) that go above.
  3. Ask the children to write a line of *n* and *t* in their handwriting books, *ensuring* that *n* touches the two middle lines and that *t* reaches just below the top line.
  4. Ask the children to point to the correct picture for each word.
  5. Ask the children to trace the words. Show them how to keep within the quadruple lines, starting at the dot. When they write the word a second time, encourage them to start at the right place and keep within the lines.

- Exercise 2:** Using the alphabet letter names (e.g. *Aye, Bee*), not the sounds (*a, buh*) to refer to each picture, ask the children to name each one. Each time, ask what sound is missing from the beginning of the word.
- Write each word on the board, with a simple picture and a dash for the missing letter, e.g.



a) a \_an

- Ask different children to come to the front and write the missing letter from each word.
- Ask the children to complete the word and copy it below. Go round the class and check that the children are placing their letters correctly between the quadruple ruled lines.
- Exercise 3:** Ask an able child to read aloud the rubric. Ensure that the children colour carefully and that they only colour the named pictures (*mat, hat, van, and pan*). This could be done for homework.

### Workbook Unit 1 page 2 [Children should have studied up to Textbook page 5.]

Learning objective: Sound out and write words with the short vowels *e* and *i*.

You may wish to set this for homework. If you do, be sure to practise it orally first as follows:

- Exercise 4:** Write all the words on the board and ask the children to sound out and blend each one (e.g. *l-e-g: leg*). Draw attention to the key short vowel sounds (*e* and *i*).
- Draw simple pictures on the board and ask different children to come up and match them.
- Exercise 5:** Ask the children to tell you about the picture, naming the words given.
- Ask different children to read the words and point to the picture they should label.
- If the children do this in class, walk round and check that they are starting at the dot and keeping within the quadruple ruled lines. If you set it for homework, remind the children to do this.

### Workbook, Unit 1 page 3 [Children should have studied up to Textbook page 6.]

#### Learning outcomes

#### Students should be able to:

- sound out and write words with the short vowels *o* and *u*.
  - read each tricky words as a whole and spell it.
- Before the lesson, draw four rows of quadruple ruled lines across the board in a different colour from the colour you write in.
  - Exercise 6:** Write the words in Exercise 6, showing where to place each letter on the quadruple lines. For each word, indicate with a dot where you start each letter.
  - Ask different children to come to the board and trace over the words, starting at the correct place.
  - For each word, ask all children in the class to point to the correct picture in their Textbooks.
  - Exercise 7:** Orally, get the children to ask each other questions about the pictures in pairs, e.g. *What's that? It's a frog*. The questions and answers can be written in notebooks in class or for homework. Note that the full form *What is that?* should be written, while it is normal to shorten it to *What's that?* when speaking.
  - Exercise 8:** Using their notebooks to cover the words (one 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!
  - They should follow the *look, cover, write, check* process every time they practise the spellings of the tricky words.
  - In later units, remind the children how to follow this process if they do the exercise at home.



**Workbook, Unit 1 page 4** [Children should have studied up to Textbook page 6.]**Learning outcomes****Students should be able to:**

- sound out and write words with consonant blends.
  - match capital to lower case letters.
1. **Exercise 9:** Practise the consonant blends taught on page 6 of Textbook 1, Unit 1. Sound out each word.
  2. Ask the children to read the words to each other in pairs.
  3. **Exercise 10:** Ask the children to practise the sentences orally.
  4. Remind the children that there are two kinds of letters – capital letters and lower case letters. Elicit that we start sentences with capital letters and end with full stops.
  5. As the children copy the sentences into their notebooks, check that they are placing their letters correctly, starting with a capital and finishing with a full stop.
  6. **Exercise 11:** Remind the children that capital letters always touch the top line of the quadruple lines.
  7. Demonstrate this on the board with quadruple ruled lines in another colour. Only a few lower case letters touch the top line. Elicit these from the children (b, d, f, h, k, l; t stopping just short of the top line). Draw these letters between the quadruple ruled lines too.
  8. Ask the children to write and match the letters. Check that they are starting at the dot.

**Workbook, Unit 1 page 4** [Children should have studied up to Textbook page 7.]**Learning outcomes****Students should be able to:**

- use *he* and *she* correctly.
  - write descriptions of pictures.
1. **Exercise 12:** Play *Mime and guess* again. (See chapter 6)
  2. First orally, then in writing, ask the children to decide whether to put *He* or *She* in the blanks.
  3. Discuss why they should use a capital *H* and *S* at the beginning of *He* and *She*, reminding them that all sentences start with a capital letter.
  4. **Composition:** For each picture in Exercise 12, ask, *What is the man/woman/girl/boy doing? What has he/she got?*
  5. Ask the children to write what each person **has** in the pictures at the top of the page, following the example of a).
  6. **Extension:** Write the following writing frame on the board.:  
 \_\_\_\_\_ is a boy/girl.  
 He/She is \_\_\_\_\_ing.  
 He/She has a red pen/ big bag.
  7. Ask the children to write sentences of their own about other children in the class, e.g. *Imran is a boy. He is sitting. He has a big bag.*

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the pictures to the words.
- **Ex 2:** b) *a cat*      c) *a pan*      d) *a rat*      e) *a hat*      f) *a fan*      g) *a van*  
h) *a mat*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with lines.
- **Ex 4:** The children trace over the first word, and the label the dragon in leg, spot, egg, nest.
- **Ex 5:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with lines.
- **Ex 6:** The children write questions and answers in their notebooks, e.g. *What is this? It is a fox.*
- **Ex 7:** The children look at each word, cover it with a notebook, write it to the right, and check it. They then do the same again until they can spell the word easily.
- **Ex 8:** The children practise sounding out, then blending, the words.
- **Ex 9:** a) *crab, spots*      b) *crisps*      c) *vest*      d) *Stop, Stand, still*
- **Ex 10:** The children copy each letter in the space to the right. They match the capital to lower case letters.
- **Ex 11:** a) *She is a woman. She is sitting.*      b) *He is a man. He is standing.*  
c) *She is a girl. She is running.*      d) *He is a boy. He is jumping.*
- **Ex 12:** b) The man has a cup.      c) The girl is chasing the dog.      d) The boy is jumping high.

**Reading genres:**

Non-fiction information text; nursery rhyme

**Phonics:**

- Table 1: *ck* as in *duck*; *ng* as in *running*
- Table 2: *th* as in *this*; *sh* as in *sheep*

**Vocabulary:**

- Suffix *ing* in present progressive tense
- Animal movements and sounds

**Grammar:**

- Present progressive tense as in *It is jumping. They are running.*
- *has/have* as in *A butterfly has six legs. Ducks have two legs.*
- *can/cannot* as in *They can fly.*

**Punctuation:**

- Lower case and capital letters

**Listening and Speaking:**

- Respond to commands
- Describe pictures of animals and what they can do

**Suitable games (Chapter 6):**

- **Word Bingo** to practise the phonic patterns of this unit
- **Mime and Guess** to teach *he*, *she*, and the present progressive tense

**Composition:**

- Describe pictures of animals and what they can do

**Homework:**

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

**Teaching aids:**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils or paints so that the children can colour their pictures of animals
- (optional) books about animals, birds, and fish from the library
- (optional) a pet brought in by a parent to stimulate discussion and writing

**Planning extension activities****1. Experience real animals**

- If possible, arrange a visit to the school from a parent with a pet. Check that the pet is under control at all times. Remind the children that animals must be treated kindly and that they should not be touched

- without the owner's permission. If it is safe to touch the animal, remind the children to wash their hands afterwards.
- Encourage the children to prepare questions to ask the parent and child who own the pet. 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:  
*How old is it?* \_\_\_\_\_
- What does it eat? \_\_\_\_\_  
What does it drink? \_\_\_\_\_  
Where does it sleep? \_\_\_\_\_  
What noise does it make? \_\_\_\_\_  
What funny things does it do? \_\_\_\_\_
- When the children have asked and answered their questions, encourage them to sketch a picture of the pet while it is in school. Help them to look carefully at the animal and draw what they see, using the correct colours.
- After the visit, ask the children to write about the pet. Mark their work for spelling and punctuation.
- Ask the children to do neat drafts of their writing and pictures.
- Display their pictures and writing in the classroom so that others can enjoy them and the children feel pride in their work.

## 2. A visit to a zoo or farm

### Preparation

- A visit to a zoo or farm will stimulate interest in animals.
- It is essential to make a preparatory visit. Check out how to get there. Find out whether you can get a reduced entry price for a group.
- Check out a central, safe place where children can go if they get lost.
- 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.
- Put out a call to parents so that you have plenty of adult helpers on the day.
- Check out which animals you will see so that you can teach the children about them before you go.
- Before the visit, discuss what the children know about wild/tame animals, focusing on animals you are likely to see.
- You may wish to prepare questions to ask at the zoo/farm, similar to those you asked for the visit of the pet above.
- In advance, give each adult helper a clear plan for the day with a list of which children are to go in each group.
- 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 signed and returned before you set off.

### On the day

- Ensure every adult has a list of which children are in his/her group and has a clear plan for the day.
- 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.
- Bring plenty of extra drinking water.
- If possible, take a camera so that you can make a pin-board display or assembly presentation of what you did on the day.

### After the trip

- Ask the children to draw pictures of their memories of the trip in their own ways. Then ask them to write about the animals they have drawn; e.g. *This is a \_\_\_\_\_ . It eats \_\_\_\_\_ . It is sitting/ drinking/running/sleeping.*
- Ask the children to write beautiful second drafts of their descriptions after you have corrected their mistakes.
- Display the writing, pictures, and photos on a pin-board.

## Textbook page notes

### A1. Reading text

#### Learning outcomes

#### Students should be able to:

- **A1:** read, understand, and enjoy a non-fiction text.
- recognize that a non-fiction text is about true facts.
- **A2:** appreciate a traditional nursery rhyme and recite it by heart.
- discuss word meanings, linking new meanings to those already known.

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

#### Reading notes for the teacher (Note that you should read and discuss the text at least three times on three different days.)

- To relate the text to the experiences of the children, discuss animals they have seen, and what they noticed about them
- Focus on the colours, shapes, and movements of animals, the number of legs, what they can and cannot do, and the noises they make.
- Discuss what the spider, butterfly, sheep, ducks, and fish can do, and talk about the pictures on these two pages.
- **Suitable questions:**
- Can a \_\_\_\_\_ walk/swim/fly/swim? Can YOU walk/swim/fly/swim?
- What colour is the \_\_\_\_\_? Where is it?
- **Talk box:** Ask the children to talk in pairs about other animals, e.g. *A cow can walk and run, but it can't fly or swim. It has four legs. It says, Moo!*
- Sing songs about animals, such as *Old Macdonald had a farm:*

Old Macdonald had a farm.

E – I – E – I – O!

And on that farm he had some cows.

E – I – E – I – O!

With a moo-moo here and a  
moo-moo there.

Here a moo, there a moo,

Everywhere a moo-moo.

Old Macdonald had a farm.

- E – I – E – I – O!
1. dogs – bow-wow!
  2. donkeys – hee-haw!
  3. cats – miaow-miaow!

## B1. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** match key vocabulary to pictures.
- **B2:** write sentences about animals, using *can* and *cannot*.
- **B3:** demonstrate understanding of numbers, sounds, and movements.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- Elicit that the facts in this unit are true. They give us information about real animals. So this reading text is different from *Mama Dragon's Egg* because dragons are imaginary creatures and don't really exist.
- Explain that we call imaginary stories **fiction** and texts about true facts **non-fiction** because they are **not** made-up.
- Elicit that the animals are similar in some ways and different in others.
- **B1** focuses on labelling pictures, an important skill in non-fiction texts. Treat *spider* and *butterfly* as tricky words and do not sound them out.
- **B2 and B3** focus on the ways in which the animals are similar and different from each other, helping the children to understand the way the text is structured, with a space before each new paragraph about a different animal.

**Extension:** Ask the children to research and write about a different animal in a similar way.

## A2 and B2. Reading and Comprehension

### Learning outcomes

#### Students should be able to:

- build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

#### Reading and Comprehension notes for the teacher:

- First ask the children to sing and do the actions after you or the audio-recording, then sing it all together, putting actions to each line as follows:

<p><u>Baa</u> baa, <u>black</u> sheep, <u>have</u> you any <u>wool</u>? Yes sir, yes sir - three bags <u>full</u>.</p> <p><u>One</u> for the <u>mas</u>ter, <u>One</u> for the <u>dame</u>, and <u>one</u> for the <u>lit</u>tle boy who <u>lives</u> down the <u>lane</u>.</p>	<p><i>Put up two fingers by the head like horns.</i> <i>Put palms up and raise eyebrows in a questioning way.</i> <i>Nod head.</i> <i>Hold up three fingers.</i></p> <p><i>Hold up one finger and point in one direction</i> <i>Hold up a second finger, pointing in the same way.</i> <i>Hold up a third finger, pointing in the opposite direction with the other hand.</i></p>
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- Stress the underlined syllables to teach the appropriate intonation.

- Talk about farms where people have sheep. Establish that most sheep are white and that black sheep are unusual.
- Explain the concepts of *full* and *empty* with reference to real objects in the classroom such as your handbag or the waste paper bin.
- Explain that the *master* is the farmer who looks after the farm. The *dame* is an old fashioned word for a woman and she is the farmer's wife. A lane is a small road.
- Encourage the children to imagine what the little boy will do with his bag of wool. Play? Make a sweater? Sleep on it? Explain that people spin wool from a sheep into thick thread. Then people knit the wool to make sweaters and scarves, or weave it to make shawls and blankets.
- If possible, sing the rhyme every day so that the children learn it by heart.
- If the children copy the questions and answers in their books, draw their attention to the question marks at the end of each question.
- When the children read the questions aloud, show them how to raise their eyebrows and put up their palms (as they did in the song).
- When they read the answers, their voices should go down and they should punch the air like a full stop.

### C. Word Reading and Spelling

For detailed procedures for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

#### Learning outcomes

##### Students should be able to:

- **C1:** read and spell words with **ck** and **ng**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ck** and **ng** in a context. (Lesson 4, Steps 8-12)
- **C4:** read words with **th** and **sh** and learn the spellings. (Lesson 1, Steps 1-6)
- **C5:** write words with **th** and **sh** in a context. (Lesson 4, Steps 8-12)
- **C6:** read the **tricky words** as whole words. (Lesson 6, Steps 3-8)

Procedures for setting **spelling homework** (Lesson 3, Steps 8-10)

Procedures for giving a **spelling test**: (Lesson 4, Steps 1-7)

Procedures for **finding the target words** in the text: (Lesson 4, Steps 13-17).

#### Spelling notes for the teacher

- Suitable phonic game *Word Bingo* (Chapter 6)
- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. Pupils should learn the spellings for homework. The teacher dictates them in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *d* in *duck*. At other times, **two** letters make just one phoneme (or sound), e.g. *ck* in *duck*. We call this a **digraph**. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. Note that although we always read *q* and *u* together (as in *quack*), *qu* is in fact two phonemes: *k* and *w*.
- **C3:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- **C4:** Test the spellings in C1. Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- **C5:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.

- **C6:** Point out that these are tricky words. We do not sound them out, but read them as whole words. They should also be learnt, with the phonic words in C4, for a spelling test in a later lesson.

**Extension:** Ask the children to note 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. (Lesson 7, Steps 3-8)
- **D2:** say aloud the regular phonemes made by a letter. (Lesson 7, Steps 3-8)
- **D3:** distinguish between capital and lower case letters. (Lesson 8, Steps 7-12)

How to give a **dictation**: Lesson 8, Steps 1-6

#### Grammar notes for the teacher

- The game, *Mime and Guess* will give practice of the present progressive tense. (Chapter 6).
- **D1:** Just for your information (not for the children's), the present progressive tense is sometimes called the present continuous tense. It is used to describe what is happening right now, in the present. We do not use it to describe what usually happens. For example, **now** you **are reading** the Teaching Guide, but I expect that **usually** you **read** other books!
- You may wish to point out that we sometimes double a letter before we add *ing*, as we do in *running* and *swimming*, but the children are probably too young to understand the explanation that this happens after a short vowel followed by a single consonant.
- **D2:** Remind the children to say the regular phonemes (sounds) made by each letter, not the letter names. Lower case letters are sometimes called "small letters". Capital letters are sometimes called "upper case letters". It doesn't matter which term you use with the children so long as you are consistent. Point out that capital letters are usually taller than lower case (small) letters as in Q, Y, I, O, W and A, but are not always, as in B and H.
- Elicit from the children that we usually use capital letters at the beginning of a sentence. Explain a sentence as "a group of words that make sense together".
- **D3:** The children can underline capital letters in the text.

**Extension:** Ask what the animals on pages 10 and 11 are doing. Encourage the children to write sentences about them, e.g. *The spider is walking.*

### E. Listening, Speaking, and Composition

#### Learning outcomes

#### Students should be able to:

- **E1:** respond to commands. (Lesson 8, Steps 13-16)
- **E2:** describe orally pictures of animals and how they can move.  
write sentences by saying out loud what they are going to write about and compose a sentence orally before writing it. (Lesson 9, Steps 2-9)
- **E3:** write about pictures of animals and how they can move.

#### Listening, Speaking, and Composition notes for the teacher

- **E1:** Children stand up. Ask them to mime the actions in the Listening text and any other verbs they know. Either read the instructions or play the audio-recording. If the children do the wrong action, they should sit down. Play for no longer than a minute or two to give most children a chance to remain standing and 'win'. Run through the game at least twice to give children a second chance.



- **E2:** First ask the same questions about the animals in the picture on page 16, e.g. the fox and the butterfly. Then ask two confident children to ask and answer the questions about the yak as an open pair.
- 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. (Lesson 9, Steps 2-9)
- Walk round the class and monitor their conversation, helping where necessary.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of practice orally, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *The yak has big horns. The parrot has a red beak.*)

**Extension:** Ask the children to find a picture of an animal in a magazine or newspaper and to write about it. They can stick the picture in their notebooks beside their writing.

## Answers

- **B1:** a) 2<sup>nd</sup> picture      b) 1<sup>st</sup> picture      c) 4<sup>th</sup> picture      d) 5<sup>th</sup> picture      e) 3<sup>rd</sup> picture
- **B2:** b) *can*                      c) *cannot*                      d) *can*                      e) *cannot*
- **B3:** b) *six*                      c) *Baa!*                      d) *Quack!*                      e) *swim*                      f) *walk*
- **B4:** The sheep and bag(s) should be labelled.
- **B5:** a) *black*                      b) *three*                      c) *full*
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Pictures should be matched to the correct words.
- **C2:** quack      crack      chick      swimming      jumping
- **C3:** a) swimming      b) Quack!      c) crack      d) running      e) black      f) chick  
           g) jumpin
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Pictures should be matched to the correct words.
- **C5:** b) *There*                      c) *The*                      d) *These*                      e) *They*
- **C6:** The 'Tricky words' should not be sounded out and should be repeated as whole words. Pictures should be matched to the correct words.
- **D1:** b) *The frog is jumping*                      c) *Six fish are swimming.*                      d) *The butterfly is flying.*  
           e) *The rats are running.*                      f) *The fox is sleeping.*
- **D2:** The children should say the regular phonemes (sounds) made by each letter, not the letter names. The children should circle *q, y, b, i, o, h, w, t, a.*
- **D3:** All children should underline the capital letters in the non-fiction reading text. More able children should notice that these letters begin sentences, and underline the capital letters in the rhyme too.
- **E1:** The children mime the actions you say.
- **E2:** In pairs, the children ask and answer questions about the yak and parrot:  
**Yak:** a) *What's this? It's a yak.*                      b) *What colour is it? It's black.*  
           c) *How many legs has it got? It has four legs.*                      d) *Can it run? Yes, it can.*  
           e) *Can it fly? No, it cannot.*  
**Parrot:** a) *What's this? It's a parrot.*                      b) *What colour is it? It's many colours.*  
           c) *How many legs has it got? It has two legs.*                      d) *Can it run? No, it cannot.*  
           e) *Can it fly? Yes, it can.*
- **E3:** a) *This is a yak. It is black. It has four legs. It can run. It cannot fly.*  
           b) *This is a parrot. It is many colours. It has two legs. It can fly. It cannot run.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 7

#### Learning outcomes

##### Students should be able to:

- **Ex 1:** write words with *ck* and *ing* in correctly formed handwriting.
- **Ex 2:** use verbs in the present progressive tense.

#### Teaching notes

- **Ex 1:** In this unit, focus on the letter **c** and the handwriting family that belongs to it. Point out that we start **c** from a dot at the top right of the letter and go back.
- Show how we form **a** by starting in the same way, but adding a down-stroke.
- Go on to show that we also start **d** from **c**, but add an up-stroke, which then comes down.
- Finally show how in **g** we add a down-stroke to the **c**.
- Ask the children to write a line of each of these four letters in their handwriting books.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 8

#### Learning outcomes

##### Students should be able to:

- **Ex 3:** write words with *th* and *sh* in correct handwriting.
- **Ex 4:** write words with *th* and *sh* in a context.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown.
- **Ex 4:** Check that the children are sitting correctly at the table and holding the pencil between the thumb and two fingers.

### Workbook page 9

#### Learning outcomes

##### Students should be able to:

- **Ex 5:** recognize word families of rhyming words.
- **Ex 6:** use verbs in the present progressive tense.
- **Ex 7:** read and spell tricky words as whole words without sounding them out.

#### Teaching notes

- **Ex 5:** Ask the children to say the words aloud before they match the rhyming words. Remind the children of the rhyming words in *Baa baa*, *black sheep*. *Wool* and *full* are true rhymes. *Lane* and *dame* are half rhymes.
- **Ex 6:** Remind the children that when we say someone is *doing* something, it is happening **now**.
- **Ex 7:** Remind the children that we do not sound out the phonemes in tricky words because they do not follow phonic rules. We have to read and remember each spelling as a whole word.

## Workbook page 10

### Learning outcomes

#### Students should be able to:

- **Ex 8:** use the present progressive tense to say what is happening **now**.
- **Ex 9:** identify capital letters.

### Teaching notes

- **Ex 8:** Play *Mime and Guess* to revise the present progressive tense. Explain that we say *I am, He is, She is, It is, You are, We are, and They are*. Then ask the children to complete the blanks with *am, is, or are*.
- **Ex 9:** Ask the children to circle the capital letters. Children who finish early can write all the capital letters in the alphabet in their notebooks.

## Workbook page 11

### Learning outcomes

#### Students should be able to:

- **Ex 10:** draw an animal, using the imagination.
- **Ex 11:** write about the animal they have drawn.

### Teaching notes

- **Ex 10:** Stimulate the children's imaginations before you ask them to draw their own animals, encouraging them to be adventurous. They do not have to draw a real creature.
- Call one child to the board and ask him/her to draw the animal's head. Discuss how many eyes, ears, horns it should have.
- Ask another child to draw the animal's body. Discuss what colour it should be. It can be pink, green, or blue. Perhaps it has spots or stripes of a different colour.
- Ask a third child to draw the animal's legs. Discuss how many legs it should have – two, three, four, six, eight, ten, twenty?
- Ask a fourth child to add something special, e.g. wings, a tail, a mane.
- **Ex 11:** Note that this can be a fictional animal. The children can make it up. Encourage the children to be playful and use their imaginations and make up an impossible animal. For example, they could draw a pink and blue animal with ten legs. It could have four wings and a tail. It could say, *Choo choo!*

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) *picking, stick*    b) *kicking*    c) *duck*    d) *licking*    e) *o'clock*    f) *socks*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with lines.
- **Ex 4:** b) *fish shop*    c) *She, with*    d) *mother*    e) *ather*    f) *shelf*  
g) *Shall, she*    h) *That*
- **Ex 5:** *sheep-keep, sock-clock, shop-stop, lick-tick*
- **Ex 6:** a) *jumping*    b) *kicking*    c) *swimming*
- **Ex 7:** The children should write the words correctly between the quadruple lines.
- **Ex 8:** b) *are*    c) *are*    d) *am*    e) *is*    f) *is*    g) *are*
- **Ex 9:** *H, M, I, T, D, A, N*
- **Ex 10:** The children draw and colour an animal in the box.
- **Ex 11:** The children describe their own animal. Their writing will depend on their drawing.
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Themes of the unit:** Movements and sounds of animals

**Reading genre:** Traditional tale

**Phonics:**

- Table 1: *ss* as in *hiss*; *ff* as in *huff*; *zz* as in *buzz*
- Table 2: *ll* as in *bell*, *all* as in *ball*; *y* as in *cry*; *-ies* as in *cries*

**Vocabulary:**

- Adjectives as in *small*, *big*
- Movement verbs as in *run*, *fly*

**Grammar:**

- Simple present tense as in *One butterfly flies. Two butterflies fly.*
- Simple present questions and answers: *Does it jump? Yes it does / No it does not.*
- *has/have* as in *A butterfly has six legs. Ducks have two legs.*

**Punctuation:**

- Gaps between words

**Suitable games (Chapter 6):**

- **Animal Follow the Leader** to practise animal sounds and movements
- **Phonic Word Bingo** to practise the phonic patterns taught in this unit

**Listening and Speaking:**

- Questions and answers: *What does it say? It says ...*

**Composition:**

- Tell a story, using common storytelling 'chunks'.

**Homework:**

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

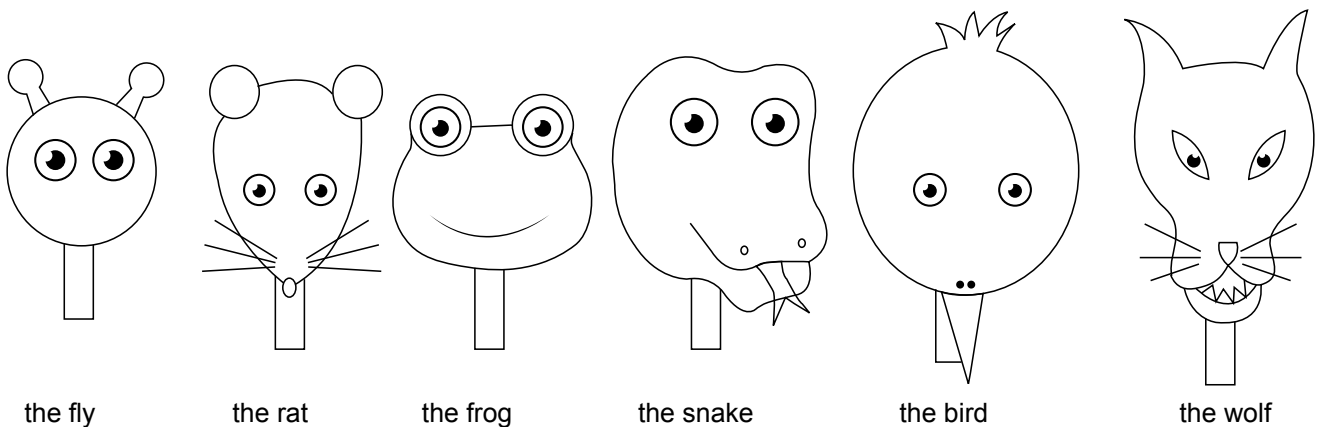
**Teaching aids:**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils or paints
- (advisable) materials for games chosen to support teaching point
- (optional) card, sellotape, scissors, colours, rulers if you make stick puppets
- (optional) a clay pot to assist understanding of the story
- (optional) a world map to show the children where Russia is

## Extension activities: (optional)

### Drama with stick puppets

1. Draw six large, simple copies of each animal's head on card or paper plates like those in the diagram below. If you have enough card, get the children to make their own stick puppets too.
2. Talk about what the children are doing in English as they draw their puppets; for example, *Who's this? What colour's the nose? Has it got ears?* Encourage them to talk to each other about their puppets.
3. Cut out the heads with scissors.
4. Sellotape the back of each cardboard animal's heads onto the top of a ruler. Leave a few centimetres of the ruler below the head so that the children can hold it easily. The rulers act as handles for the children to hold up their puppets.



the fly

the rat

the frog

the snake

the bird

the wolf

### Drama practice 1

1. Ask eight children to come to the front. Choose one to be the woman and another to act as the pot by opening his/her arms wide. The others will act the roles of the six creatures.
2. Tell the story again, asking the actors to mime the parts of the characters. If you have made stick puppets, give one puppet to each animal character.
3. Ask all the children to join in where they can, especially with the animal noises and the repeated bits like: *Hello. Anyone there? Hi! Come along in.* At this stage, it is important to use exactly the same language as you used before.

### Drama practice 2

1. Choose eight different children to come up and take the parts. Choose confident 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 the story.
3. 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

1. When the children know the story by heart, perform it in an assembly for other children.
2. You should continue to be the narrator. Choose eight capable children to act in front of others, holding up their stick puppets.
3. All the children in the class can join in with the animal noises and *Come along in.*

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This story sets up suspense because as each new animal arrives, we expect it to eat the animals that are already in the pot. However, each animal proves to be nicer than we think it will be, and all the animals get along happily. In fact, the wolf is a friendly wolf, but the surprise ending is that it breaks the pot because it is too big.
- The story introduces the relative sizes, movements, and noises of animals.
- It teaches common phrases or 'chunks' that we can use to greet people: *Hello! Anyone there? Hi! Come along in!*
- Play *Animal Follow the Leader (Chapter 6)* to teach the key vocabulary, animal movements, and noises.

#### Learning outcomes

##### Students should be able to:

- read, understand, and enjoy a traditional tale from Russia.
- recognize and join in with predictable phrases.
- predict what might happen on the basis of what has been read so far.

##### For detailed procedure for teaching a reading text, see sample lesson 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15 and the Extension activity above

##### Reading notes for the teacher: (Note that you should read and discuss the text at least three times on three different days.)

- Explain that a traditional tale is very old and we do not know who told it first. If you have a world map, show the children where Russia is and explain that this story is Russian
- **Pre-reading:** To relate the text to the experiences of the children, discuss the noises and movements of animals. Talk about what different animals eat too, pointing out that animals such as sheep eat grass, while other animals, such as frogs, snakes, and wolves, eat other animals. This will set up suspense in the children before they read the story.

##### Suitable questions:

*What does a rat/fly/snake/frog/bird/wolf say?*

*How does it move?*

*Where does it live? What does it usually eat?*

- **During reading:** Ask the children to predict what will happen next. Suspense is an important part of storytelling! Make sure they do not turn the page until they have guessed. Accept different answers. Point out that the frog could eat the fly; the snake could eat the frog and the rat; the tall bird could eat the snake; the wolf could eat all of them!
- **Talk box 1: Suitable questions:** *What do snakes eat?* (e.g. frogs and rats). *What do you think will happen next? Do you think the snake will eat the frog and the rat? What do frogs eat?* (e.g. flies) *Do you think the frog will eat the fly?* Accept any possible answers.
- **Talk box 2:** *What do wolves eat?* (e.g. smaller animals) *What do you think will happen next? Do you think the wolf will eat the animals in the pot? Or do you think they will all get along together?* Accept any possible answers.
- **At the end,** discuss the surprise. The wolf is only a danger to the other animals because he is too big for the pot. He is just as sad as they are when it breaks!

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** use descriptive adjectives.
- **B2:** explain how each animal moves using the present simple tense.
- **B3:** summarize a story in the correct sequence.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- Elicit the main point of the story – that the animals live together, even though we do not expect them to. The problem is that the pot is not big enough for them all.
- Explain that each animal is different. Ask about each animal: What is the \_\_\_\_\_ like? Elicit the descriptive adjectives such as small, thin, fat etc.

**Extension:** Ask the children to perform a drama of the story as outlined in the optional extension activities above.

## C. Word Reading and Spelling

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **ss**, **ff**, and **zz**. (Lesson 1, Steps 1-6)
- **C2:** write the key vocabulary.  
recognize that every word is made up of letters. Count the letters in a word. (Lesson 4, Steps 8-12)
- **C3:** read words with *all*, *ll*, *y*, and *ies* and learn the spellings. (Lesson 1, Steps 1-6)  
read the tricky words as whole words. (Lesson 6, Steps 3-8)
- **C4:** distinguish between 1- and 2-letter phonemes. (Lesson 3, Steps 3-7)
- **C5:** write words with *all* in the context of sentences. (Lesson 6, Steps 9-12)
- **C6:** use the present simple tense of verbs ending with *y* or *ies*. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to learn the other sounds as a whole like tricky words. Point out that the first animal sound starts with a capital letter because it is at the beginning of the animal's sentence.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Practise making words out of jumbled letters from the board before you ask the children to do the puzzle. Remind the children that every word is made of letters. Some words are short and some are long. When we write a sentence, we leave a gap between words.
- **C3:** Teach the children to sound out and then blend the words after you or the audio-recording. Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C4:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *t* in *tall*. At other times, **two** letters make just one phoneme (or sound), e.g. *ll* in *tall*. We call this a **digraph**. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- Test the spellings in C4. (Lesson 4, Steps 1-7)
- **C5:** Ask different children to complete the sentences orally before they write the answers.
- **C6:** Point out that we say *He/She/It cries/flies*, but *they cry/fly*. Talk about the pictures and ask different children to complete the sentences orally before they write the answers.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** write yes/no answers in the present simple tense. (Lesson 7, Steps 3-8)
- **D2:** explain that sentences are made of words and that we leave big gaps between words. (Lesson 8, Steps 3-8)

#### Grammar notes for the teacher:

- The game *Animal Follow the Leader* will give practice of animal movements and sounds. (Chapter 6)
- **D1:** For your information: We use the simple present tense about these animals (not the present progressive), because frogs always jump. It is their usual way of moving. We only say a frog is jumping if it is happening now.
- **D2:** Children should understand that every sentence makes sense by itself and is made of words. We show the difference between words by leaving a gap between them.

#### Extension:

- Ask the children to count the words in each sentence on page 18. They can write the number of words in pencil at the end of each sentence.
- Ask the children to write sentences about the way other animals move using the present simple tense; e.g. *A tiger walks and runs.*
- Dictate the sentences in D2. (Lesson 8, Steps 1-6)

#### Listening, Speaking, and Composition notes for the teacher

- **E1:** Tell the story first. For example: *One day, a frog meets a rat. The frog says, 'Hello! How are you?' 'Hi!' says the rat. 'I'm fine thanks.' Then a snake comes along. 'Hiss!' says the snake. The rat and frog stand still. 'Snap!' says the snake as he eats them up. Oh dear. Poor rat and frog.*
- Ask a confident child to come and tell the story to the class in his or her own words. (Lesson 9, Steps 2-9)
- When the children have observed a correct model, they should practise telling the story in closed pairs. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their story-telling, helping where necessary.
- **E2:** Make sure the children all have a blank sheet of paper and a pencil before you start. Tell the children you do not mind if their pictures are not like the ones in the book! Read aloud the listening exercise or play the audio-recording. Check they have drawn three animals in a loose circle.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas. (For example, *One day a fat frog says hello to a thin rat.*)

**Extension:** Ask the children to write a story about a rabbit, a deer, and a tiger, using the same writing frame.

## Answers

- **B1:** b) a thin rat    c) a fat frog    d) a big wolf    e) a tall bird    f) a small fly
- **B2:** b) jumps    c) slithers    d) flies
- **B3:** b) Now the pot has a crack.    c) Then a fly comes to live in the pot.  
d) After some time, a rat, frog, snake, bird, and wolf come in.  
e) In the end, the pot falls to bits.
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.  
b) Buzz buzz    c) Ribbit ribbit    d) Hiss hiss    e) Ree ree    f) Huff puff



- **C2:** b) rat (3 letters)    c) bird (4 letters)    d) fly (3 letters)    e) snake (5 letters)  
f) wolf (4 letters)
- **C3:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then stressing the whole words correctly. The tricky words should not be sounded out and should be repeated as whole words. All words should be learnt for a spelling test in a later lesson.
- **C4:** well    tell    shell
- **C5:** b) tall    c) all    d) calls    e) falls
- **C6:** b) cry    c) flies    d) fly
- **D1:** b) Yes, it does.    c) No, it does not.    d) Yes, it does.    e) Yes, it does.    f) No, it does not.
- **D2:** b) 5 words    c) 6 words    d) 1 word    e) 3 words
- **E1:** (less able children) *The frog says, Hello!*  
*The rat says, Hi!*  
*The snake says, Hiss!*  
*The snake says, Snap!*  
(more able children): Example *The fat frog says, Hello! How are you?*  
*The thin rat says, Hi! I'm fine thanks.*  
*Then a long snake slithers along. It says, Hiss!*  
*Then it eats the rat and the frog. It says, Snap! Mmmm!*
- **E2:** The children should have drawn a small fly beside a fat frog, which is beside a thin rat. There should be a large circle all the way round the three creatures. (It need not be round!)
- **E3:** *One day, a frog says hello to a rat. Then the rat says hi to the rat and they talk. After some time, a snake slithers along. In the end the snake snaps up the frog and the rat.*
- **Extension:** More able children should be encouraged to add their own words as in E1.

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 12

#### Learning outcomes

##### Students should be able to:

- **Ex 1:** write words with *ff*, *zz*, and *ss* in correctly formed handwriting.
- **Ex 2:** use words with *ff*, *zz*, and *ss* in context.

#### Teaching notes

- **Ex 1:** Remind the children that *f* goes above and below the middle lines; *s* and *z* go between the middle lines.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 13

#### Learning outcomes

##### Students should be able to:

- **Ex 3:** write words with *//* in correctly formed handwriting.
- **Ex 4:** write words with *//* in a context.

### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Remind the children that *l* touches the top line. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** Complete the sentences orally before you ask the children to write them.
- **Ex 5:** Practise finding words that rhyme, for example, *cat* and *mat*, *pin* and *bin*. Then ask the children to identify rhymes orally before they circle the words in their books.

### Workbook page 14

#### Learning outcomes

##### Students should be able to:

- **Ex 6:** read and spell tricky words as whole words without sounding them out.
- **Ex 7:** write a description of a camel with the help of a writing frame.

#### Teaching notes

- **Ex 6:** Remind the children that we spell tricky words as whole words without sounding them out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:  
**Look** at the word and remember the spelling.  
**Cover** the word with a notebook or pencil case.  
**Write** the word on the line to the right.  
**Check** the spelling by taking away the cover.  
If they get the spelling wrong the first time, make sure they get it correct the second and third times.
- **Ex 7:** Talk about the picture and complete the sentences orally before asking the children to write the description of the camel.

### Workbook page 15

#### Learning outcomes

##### Students should be able to:

- **Ex 8:** write questions and answers in the present simple tense.
- **Ex 9:** identify lower case and capital letters.

#### Teaching notes

- **Ex 8:** Make it clear that when we ask a question in the present simple tense, we do not put an *s* on the verb after *does*. However, we put an *s* on the verb in the answer if it begins with *it*, *he*, or *she*.
- **Ex 9:** Practise matching upper and lower case letters on the board first. Ask the children to match the capital and lower case letters and write them correctly.

### Workbook page 16

#### Learning outcomes

##### Students should be able to:

- **Ex 10:** explain that the words someone says go inside speech bubbles.
- **Ex 11:** write what different people say.

## Teaching notes

- **Ex 10:** Explain that we can show what someone says by putting their words in a bubble. Help different children to read the words in the box. Then talk about each picture and decide which sentences or words to put in each speech bubble. Explain that the exclamation mark (!) shows that someone is saying something loudly or suddenly. Only expect the more able children to write the exclamation mark correctly.
- **Ex 11:** Looking at the pictures in Ex 10, write who says each speech bubble. Do not ask the children to use speech marks yet, as these have not been taught.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same words between the lines to the right, following the same direction.
- **Ex 2:** b) puff    c) cross, messy    d) fizzy
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with lines.
- **Ex 4:** b) ball    c) pill    d) doll    e) shell, wall
- **Ex 5:** The children should circle *my, dry, hi, why, reply*
- **Ex 6:** The children should write each tricky word three times.
- **Ex 7:** *This is a tall camel. It has a long neck. Its legs are thin. Its ears are small. It has a big hump on its back. It lives in a dry desert.*
- **Ex 8:** b) *What does the snake want? It wants the frog.*    c) *What does the frog want? It wants the fly.*  
d) *What does the fly want? It wants the jam.*
- **Ex 9:**

N N	O O	B B	E E	R R	C C	Y Y	X X	Z Z
o o	n n	e e	b b	y y	r r	c c	z z	x x
- **Ex 10:** The children should write inside the speech bubbles:    b) *Hi! Come along in*  
c) *Oh dear!*    d) *Sorry!*    e) *What a big samosa!*    f) *I want to eat it.*
- **Ex 11:** b) *'Hi! Come along in,' says a girl.*    c) *'Oh dear!' says a man*    d) *'Sorry!' says a boy.*  
e) *'What a big samosa!' says a girl.*    f) *'I want to eat it,' says a boy.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Numbers

**Reading genres:** Traditional rhymes

**Phonics:**

- Table 1: *er* as in *her*; *ar* as in *car*; *ow* as in *cow*
- Table 2: *ck* as in *black*; *sh* as in *sheep*

**Vocabulary:**

- Suffix *s* in plurals, as in *eight flowers*
- Numbers *one* to *ten* in words

**Grammar:**

- Suffix *s* as in present simple tense, as in *Where does a cow live? It lives on a farm.*
- Simple present tense of the verb *to be*, as in *I am / She is \_\_\_ years old.*
- Simple present tense of the verb *to have*, as in *I have / He has \_\_\_ brothers/sisters.*

**Punctuation:**

- Identify capital letters
- Distinguish between letters and words

**Listening and Speaking:**

- Give simple information about themselves and their families

**Suitable games (Chapter 6):**

- **Word Bingo** to practise the phonic patterns of this unit
- **Ten Little Children** to practise numbers
- **Think of an Animal** to teach question and answer forms with *he*, *she* and *it* in the simple present tense

**Composition**

- Describe themselves, their brothers, and their sisters

**Homework**

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

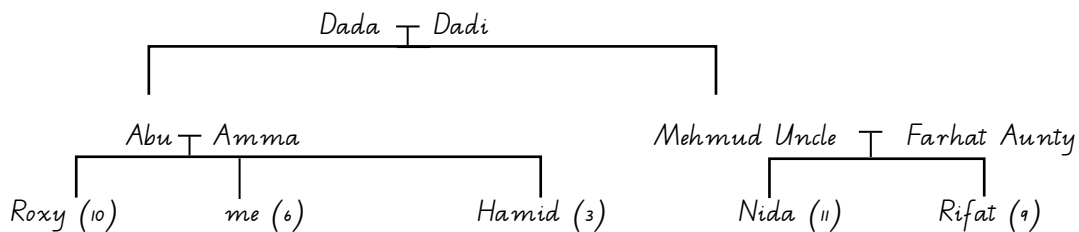
**Teaching aids**

- (essential) whiteboard + markers or blackboard + chalk
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils or paints
- (advisable) materials for games chosen to support teaching point
- (optional) photographs of families provided by each child
- (optional) a clock for the Workbook, page 19, Exercise 6

## Extension activities

### Individual research into family trees

- Encourage the children to do individual research into their families with the help of a parent.
- Show them how to make a family tree of their own family, showing their grandparents, parents, brothers, and sisters. The more able can also show some of their aunts, uncles, and cousins like this:



- Help each child to explain their family tree to the rest of the class, using the informal names they give to each member of the family. Pointing to each name on the family tree, they say, (Dada) is my grandfather. (Dadi) is my grandmother. (Ammi) is my mother. (Abu) is my father. (Roxy) is my sister. (Hamid) is my brother. (Nida and Rifat) are my cousins.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- To relate the text to the experiences of the children, count common objects in the classroom up to ten. Each time, write the numbers in words with the objects on the board, e.g. *one door, two windows, three fans*, etc.
- Remind the children of the tricky number spellings that they learned in Unit 2 (*one, two, three, four, and eight*). Teach the new number spellings *five, six, seven, and nine*.

#### Learning outcomes

##### Students should be able to:

- talk about the particular characteristics of number rhymes.
- demonstrate appreciation of rhymes and poems, and recite them by heart.

##### Pre-reading:

- 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:

- 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 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.

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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher

- **Pre-reading:** To relate the text to the experiences of the children, discuss how mothers look after their children.
- **Suitable questions:** *What does your mother do for you? Does she cook your food/play with you/bring you to school/help you with your homework? What can you see on the pictures on this page? What do you think the text is going to be about? What is the title of the first rhyme?*

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- While you sing or play the audio-recording, put actions to it like this:

Words	Actions
Five little ducks go swimming one day down the river and far away. Mother duck says, Quack, quack, quack, quack! and four little ducks swim back.	Hold up five fingers. Make 'water' movements with fingers. Put hand to eyes and look into the distance. Flap elbows like wings. Mime a beak opening and shutting. Hold up four fingers.

- As you sing the rhyme for the first time (or listen to the audio-recording), ask the children to predict what will happen next at the end of the first page **before** you turn over. Accept a variety of opinions, for example, *I think Mother duck will/will not find the missing baby*. Encourage the children to clap when the mother duck finds all her babies at the end of the poem – what a relief for her!
- Mime the actions as you say, *One, two. Put on your shoe*. After you have read or played the second rhyme, talk about the features of a number rhyme. It has a strong beat, so we can clap to it. It has rhyming words. Ask the children to identify the rhyming words (*day-away, quack-back, two-shoe, four-door, six-sticks, eight-gate, ten-hen*).
- Point out that rhyming phonemes do not always have the same spelling patterns, as in *two-shoe, four-door, six-sticks, eight-gate*.

## B. Comprehension

### Learning outcomes

Students should be able to:

- **B1:** check that the rhyme makes sense to them.
- **B2:** link actions to pictures.  
(Lesson 2, Steps 9-13)

### Comprehension notes for the teacher:

- **B1:** Discuss the way the mother duck loses her babies one by one. Ask the children if they have ever got lost. How did they feel? How did their mothers feel? Enjoy the happy feeling at the end when Mother Duck finds all her children.
- **B2:** Talk about the colours and actions in the pictures.

**Extension:** Ask the children to sing some other number rhymes, e.g. *Ten Little Children* (Chapter 6)

One, two, three four five. (Hold up the right number of fingers as you count.)

Once I caught a fish alive. (Mime catching a fish.)

Six, seven, eight, nine, ten. (Hold up the right number of fingers as you count.)

Then I put it back again. (Mime throwing a fish back into a river.)

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **er**, **ar**, and **ow**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **er**, **ar**, and **ow** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **ck** and **sh**. (Lesson 6, Steps 1-2)  
read and spell the **tricky words** as whole words. (Lesson 6, Steps 3-8)
- **C5:** write words with **ck** and **sh** in context. (Lesson 6, Steps 9-12)
- **C6:** identify the target words in a word search. (Lesson 6, Step 11)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *f* in *far*. At other times, **two** letters make just one phoneme (or sound), e.g. *ar* in *ar*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the pictures and ask different children to give the words orally before they write the answers.
- Before you teach C4, test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework**. (Lesson 6, Steps 8-10). Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson. (Lesson 7, Steps 1-2)
- **C5:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- **C6:** Talk about the word-search. Remind the children that words can go from left to right or from top to bottom

#### Extension activities:

- Ask the children to underline the target words in the text. (Lesson 4, Steps 13-17)
- 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 them in their own sentences.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1-2:** form questions and answers in the present simple tense with *it*. (Lesson 7, Steps 3-8)
- **D3:** distinguish between capital and lower case letters. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1-2:** The present simple tense is quite a difficult structure in the third person singular (he, she, and it) because in the question and negative we do not add an *s* to the verb after *does*, e.g. *Does a fish live on a farm?* , *No, it does not live on a farm. It lives in the sea.* Children need plenty of oral practice of questions and answers.
- The game *Think of an animal* will give practice in the simple present tense with *he, she, and it*. (Chapter 6)
- **D3:** Revise the difference between the regular phonemes (sounds) made by the letters (e.g. *n* as in *number* and the letter names (e.g. *N for Number*). Remind the children that we use capital letters at the beginning of sentences.

#### Extension:

- Ask the children to write other questions and answers in the simple present tense, e.g. *Where does a cat live? It lives in a house.*

## 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 class-mate in pairs. (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 the audio-recording.
- **E2:** Practise the dialogue 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:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of practice orally, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *My sisters' names are Abida and Ayesha.*)

**Extension:** Ask the children to write about their friends, using the same writing frame.



## Answers

- **B1:** *b) swimming c) river d) sees e) five*
- **B2:** The children should match line 2 to the door, line 3 to the girl picking up sticks, line 4 to the woman shutting the gate, line 5 to the hen.
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
- **C2:** farm    car    cart    star    shark    cow    down    brown    flower
- **C3:** *b) two cars c) five cows d) four carts e) one river f) nine stars*
- **C4:** Children should read the phonic words after the teacher or the audio-recording first sounding out the phonemes, then blending the whole words correctly. They read each tricky words as a whole. They learn the spellings for homework.
- **C5:** *b) duck, quack c) She, shoe d) black sheep e) shut*
- **C6:**

x	s	d	u	c	k	z	q	u	a	c	k	d	x	s	h	e	e	p
s	h	a	r	k	x	s	h	o	e	x	b	a	c	k	x	z	x	u
x	e	z	y	o	u	r	z	x	g	o	e	s	z	x	s	h	u	t

- **D1:** *b) It lives on a river. c) It lives in a forest. d) It lives in the sea.*
- **D2:** *b) Where does a sheep live? It lives on a farm. c) Where does a fish live? It lives in the sea. d) Where does a fox live? It lives in a forest.*
- **D3:** The children circle *O, B, E, Q, R, F, L, Y.*
- **E1:** The children draw a simple picture of all the people in their own family. Every picture will be different, according to how many brothers and sisters they have.
- **E2:** The children practise making sentences orally with the help of the writing frame.
- **E3:** Every answer will be different, according to how many brothers and sisters they have.

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook.**

### Workbook page 17

#### Learning outcomes

#### Students should be able to:

- **Ex 1:** write words with **er** and **ar** in correctly formed handwriting.
- **Ex 2:** use words with **er** and **ar** in a context.

#### Teaching notes

- **Ex 1:** Point out that *er* and *ar* should touch the two middle lines. Check that the letter *a* starts at the correct point, like a *c*. Ensure that the down-stroke is vertical; it should not lean backwards.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 18

#### Learning outcomes

##### Students should be able to:

- **Ex 3:** write words with *ow* and key words in correctly formed handwriting.
- **Ex 4:** write the words from Ex 3 in a context.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** Talk about the picture before you ask the children to colour it as directed.

### Workbook page 19

#### Learning outcomes

##### Students should be able to:

- **Ex 5:** write the numbers 1-10 correctly.
- **Ex 6:** write numbers as words to tell the time.
- **Ex 7:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

#### Teaching notes

- **Ex 5:** Demonstrate the correct formation of the figures 1-10 before you ask the children to trace and copy the numbers. There is space for the children to copy each number to the right of the number they have traced.
- **Ex 6:** Teach the children to tell the time from a clock with a dial. Point out that the long hand shows minutes and the short hand shows hours. At \_ o'clock, the long hand always points to 12; the short hand points to the number of the hour. If possible, practise telling the time with a real analogue clock.
- **Ex 7:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:  
**Look** at the word and remember the spelling.  
**Cover** the word with a notebook or pencil case.  
**Write** the word on the line to the right.  
**Check** the spelling by taking away the cover.
- If they get the spelling wrong the first time, make sure they get it correct the second and third times.

### Workbook page 20

#### Learning outcomes

##### Students should be able to:

- **Ex 8:** use the present simple tense of *have* with numbers in words.
- **Ex 9:** match capital to lower case letters and copy them correctly.

#### Teaching notes

- **Ex 8:** Ask other *How many* questions about the children's bodies and families. Remind them how to use the word *no*; e.g. *I have no wings*.
- **Ex 9:** Practise matching capital and lower case letters on the board before you ask the children to do it in their books. Check that they are starting from the dot at the top of the letter.

## Workbook page 21

### Learning outcomes

#### Students should be able to:

- **Ex 10:** write about a boy's usual day, using the simple present tense with *he*.
- **Ex 11:** write about their own usual day, using the simple present tense with *I*.

### Teaching notes

- **Ex 10:** Remind the children that when we talk about *he*, *she*, or *it*, we add an *s* after the verb. For example, *He gets up*
- **Ex 11:** Remind the children that when we talk about ourselves as *I*, we do not add an *s* after the verb. For example, *I get up*

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) ladder, garden    b) sweater, scarf    c) dark, stars    d) farmer, sister, jar    e) butter, her
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to the pictures with lines.
- **Ex 4:** The children colour the pictures as directed.
- **Ex 5:** The children should trace and copy the numbers correctly between the quadruple lines.
- **Ex 6:** b) nine o'clock    c) four o'clock    d) five o'clock    e) eight o'clock    f) two o'clock  
g) three o'clock    h) one o'clock    i) seven o'clock
- **Ex 7:** The children should write each tricky word three times.
- **Ex 8:** b) *I have ten fingers. (or I have eight fingers and two thumbs.)*    c) *I have two arms.*  
d) Depends on the children's own families.    e) *I have no wings.*
- **Ex 9:** Children match and copy the capital and lower case letters.
- **Ex 10:** b) *He has a shower at 8 o'clock.*    c) *He goes to school at 9 o'clock*  
d) *He comes back at 4 o'clock.*    e) *He has his dinner at 6 o'clock.*  
f) *He goes to sleep at 7 o'clock.*
- **Ex 11:** The children write true sentences about their own routines, which will vary.
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

## Sample Lesson Plan

Each revision unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. It is suggested that you take a week to revise the previous four units. There is no reading text or comprehension task in this unit.

### Lesson 1

#### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.  
identify 1-letter and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- listen and respond appropriately to adults and peers.
- demonstrate appreciation of rhymes and poems.
- learn some poems by heart.
- use grammar correctly in a meaningful context.

#### Phonics Revision

1. Play *Phonic I Spy* and *Full Circle* (Chapter 6) to revise the concept of phonemes and the short vowel sounds taught in Unit 1.

#### Listening test



2. Play the audio-recording or read aloud the listening task in **Exercise 1**.
3. Encourage the children to complete the task by themselves as a test.
4. Note the children who have found the listening task difficult and help them to understand their mistakes.
5. 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

6. Practise reciting or singing the rhymes that you have taught in the previous four units:  
*Baa baa, black sheep* (Unit 2, page 13)  
*Five Little Ducks* (Unit 4, page 27)  
*One two. Put on your shoe* (Unit 4, page 29)
7. Where possible, add actions to the rhymes.
8. Encourage the children to recite by heart, without their books, so that they can concentrate on good expression, actions, and intonation.

#### Grammar game

9. Play *Where is it?* from Unit 1. (Chapter 6)
10. Revise prepositions *in* and *on* orally. Remind the children that when we ask questions, we reverse the order of *It is ...* to become *Is it ...?*
11. Also play *Mime and Guess*, (Chapter 6) which you used to practise the present progressive tense in Unit 1.

**Homework:** Read again to an adult the text from Unit 1 OR a different story book of your choice.

## Lesson 2

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.
- identify 1-letter and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the spelling rules from the English Appendix 1 of the National Curriculum.
- form capital and lower case letters in the correct direction, starting and finishing at the right places.
- Use grammar correctly 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 from Unit 2 on the board.
3. As you write each word, ask different children to come up to sound out each phoneme in a word, blend it into a word, and mark each 1-letter phoneme with a dot, and each 2- or 3-letter phoneme with a dash.
4. On the board, note a mark for a child's team if she/he has read and marked the word correctly with a dot or dash.
5. Start with the more able children, but make sure that less able children are called up later during the game so that they can score for their team when they have watched others model the task.
6. 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.

### Spelling revision

7. Orally, go through **Exercise 2 and 3** in Textbook Unit 5: How am I doing?
8. Remind the children that two letters can make two phonemes (as in *st, dr*) or just one phoneme (as in *ck, ll, sh, er, ar, ow*).
9. Writing each word from Exercise 2 on the board, ask different children come up to put a dot under the single letter phonemes and a dash under the two-letter phonemes.
10. Then ask the children to complete the exercises **without** help from others.
11. 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.
12. Note which children are struggling with spelling patterns. Consider giving them extra spelling practice in the next quarter.

### Workbook 1, Unit 5, page 1

1. Orally, go over page 1 of Workbook 1, Unit 5: How am I doing?
2. **Exercise 1:** 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 places.
3. **Exercise 2:** Writing each word from Exercise 1 on the board, ask different children come up to put a dot under the single letter phonemes and a dash under the two-letter phonemes.
4. **Exercise 3:** Go through the rhymes orally. Ask the children to think of other rhyming words (such as those in the rhymes you have learnt).
5. **Exercise 4:** Ask the children to point, in turn, to the vest, arm, leg, fingers, and sock in the picture.
6. Ask the children to complete page 1 in class (or for homework if you are short of time).

## Unit 5: How am I doing?

7. Walk round and check that the children are completing it correctly and note common mistakes so that you can rectify them later.
8. Discuss common mistakes with the children in class, without naming particular children.

### Grammar game

9. Play *Simon Says*, (Chapter 6) that you played in Unit 2, to practise verbs.
10. Revise simple verbs orally.

**Homework:** Read again to an adult the text from Unit 2 OR a different story book of your choice.

## Lesson 3

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words. identify 1-letter and 2-letter phonemes.
- read accurately by blending sounds containing spelling patterns that have already been taught.
- use the grammar and punctuation rules from the English Appendix 2 of the National Curriculum.
- demonstrate appreciation of rhymes and poems. learn some rhymes and poems by heart.
- use grammar correctly in a meaningful context.

### Phonics revision

1. As in Phonic practice for Lesson 1 of the Revision Unit, practise the phonic ladders on the board from Unit 3.

### Grammar revision

2. Orally, go through **Exercises 4 and 5** in the Textbook Revision Unit.
3. **Exercise 4:** Talk about the pictures, e.g. *What's the man doing? (He's dancing.) What colour are his trousers? (They're blue.)* Then ask the children to complete each line with a word that rhymes with the word in bold.
4. **Exercise 5:** Ask similar questions about other pictures on this page, for example, pointing to the picture of the cow, ask *Is this a dragon? Can a cow swim? Does it live in the sea?* Encourage different children to answer the questions orally with the help of the writing frame.
5. Ask the children to complete the exercises without help from others.
6. 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.
7. Note which children are struggling with grammar. Consider giving them extra grammar practice in the next quarter.

### Singing and Poetry

1. Practise reciting or singing the rhymes that you have taught in the previous four units:  
*Baa baa, black sheep* (Unit 2, page 13)  
*Five Little Ducks* (Unit 4, page 27)  
*One two. Put on your shoe* (Unit 4, page 29)
2. Where possible, add actions to the rhymes.
10. Encourage the children to recite without their books so that they can concentrate on good expression, actions, and intonation.

## Grammar game

11. Play *Animal Follow the Leader* again. (Chapter 6)
12. Revise the noises and movements of different animals, using the simple present tense, e.g. *A fly says Buzz buzz! A fly flies. A snake says Hiss hiss! A snake slithers.*

**Homework:** Read again to an adult the text from Unit 3 OR a different story book of your choice.

## Lesson 4

### Learning outcomes

#### Students should be able to:

- apply phonic knowledge and skills as the route to decode words.  
identify 1-letter and 2-letter phonemes.
- 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.
- recognize that sentences are made of words.  
Leave spaces between words.

### Phonics revision

1. As in Phonic practice for Lesson 1 of the Revision Unit, practise the phonic ladders in Unit 4 on the board.
2. Play *Phonic Word Bingo* (Chapter 6) to practise the spelling patterns.

### Punctuation revision

3. Orally, go through **Exercise 6** in the Revision Unit. Remind the children that when they write, they should leave gaps between words.
4. Ask the children to complete the exercises without help from others.
5. Ensure that they read what they have written to check that it makes sense.

## Workbook page 2

6. Orally, go over page 2 of the Revision Unit in the Workbook.
7. **Exercise 4:** Talk about each picture; for example, *What do we use a peg/pen for? How many legs have you got? What does a hen say? What colour is your bag? What is on the bin? How many pins are there?*
8. Remind the children to start each letter at the dot. Check that they know which letters are ascenders (and touch the top line) and which are descenders (and touch the bottom line).
9. Ask the children to complete the exercise in class (or for homework if you are short of time).
10. **Exercise 5:** Ask the children to read the words. Then ask them to point to the correct picture for each word.
11. When the children label the pictures, check that they are placing their letters correctly within the quadruple lines.
12. Walk round and check that the children are completing the task correctly and note common mistakes so that you can rectify them later.
13. Discuss common mistakes with the children in class, without naming particular children

### Singing

1. If there is time, sing *Ten Little Children* (Chapter 6)
2. Check that the children can count forwards and backwards.

**Homework:** Read again to an adult the text from Unit 4 OR a different story book of your choice.

## Lesson 5

### Learning outcomes

#### Students should be able to:

- demonstrate that they can 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 Test

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. Reassure 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. Before the test, make sure that each child has a sharp pencil and colour pencils.
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 test and explain that they must not write in these.
7. Tell the children to start.
8. Do not time them strictly. Those who finish first can draw a beautiful coloured pattern or picture of a dragon 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. Assume that there is one mark for each question unless the marking scheme on the right advises differently.
3. Every test totals to 20 marks. 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.
4. Some teachers will not want young children to compare their marks with each other because this may dishearten those who are performing badly. In this case, do not return tests to children and only share marks with colleagues and parents.
5. 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

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

### Answers: Textbook 1 Unit 5

- **Ex 1:** Hi! I'm Rehana. I'm six years old. I have no sisters and three brothers. I have one pet. It is a dog. It can run and swim.
- **Ex 2 & 3:** b) a stick   c) a cow   d) a star   e) a duck   f) a sheep   g) a flower   h) a shell
- **Ex 4:** box, pen, frog
- **Ex 5:** b) Yes, it is.   c) Yes, it can.   d) No, it cannot.   e) No, it does not.   f) Yes, it does.
- **Ex 6:** b) They are long.   c) They are swimming.   d) They live in the river.



## Answers: Workbook 1 Unit 5

- **Ex 1:** Children to trace and copy the words, then match to pictures.
- **Ex 2:** crab                  bell                  ball                  clock                  jar                  owl  
           c r a b                  b e l l                  b a l l                  c l o c k                  j a r                  o w l
- **Ex 3:** lick-kick    crown-clown    shop-stop
- **Ex 4:** The vest, arm, leg, fingers, and sock should be labelled.
- **Ex 5:** b) puts, seven    c) goes, nine    d) comes, two    e) says    f) gives
- **Ex 6:** bB    cC    dD    eE    fF    gG    hH    iI    jJ    kK    lL    mM    nN    oO    pP    qQ    rR    sS    tT    uU  
           vV    wW    xX    yY    zZ
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Relative sizes

**Reading genres:** A fairy tale

**Phonics:**

- Table 1: *ee* as in *tree*; *ea* as in *sea*; *e* as in *he*
- Table 2: *ou* as in *out*; *ir* as in *first*; *le* as in *little*

**Vocabulary**

- Adjectives: *first, second, third*
- Adjectives: *big, small, round, long, loud, soft*

**Grammar:**

- Comparatives as in *The second goat is bigger than the first goat.*
- Superlatives as in *the biggest billy goat gruff*
- Prepositions: *across, over, under, up, down, into*

**Suitable games (Chapter 6):**

- **Word Bingo** to practise the phonic patterns of this unit
- **Run a race** to practise *first, second, third*

**Punctuation:**

- Capital letter at the beginning of a sentence
- Full stop at the end of a sentence

**Listening and Speaking:**

- Tell a story orally

**Composition:**

- Write a story with sentence starters: *One day, First, Then, After some time, In the end...*

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils or paints
- (advisable) materials for games chosen to support teaching point
- (optional) other traditional tales or fairy tales from the library
- (optional) a world map, to show where Norway is
- (optional) pictures of goats and a simple map showing how rivers run from hills into the sea

## Extension activities

### 1. Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes, such as masks for the troll and the three billy goats gruff.

#### Drama practice 1

0. Ask four children to come to the front of the class. Give each one a role from the story. Ask five different children to read aloud the narration for each page (36-40).
1. Ask the child who acts the troll to hide under a table or chair. Tell the goats to hold two fingers in front of their heads like horns.
2. Read the story aloud again, asking the actors to mime the parts of the characters as you speak.
3. Ask all the children to join in at the repeated parts, such as, *Trip trap! Trip trap!*

#### Drama practice 2

4. Choose four different children to come up and take the parts. Choose five different children to read the narration.
5. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in *Trip trap!* – quietly for the smallest billy goat gruff, louder for the second goat, and very loud for the third one!
6. If you have access to a large hall, get the children into groups of four and let them all practise the drama in their groups.

#### Performance

7. When the children know the play by heart, perform it in an assembly for other children.
8. If possible, make masks for the goats and the troll.
9. You could continue to be the narrator, or you could choose five able children to tell the story on each page. Choose four capable children to act the main parts in front of others.
10. All the children in the class can join in with *Trip trap! Trip trap!* Each child in the class can hold a leaf in each hand and raise their arms so that they act as trees.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- To relate the text to the experiences of the children, discuss what goats eat (leaves) and how they move around to find food.
- Explain that the children are going to read a traditional tale that has been told many times in Norway, a country in the north of Europe. If possible, show the children where Norway is on a world map.

#### Learning outcomes

##### Students should be able to:

- read, understand, and enjoy a fairy tale

##### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words.
- discuss the particular characteristics of fairy tales.
- link what they know about goats to the story.

### During reading:

- 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 as they read and correct inaccurate reading.
- join in with predictable phrases.
- 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

- Talk about the features of a fairy tale. Explain that a fairy tale often has magical creatures that do not really exist. Elicit that these can include fairies, witches, and monsters.

### Pre-reading:

- Talk about stories of monsters that the children may already know – perhaps from films or books. Remind the children that monsters do not really exist, but we sometimes imagine them.
- Explain that in Norwegian fairy tales, a troll is a large, hairy monster.
- Explain that *gruff* goats are a little quarrelsome and have low voices.
- **Suitable questions:** *What is the title? What can you see in the pictures on this page? What do you think the story is going to be about?*

### During reading: (Note that you should read and discuss the text at least three times on three different days.)

- First reading: Play the audio-recording or read the story to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next. Accept a variety of opinions. Talk about the meanings of new words.
- Second reading: Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions, and ask them to make inferences about the situations – for example, *What else do you think the troll eats?*
- Third reading: This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- Reading practice: Get the children to read in pairs to each other. Afterwards, they can re-tell the story in their own words to a partner.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain the meanings of the adjectives in the text.
- **B2:** summarize the main points of the story.  
(Lesson 2, Steps 9-13)

**Comprehension notes for the teacher:**

- **B1:** Discuss the features of a fairy tale or traditional tale. Ask the children to re-tell the story in their own words. Explain that the words in the second box are called adjectives and that they describe things.
- **B2:** Point out that the sentences re-tell the story in a very short way. They just tell the main points.

**Extension:** Ask the children to research and write about another fairy tale in a similar way.

**C. Word Reading and Spelling**

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

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

- **C1:** read and spell words with **ee**, **ea**, and **e**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ee**, **ea**, and **e** in a context. (Lesson 4, Steps 8-12)
- **C4:** read words with **ou**, **ir**, and **-le** and learn the spellings. (Lesson 1, Steps 1-6)  
read each tricky words as a whole. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C6:** write words with **ir** in context. (Lesson 6, Steps 9-12)

**Spelling notes for the teacher:**

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Set spelling homework: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *f* in *feet*. At other times, **two** letters make just one phoneme (or sound), e.g. *ee* in *feet*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- **C4:** Test the spellings in C1. (Lesson 4, Steps 1-7)
- Teach the children to sound out and then blend the words after you or the audio-recording.
- Remind the children that we do not sound out tricky words, but read them as whole words
- Set spelling homework: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** See C2.
- **C6:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.

**Extension activities:**

- Ask the children to underline the target words in the text. (Lesson 4, Steps 13-17)
- Dictate all the sentences in C6. (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 *er* in comparatives. (Lesson 7, Steps 3-8)
- **D2:** use *the ... est* in superlatives. (Lesson 7, Steps 3-8)
- **D3:** write sentences with comparatives. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher:

- **D1:** It is important to remember that we should not use the comparative adjective + *er* without *than*.
- **D2:** It is important to remember that we should always put *the* before the superlative adjective + *est*.
- **D3:** Practise orally before writing.
- **D4:** Look at the text. Read the first page aloud again. Ask the children to note how you pause and drop your voice at a full stop. Explain that a full stop marks the end of a sentence, which is a group of words that makes sense by itself.

#### 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 an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** speak with a class-mate in pairs. (Lesson 9, Steps 2-9)
- **E3:** write sentences by saying out loud what they are going to write about. **p** 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 the audio-recording. The main purpose of this listening exercise is to test the children's knowledge of the vocabulary and correct use of prepositions. Do not worry if the goats and troll do not look like the pictures in the book!
- **E2:** Tell the story first in your own words. Encourage the children to see the humour of each situation before they write. Point out that the mouse never realises that she is in danger. Each time, she is saved by luck.

**Look at Picture 1:** *One day a mouse goes for a walk. First she goes across the street. There are lots of cars and motor scooters on the street. Brrm brrm! they go. A car just misses her. She walks on happily, but she does not see the fox. It is walking along the street. It wants to eat the little mouse.*

**Look at Picture 2:** *Then the mouse goes under a bridge. The fox jumps at the mouse, but it falls in the basket of the motor cycle. Brrrm! Off goes the motor cycle with the fox in the basket! The mouse walks on happily, but she does not see the owl. It is flying up in the sky. It wants to eat the little mouse.*

**Look at Picture 3:** *After some time, the mouse goes down the hill. The owl flies down, but it falls into a tree. Ow! cries the owl. The mouse walks on happily, but she does not see the snake. It is slithering along the road. It wants to eat the little mouse.*

**Look at Picture 4:** *In the end, the snake slithers up to the mouse, but it just misses her and it falls under a lorry. Squish goes the snake! The mouse goes into her house and lives happily ever after.*

- Ask four confident children to tell the story to the rest of the class in their own way. Encourage them to use the starters and the prepositions below each picture. (Lesson 9, Steps 2-9)

- Then the children can tell the story to each other in closed pairs. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversations, helping where necessary.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the story in their own books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *Brrm! go the cars and motor scooters.*)

**Extension:** More able children can write the story in greater detail.

## Answers

- Talk box: Ask the children to predict what will happen next before they turn over the page. Accept different ideas. If they predict something that you know will not happen, say, *Good idea. Let's read on and find out.*
- **B1:** b) *The troll's nose is long.*    c) *The troll's eyes are round.*  
d) *The troll's voice is loud.*    e) *The smallest goat's voice is soft.*    f) *The trees are green.*
- **B2:** b) *A troll is under the bridge.*    c) *He wants to eat the goats.*  
d) *The third goat pushes the troll into the stream.*  
e) *The three goats go across the bridge.*  
f) They eat the leaves on the trees and get fat.
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then stressing the whole words correctly. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.  
feet    tree    three    green    sleep    he    she    me    be    we
- **C3:** a) *Please eat your dinner.*    b) *He is sleeping under a tree.*    c) *We put shoes on our feet.*  
d) *Here are three leaves.*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **C5:** shout    loud    round    mouth    third    girl    skirt    shirt
- **C6:** b) *first*    c) *girl*    d) *skirt*    e) *third*    f) *shirt*
- **D1:** b) *smaller*    c) *bigger*    d) *smaller*
- **D2:** b) *The sock.*    c) *The sock and the vest*    d) *The dress and the shirt.*
- **D3:** Answers will depend on the objects that the children compare.
- **D4 and D5:** b) *The troll is under the bridge.*  
c) *The goats want to go up the hill.*  
d) *They go across the bridge. (Over is also acceptable.)*  
e) *The biggest goat pushes the troll into the stream.*  
f) *The troll rolls down the stream to the sea.*

- **D6:** The children underline the capital letters in the story of *The Three Billy Goats Gruff*.
- **Extension:** Children underline comparatives with *-er than* in the story.
- **E1:** The children should draw in their own way: a green hill with a stream running down it, a bridge over the stream, a troll under the bridge, a big goat going over the bridge, a small goat going up the hill.
- **E2:** The children tell the story in their own words. (See E3.)  
Less able children can write:

**Picture 1:** *One day a mouse goes for a walk. First she goes across the street.*

**Picture 2:** *Then she goes under the bridge.*

**Picture 3:** *After some time, she goes down the hill.*

**Picture 4:** *In the end, she goes into her house. She lives happily ever after.*

- **Extension:** More able children may write more, for example.

**Picture 2:** *Then she goes under the bridge. The fox just misses her and it falls in the basket of the motor cycle. She does not see the owl.*

**Picture 3:** *After some time, she goes down the hill. The owl just misses her and it falls into a tree. She does not see the snake.*

**Picture 4:** *In the end, she goes into her house. The snake just misses her and it falls under a lorry. The mouse lives happily ever after.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 24

#### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *ee*, *ea*, and *e* in correctly formed handwriting.
- **Ex 2:** distinguish between 1- and 2-letter phonemes.
- **Ex 3:** use the phonic words in the context of a crossword.

#### Teaching notes

- **Ex 1:** Remind the children to start at the dot. Point out that this is usually at the top of a letter.
- **Ex 2:** Remind the children how to put a dot under 1-letter phonemes (e.g. *j*) and a dash under 2-letter phonemes (e.g. *ar*).
- **Ex 3:** Remind the children that in a crossword, words can go from left to right, and from top to bottom.

### Workbook page 25

#### Learning outcomes

Students should be able to:

- **Ex 4:** write words with *ou* and *ir* in correctly formed handwriting.
- **Ex 5:** write words with *ou* and *ir* in a context.

#### Teaching notes

- **Ex 4:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 5:** Complete the sentences orally before you ask the children to write them.



## Workbook page 26

### Learning outcomes

#### Students should be able to:

- **Ex 6:** write words about the body and clothes.
- **Ex 7:** write sentences in the singular and plural with the help of a writing frame.
- **Ex 8:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

### Teaching notes

- **Ex 6:** Play *Simon says* to revise the names of parts of the body and clothes. (Chapter 6) For example, *Simon says, Touch your nose. Simon says, Point to your shoes.*)
- **Ex 7:** Make the sentences orally before you ask the children to write them in their notebooks.
- **Ex 8:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:

**Look** at the word and remember the spelling.

**Cover** the word with a notebook or pencil case.

**Write** the word on the line to the right.

**Check** the spelling by taking away the cover.

If they get the spelling wrong the first time, make sure they get it correct the second and third times.

## Workbook page 27

### Learning outcomes

#### Students should be able to:

- **Ex 9:** use ordinal numbers *first, second, third, fourth, and last*.
- **Ex 10:** use comparatives and superlatives.
- **Ex 11:** write their own sentences with comparatives and superlatives, beginning with a capital letter and ending with a full stop.

### Teaching notes

- **Ex 9:** Play, Run a race to practise *first, second, third, fourth, and last*. (Chapter 6) Ask the children to talk about the picture of the race. They then make the sentences orally before they write them in their notebooks.
- **Ex 10:** Ask the children to complete the sentences about the picture of the animals' race according to the pattern.
- **Ex 11:** The children practise making sentences orally with *bigger/biggest*. Then they write the sentences in their notebooks.

## Workbook page 28

### Learning outcomes

#### Students should be able to:

- **Ex 12:** write sentences in the singular and plural.
- **Ex 13:** write sentences in singular and plural forms of the present progressive tense.

### Teaching notes

- **Ex 12:** Remind the children that we use *is* when we are talking about one thing, and *are* when we are talking about two or more things. Point out that we usually add *s* to objects when there are more than one. Practise making sentences orally before asking the children to write them in their notebooks.

- **Ex 13:** Revise the verbs in the exercise, practising the use of the prepositions *under*, *over*, and *into*. Practise making sentences orally before asking the children to write them in their notebooks.

### Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:**

tree	feet	jeep	sheep	three	leaf	seat	beans	peas
he	me	we	be					
- **Ex 3:** **Across:** 1. be 3. he 4. three 5. sheep 8. leaf 9. me  
**Down:** 1. beans 2. feet 4. tree 6. peas 7. we
- **Ex 4:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 5:** a) *The girl is going into a house.*      b) *She has a long skirt.*  
c) *The house is number thirteen.*      d) *The cat has a mouse in its mouth.*  
e) *The bird is flying up into the clouds.*
- **Ex 6:** The correct parts of the boy should be labelled.
- **Ex 7:** b) *I have one mouth.*      c) *I have two eyes.*      d) *I have one nose.*      e) *I have two legs.*  
f) *I have two arms.*      g) *I have one shirt.*      h) *I have two shoes.*
- **Ex 8:** The children should write each tricky word three times.
- **Ex 9:** b) *The fox comes second.*      c) *The duck comes third.*      d) *The sheep comes fourth.*  
e) *The cow comes last.*
- **Ex 10:** b) *The duck is faster than the sheep.*      c) *The fox is faster than the duck*  
d) *The rabbit is faster than the fox.*      e) *The rabbit is the fastest.*
- **Ex 11:** The children could make many different sentences. Check that all begin with a capital letter and end with a full stop. For example, *The fox is bigger than the duck. The sheep is bigger than the fox. The cow is bigger than the sheep. The cow is the biggest.*
- **Ex 12:** b) *There is a tree in the garden.*      c) *There are some balls in the garden.*  
d) *There is a cat in the garden.*
- **Extension:** Children could write other sentences about the picture, following the same writing frame, for example, *There is a snake in the garden. There are some eggs in the garden.*
- **Ex 13:** b) *The snake is slithering under the tree.*      c) *The black bird is flying into the tree.*  
d) *Three ducks are flying over the tree.*      e) *Two cows are sleeping under the tree.*  
f) *The cat is jumping into the tree.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Vehicles

**Reading genres:** Non-fiction information text; song

**Phonics:**

- Table 1: *ch* as in *chick*; *nk* as in *pink*; *or* as in *horn*
- Table 2: *oi* as in *noise*; *oy* as in *toy*; *ay* as in *say*

**Vocabulary:**

- Names of the letters of the alphabet
- Parts of vehicles (e.g. *wheels*)

**Grammar:**

- Question forms: *Who/How many ...? There are ...*
- Question forms: *Are they ... or ...? They are ...*
- Regular plurals (with *s*, e.g. *chickens*)
- Irregular plurals (without *s*, e.g. *sheep*)
- Simple Present tense: *It has / does not have ...*

**Punctuation:**

- Use letter names to spell words, e.g. *M = Em* (compared to the letter sounds or phonemes, e.g. *mm*)

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit.
- **I spy with letter names** to practise 1. *Is it/Are they ...?* 2. letter names.

**Listening and Speaking:**

- Listen to clues in a riddle
- Make up a riddle

**Composition:**

- Write a riddle about transport

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils, clipboards, drawing paper
- (advisable) materials for games chosen to support teaching point
- (optional) books about transport from the library
- (optional) pictures of vehicles to stimulate discussion and writing

## Extension activities (optional)

### 1. A transport exhibition

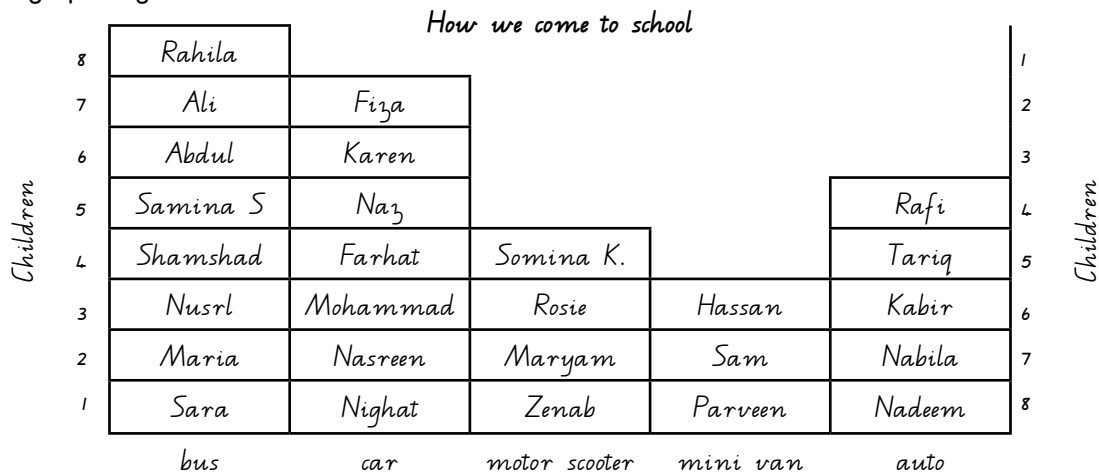
- Ask the children to bring into school any toys with wheels, or pictures of vehicles. You can put the toys on the 'museum table' or display the pictures on a pin-board (See Introduction 1.1).
- Help them to label their toys/pictures like this: *This is Rahila's car. It has four wheels.*
- Encourage the children to prepare questions to ask each other about their toys/pictures, e.g. *What colour is it? Does it make a noise? How many wheels has it got?*

### 2. Visit to the car park

- A visit to the school car park will stimulate interest in vehicles.
- Make sure that you go at a quiet time of day when the traffic is not moving about, or, even better, study the vehicles from the safe side of a fence. If this is not possible, make sure that the children stay in one place to keep safe.
- Explain to the children that vehicles are dangerous and they should not run around.
- If possible, arrange for a variety of vehicles, e.g. a car, bicycle, motor scooter, and bus (the school bus perhaps) for the children to draw.
- Take with you: clip-boards, drawing paper, and pencils. Ask the children to choose ONE vehicle to draw. Let them draw the vehicles in their own way, but talk to them about the details of their pictures.
- When the children get back to the classroom, ask them to colour their pictures beautifully and label the parts of the vehicle they have drawn. Write unfamiliar words (such as *mirror, basket, handles*) on the board for them to copy.
- Display their labelled pictures on the school corridor or classroom display board.

### Individual research

- Encourage the children to do individual research into the theme of transport.
- For example, you could make a simple graph to show how each child in the class comes to school.
- Draw the outline of a graph on the board with empty boxes. Ask every child to come to the board and write their own name in the appropriate box.
- The graph might look like this



The children can then write sentences about their graph from a substitution table on the board like this:

<p style="text-align: center;">I come to school          (Name) _____ comes to school          (Number) ___ children come to school</p>	<p>by car.          by bus.          on a motor scooter.          in a mini-van.          in an auto.</p>
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## Textbook page notes

### A. Reading text

#### Introducing the theme

- To relate the text to the experiences of the children, discuss what transport means. Elicit that transport enables us to move around quickly. Ask the children to give you examples, e.g. *bicycles, motor scooters, cars, vans, buses, lorries, trains, planes, helicopters, ships, boats*.

#### Learning outcomes

##### Students should be able to:

- read, enjoy, and demonstrate understanding of a non-fiction text.
- demonstrate an appreciation of rhymes and poems.  
recite rhymes and poems by heart.

#### Pre-reading:

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

##### Suitable questions:

- What toys do you like playing with?*
- What are they made of?*
- What colour are they?*
- What can you do with them?*
- Why do you enjoy playing with them?*

#### During reading:

- 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, and correct inaccurate reading.
- explain clearly their understanding of what is read to them.

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

#### Reading notes for the teacher:

- Talk about the features of a non-fiction information text. Explain that it is about facts.

**Pre-reading:**

- To relate the text to the experiences of the children, discuss what toys they have at home. Ask which of them are models of types of transport.

**Suitable questions:**

- Which of your toys have wheels? How many wheels?*
- What can you see on the pictures on this page?*
- What do you think the text is going to be about?*
- What's your favourite toy? Why do you like it? Is it soft or hard?*
- Does it move? Has it got wheels/a battery/ an engine?*
- Does it make a noise? What kind of noise does it make?*

**During reading** (Note that you should read and discuss the text at least three times on three different days.)

- First reading:** Play the audio-recording or read the text about toys with wheels to the children. Talk about the meanings of new words.  
Sing the song *The Wheels of the Bus* with actions. Ask the children to mime the actions with you.
- Talk box 1:** Ask about toys with wheels. Discuss how wheels go round a central point. If possible, demonstrate how wheels make it easy for toys to move along the floor.
- Talk box 2:** Talk about bus journeys. Do children come to school on a school bus? Discuss how we pay the bus conductor for tickets in public buses. Talk about wipers and elicit that the driver turns them on when it is raining.

Words	Actions
<p><b>The Wheels of the Bus</b></p> <p>The wheels of the bus go round and round, Round and round, round and round.</p> <p>The wheels of the bus go round and round, All day long.</p> <ol style="list-style-type: none"> <li>The horn of the bus goes honk, honk, honk!</li> <li>The engine of the bus goes brrm, brrm, brrm!</li> <li>The wipers of the bus go swish, swish, swish!</li> <li>The conductor of the bus goes, 'Tickets please!'</li> <li>The children in the bus all bounce up and down...</li> </ol>	<p>Roll arms round and round each other.</p> <p>Spread arms wide.</p> <p>Mime pressing the horn of a bus.</p> <p>Mime steering on an imaginary steering wheel.</p> <p>Mime wipers going from side to side.</p> <p>Hold up one finger.</p> <p>Bounce up and down!</p>

- Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the noises of the vehicles. The children may also whisper along with you. Check that the text makes sense to them with questions.  
Ask the children to sing every line of the song after you or the audio-recording, copying your expression and intonation. They should do the actions with you.
- Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model). Ask the children to sing along quietly while you sing or you play the audio-recording, doing the actions with you.
- Reading practice:** Get the children to read to each other in pairs.  
Ask the children to sing along while you sing or you play the audio-recording, doing the actions with you.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** ask and answer questions about the text.
- **B2:** use key transport vocabulary.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Ask the class oral questions first. Then get different children to ask the questions with the help of the writing frame.
- **Extension:** Ask the children to write questions and answers about the colours of the vehicles in the pictures.
- **B2:** Practise completing the sentences orally before the children complete them in their notebooks.
- **Extension:** Ask the children to write about the functions of other parts of vehicles. For example, *The handle of a car opens the door. The key of a car starts the engine.*

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **ch**, **nk** and **or**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ch**, **nk**, and **or** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **oy**, **oi**, and **ay**. (Lesson 1, Steps 1-6)  
read the **tricky words** as whole words. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)  
**C5-6:** write words with **oy**, **oi**, and **ay** in context. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *n* in *chain*. At other times, **two** letters make just one phoneme (or sound), e.g. *ch* in *chain*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the picture and ask different children to complete the sentences orally before they write the answers. Point out that when we ask for something in English, it is polite to add *please*. When we receive something, we always say, *Thank you*.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.

- **C5:** See C2.
- **C6:** Talk about the pictures and ask different children to complete the words orally before they write the answers.

### Extension activities:

- Ask the children to underline the target words in the text. (Lesson 4, Steps 13-17)
- Dictate all 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 regular and irregular plurals. (Lesson 7, Steps 3-8)
- **D2:** write questions and answers with *How many?* write numbers in words. (Lesson 7, Steps 3-8)
- **D3:** use letter names to spell words. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1:** Explain that although we usually add *s* to a word if there is more than one, some plurals do not follow this rule. Explain that we pronounce *women* as if it were *wimmen*. The game *Letter I spy* will give practice in using regular and irregular plurals if you ask the children to think of more than one object in the classroom or this Textbook page, e.g. *pencils, sheep*. (Chapter 6)
- **D2:** Remind the children that in a question, we reverse *there are* to *are there?* You can demonstrate this on the board like this:

How many sheep are there?

~~There are five sheep.~~

- **D3:** The game *Letter I spy* will give practice in using letter names such as *aitch* not *huh*, to spell words.

#### Extension:

- Ask the children to write other *How many?* questions about objects in the class. They can then ask a partner to answer them.
- 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 an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** speak with a class-mate in pairs or groups. (Lesson 9, Steps 2-9)
- **E3:** write sentences by first saying out loud what they are going to write about. plan and write a guided riddle. (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 the audio-recording.
- **E2:** Practise the dialogue orally. First ask two confident children to ask and answer the riddle 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 conversations, helping where necessary.
- **E3:** Ask the children to make up riddles about transport with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas e.g. *It is green and yellow. It has lots of children.*

**Extension:** Ask the children to write more riddles about objects in the classroom, using the same writing frame.

## Answers

- **B1: Train:** a) *Who enjoys playing with a train? Layla.*      b) *How many wheels has it got? Sixteen.*  
c) *What noise does it make? CHOO CHOO!*
- **Horse and cart:** a) *Who enjoys playing with a horse and cart? Ali.*  
b) *How many wheels has it got? Four.*      c) *What noise does it make? TINKLE TINKLE!*
- **Bicycle:** a) *Who enjoys playing with a bicycle? Nasreen.*      b) *How many wheels has it got? Two.*  
c) *What noise does it make? TRING TRING!*
- **Extension:** Ask more able children to make up questions about the colours and answer them, e.g. *What colour is the car/train/horse and cart/bicycle/bus? It is green/pink/brown and red/black/many colours.*
- **B2:** b) *wheels*      c) *chain*      d) *engine*      e) *bells*      f) *horn*
- **Extension:** The children write about the functions of other parts of vehicles. For example, *The handle of a car opens the door. The key of a car starts the engine.*
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.  
children      chick      choo      which      for      horn      horse      transport  
.....      .....      .....      .....      .....      .....      .....      .....
- **C3:** b) *Which*      c) *horse*      d) *or, pink*      e) *children, think*      f) *pink, horse,*      g) *Thank*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **C5:** As for C2. Note that *oi* and *oy* are diphthongs, in other words, vowels that can be broken into two sounds. At this level, however, we say they make one phoneme. We also treat *se* and *ce* as one phoneme.  
toys      enjoy      point      noise      voice      say      play      way      Layla  
...      ...      ...      ...      ...      ...      ...      ...      ...
- **C6:** a) *a chain*      b) *a horse*      c) *three toys*      d) *a boy*      e) *a horn*      f) *two children*  
g) The children should label the engine at the back of the boat and the door at the side of the boat.
- **D1:** b) *They are children.*      c) *They are girls.*      d) *They are men.*
- **D2:** b) *How many children are there? There are four children.*  
c) *How many girls are there? There are two girls.*  
d) *How many men are there? There are three men.* (Note that the children should write the numbers in words.)

- **D3:** The children should say the names of the letters aloud, e.g. a) Aitch, Oh, En, Kay b) See, Aitch, Oh, Oh c) Tee, Eye, En, Kay, El, Ee d) Tee, Ar, Eye, En, Gee.
- **Extension:** More able children could spell out their own names.
- **E1:** Accept either *truck* or *lorry*.
- **E2:** Children work in pairs to make up riddles. The answer to the riddle in the example is *plane*. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- **E3:** The children write their own transport riddles in their books.

**Examples:** a) (a van) *It has two doors and four wheels. It is blue and has an engine. It goes BRRRM!*

b) (an autorickshaw) *It has two doors and three wheels. It is green and yellow and has an engine. It goes BRRRM!*

c) (a cycle) *It has no doors and two wheels. It is many colours and has no engine. It goes TRING TRING!*

d) (a motor scooter) *It has no doors and two wheels. It has an engine and there are two people on it. It goes BRRRM!*

e) (a truck) *It has two doors and six wheels. It has an engine. It goes BRRM!*

f) (a plane) See E2.

### Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

#### Workbook page 29

##### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *ch* and *or* in correctly formed handwriting.
- **Ex 2:** distinguish between 1- and 2-letter phonemes.
- **Ex 3:** demonstrate knowledge of colours.
- **Ex 4:** write words with *ch* and *or* in a context.

##### Teaching notes

- **Ex 1:** In this unit, remind the children that all letters should rest on the second line from the bottom. Point out that *h* touches the top line, while *c*, *o*, and *r* touch the two middle lines only.
- **Ex 2:** Remind the children how to put a dot under 1-letter phonemes (e.g. *j*) and a dash under 2-letter phonemes (e.g. *ar*).
- **E3: Extension:** The children can use different colours for the different parts of the chimp. They can then write sentences about colours in their notebooks. E.g. *The shorts are green. The star is red.*
- **Ex 4:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

#### Workbook page 30

##### Learning outcomes

Students should be able to:

- **Ex 5:** write words with *oi*, *ay*, and *nk* in correct handwriting.
- **Ex 6-7:** write words with *oi*, *ay*, and *nk* in a context.

##### Teaching notes

- **Ex 5:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.

- **Ex 6:** Talk about the pictures before you ask the children to label them.
- **Ex 7:** Accept different answers for the riddles if they would make sense but remind the children that the words should come from the phonic box.

## Workbook page 31

### Learning outcomes

#### Students should be able to:

- **Ex 8:** recognize rhyming words.
- **Ex 9:** use technical vocabulary about a car and a bicycle.
- **Ex 10:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

### Teaching notes

- **Ex 8:** Ask the children to identify the rhyming words.
- **Ex 9:** If you have been able to go out and draw vehicles (see Extension Activities at the beginning of the unit), label and display the pictures before you label this picture.
- **Ex 10:** Remind the children that we spell each tricky words as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:  
**Look** at the word and remember the spelling.  
**Cover** the word with a notebook or pencil case.  
**Write** the word on the line to the right.  
**Check** the spelling by taking away the cover.

If they get the spelling wrong the first time, make sure they get it correct the second and third times.

## Workbook page 32

### Learning outcomes

#### Students should be able to:

- **Ex 11:** use irregular plurals.
- **Ex 12:** write numbers in words in the context of sentences.

### Teaching notes

- **Ex 11:** First talk about the pictures. Play *Letter I spy* to revise question forms, letter names, and plurals.
- **Ex 12:** Ask the children to make sentences orally before you ask them to write. Remind them to start each sentence with a capital letter and end with a full stop

## Workbook page 33

### Learning outcomes

#### Students should be able to:

- **Ex 13:** use letter names to spell words aloud.  
write sentences with *best*.
- **Ex 14:** do a survey about their friends' toys.

### Teaching notes

- **Ex 13:** Discuss how to read a table before asking the children to make sentences. We use the term *best* here because it is commonly used by children of this age. Later on, the children will learn to use the term *favourite*.
- **Ex 14:** On the board, draw a table like the one in the book. Ask several children to come and write their names in the spaces. They should tick ONE toy only. If they have a different favourite toy, write it in a new column.

- The children copy the table of their favourite toys in their books.
- **Ex 15:** The children complete the sentences, using the table above.
- **Extension:** The children make other sentences about the table in Ex 14. They could make several sentences about different children's favourite toys, e.g. *Shahnaz's best toy is a giraffe.*

### Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** chimp   checks   chest   chain   horn   corn   fork   shorts
- **Ex 3:** The children colour the picture as instructed.
- **Ex 4:** *b) chain   c) corn, fork   d) horn   e) shorts, cheeks*
- **Ex 5:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 6:** *b) a sink   c) a bank   d) oil   e) crayon*
- **Ex 7:** *b) a sink   c) a bank   d) Thank   e) noise*
- **Ex 8:** *b) oil-boil   c) horn-corn   d) away-play   e) for-door*
- **Ex 9:** The pictures of the car and bicycle should be labelled correctly.
- **Ex 10:** The children should write each tricky word three times.
- **Ex 11:** *a) sheep   b) fish   c) teeth   d) men   e) children   f) women*
- **Ex 12:** *b) There are three women.   c) There are four men.   d) There are seven sheep.  
e) There are eight fish.*
- **Ex 13:** *b) Layla's best toy is a tablet. Ali's best toy is a teddy. Nasreen's best toy is a doll.*
- **Ex 14:** Open answers; they will depend on the names and favourite toys of the children in your class.
- **Ex 15:** Open answers
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Space creatures

**Reading genre:** Science fiction

**Phonics:**

- Table 1: *tch* as in *fetch*; *ow* as in *show*; *wh* as in *when*
- Table 2: *ear* as in *near*; *other* as in *mother*
- Final *-ve* in *live*, *have*, *give*

**Vocabulary:**

- Syllable stress
- Feelings: *happy*, *angry*, *sleepy*
- Sound words: *boom*, *toot tooty toot*, *tayi takka tayi*, *sa re ga ma pa*

**Grammar:**

- Simple present *es* after words ending with *tch*, *-ss*, *-zz*, *-sh* as in *catches*, *misses*, *smashes*
- Form questions beginning with *what*, *when*, *who*, *why*, *where*
- Write present simple tense questions and answers in the first, second, and third person: *Who does he see? He sees ... Where do you live? I live in a ...*
- *I enjoy ...ing. I like ...ing.*

**Punctuation:**

- Apostrophe in contractions: *I'm*, *You're*, *What's*, *It's*

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** (to practise the phonic patterns of this unit)
- **Who am I?** to practise inverted question forms

**Listening and Speaking:**

- Listen to an interview
- Conduct an interview, using the present simple tense with *Who*, *Where*, *What*, *Why*, *When*

**Composition:**

- Write questions and answers to questions for an interview, using the present simple tense with *Who*, *Where*, *What*, *Why*, *When*

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) books about space and aliens from the library

### Extension activities (optional)

#### 1. Interview an adult

- If possible, arrange a visit to the class from a parent or another member of staff. Before he or she comes, plan some questions with the class and write them on the board, leaving space for each answer, for example:

*What job do you do?*

*Where do you live?*

*What do you enjoy doing in your spare time?*

*What do you enjoy doing in your job?*

*Why do you enjoy it?*

*What foods do you like eating?*

- Ask the children to copy the questions in their notebooks, leaving one line for each answer. Remind them to end each question with a question mark.
- After the interview, ask the children to remind you what the visitor said. Write it on the board in the spaces you left, preferably in a different colour so that the children can easily see the difference between questions and answers.
- Ask the children to copy the answers to the questions in the spaces they have left in their books.

#### 2. Drama

- Ask the children to act out the story of Plink and Plonk in class.
- If possible, provide them with simple props or costumes, such as green clothes and a cricket bat.

#### Drama practice 1

1. Ask four children to come to the front. Give each one a role from the story (Hassan, his mother, Plink, and Plonk).
2. Read the story aloud again, asking the actors to mime the parts of the characters as you speak.
3. Ask all the children to make the sound effects, such as scritch scratch, when Plink and Plonk arrive, Whack! and Whee! when they miss the ball, and Crash! when it smashes the mug.

#### Drama practice 2

1. Choose four different children to come up and take the parts.
2. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in the sound effects.
3. If you have access to a large hall, 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.
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 that you give some parts to the least able in the class.
3. All the children in the class can join in with the sound effects.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This is a science fiction story with an open-ended questions. It is up to the children to decide whether Plink and Plonk were part of Hassan's dream or whether they really visited his bedroom.

## Learning outcomes

### Students should be able to:

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

### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words.
- link what they read to their own experiences.
- discuss the particular characteristics of a science fiction story.

### During reading:

- 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

- Explain that this is a science fiction text. Science fiction is often about space or future technology. Sometimes characters are aliens from other planets.
- Discuss the meanings of the key words.

### Pre-reading:

- Ask the children to tell you about stories of aliens from other planets.
- **Suitable questions:** *What is the title?*
- What do you think the story is going to be about?
- What can you see in the pictures on this page?
- Have you seen creatures like these? Where do you think they have come from?

### During reading: (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next. Accept a variety of opinions. Talk about the meanings of new words.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *Do you think Hassan is dreaming or are the aliens real?*
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Reading practice:** Get the children to read to each other in pairs. Afterwards, they can re-tell the story in their own words to a partner.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** summarize the main points of the story.
- **B2:** check the meanings of key vocabulary. (Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Ask the children to re-tell the story in their own words. Then ask different children to read each sentence aloud and decide if it is true.
- **B2:** Do not worry about the quality of the artwork. Just make sure the children have labelled the bed, table, lamp, window, door, mug, and cricket set.

**Extension:** Ask the children to write sentences about Hassan's room, e.g. *There is a pink lamp. There is a clock on the wall.*

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **tch**, **ow**, and **wh**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1-, 2-, and 3-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **tch**, **ow**, and **wh** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **ear** and **other**. (Lesson 1, Steps 1-6)  
read the **tricky words** as whole words. (Lesson 6, Steps 3-8)
- **C5:** use questions with *who*, *where*, *why*, and *when*. (Lesson 6, Steps 9-12)  
**C5-6:** write short answers. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes **three** letters makes one phoneme (or sound), e.g. *tch* in *fetch*. We call this a **trigraph**. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2- and 3-letter phonemes. After the children have marked their own books, check them.
- **C3:** Ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read each of them as a whole.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Ask the questions orally before children match them to the answers and copy both in their notebooks. Point out that in the questions for 5a and 5b, there is no *s* after *does* in *see* and *live*. But in the answer, we say *He sees*, *He lives*. Play *Who am I?* (Chapter 6) to practise inverted questions forms.



- **C6:** Ask the children to find out from the children beside them a) how to spell their names using the names of the letters b) where they live. Write the spelling of your city on the board.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text: (Lesson 4, Steps 13-17)
- Dictate all 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:** add *es* to verbs ending with *-tch*, *-ss*, *-zz*, *-sh*. (Lesson 7, Steps 3-8)
- **D2:** use the apostrophe correctly. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher:

- **D1:** For your information: This exercise give practise in the third person 's', as well as teaching the children to add *es* after verbs ending in *-tch*, *-ss*, *-zz*, *-sh*.
- **D2:** First, write the full sentences on the board. Cross out the missing letters and replace them with apostrophes. Then ask the children to match and write two sentences for each letter: first with an apostrophe, and then without.

#### 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 an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** speak with class-mates in pairs or groups. write answers. (Lesson 9, Steps 2-17)

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 the audio-recording. Ask the children to circle the correct words or phrases as they listen. Read it or play the audio-recording a second time so that they can check their answers.
- **E2:** First ask two confident children to ask and answer the questions as an open pair. Make sure each child gets a turn to ask and answer questions. (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 conversations, helping where necessary.
- After they have had plenty of oral practice, they can write the answers in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *I enjoy playing with my dog, train, and cars.*).
- **Extension:** Ask the children to write more questions for their partner in their books.

## Answers

- **B1:** b) *X His mother gives him some ~~o~~ milk.* c) ✓  
d) *X Plink and Plonk come from Planet ~~E~~arth. Boing.* e) ✓  
f) *X Hassan tries to teach them to play ~~fo~~otball. cricket.*  
g) *X Plink and Plonk go out of the ~~d~~oor. window.* h) ✓
- **B2:** The children should draw a picture of a bedroom. The following should be labelled: a bed, a window, a table, a lamp. The children can also label a mug, a clock, a cricket set, a clock.
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework.
- **C2:**

switch	catch	match	scratch	scritch
.....	.....	.....	.....	.....
show	throw	window	yellow	pillow
.....	.....	.....	.....	.....
- **C3:** a) *scratch scratch* b) *What* c) *window* d) *yellow* e) *fetches* f) *throws*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as a whole. They should also be learnt for a spelling test.
- **C5:** b) *He lives on Planet Boing.* c) *Plonk is Plink's brother.* d) *Because they want to learn*  
e) *They come at ten o'clock.*
- **C6:** Answers will differ for each child.
- **D1:** b) *fetches* c) *misses* d) *smashes* e) *switches*
- **D2:** b) *You are ill* c) *What is that?* d) *It is a bat.*
- **E1:** a) *mother, father, and brother* b) *flat* c) *bicycle* d) *outdoors* e) *seven*
- **E2:** Children work in pairs to ask and answer questions. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.  
Written answers will depend on the children's own situations. Make sure that they answer truthfully about themselves and do not copy each other.
- **Extension:** Other questions should come from the children. They might include: *Have you got a pet?*  
*What is your mother's/father's/brother's/sister's name?*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

## Workbook page 34

### Learning outcomes

#### Students should be able to:

- **Ex 1:** write words with *tch*, *wh*, *ow*, and *le* in correct handwriting.
- **Ex 2:** write words with *tch*, *wh*, *ow*, and *le* in a context.

### Teaching notes

- **Ex 1:** In this unit, remind the children that all letters should rest on the second line from the bottom. Point out that *h*, *h*, *l* touch the top line. Point out that *t* stops just below the top line.
- **Ex 2-3:** Ask the children to tell you about the kitchen. Ask different children to tell you what they do with each object. Talk about the situation in the kitchen and point out that the toy car can trip someone up. Elicit that the children must not leave toys on the kitchen floor because it is dangerous.

## Workbook page 35

### Learning outcomes

#### Students should be able to:

- **Ex 4:** identify rhyming words.
- **Ex 5:** use rhyming words in a context.
- **Ex 6:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

### Teaching notes

- **Ex 4:** First, give the children practice in matching rhyming words on the board.
- **Ex 5:** Complete the sentences orally before you ask the children to write them.
- **Ex 6:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:

**Look** at the word and remember the spelling.

**Cover** the word with a notebook or pencil case.

**Write** the word on the line to the right.

**Check** the spelling by taking away the cover.

If they get the spelling wrong the first time, make sure they get it correct the second and third times.

## Workbook page 36

### Learning outcomes

#### Students should be able to:

- **Ex 7:** use *what, why, where, when, who* in questions.
- **Ex 8:** use vocabulary for colours and parts of the body correctly.

### Teaching notes

- **Ex 7:** Talk about the strange picture of life on Plink and Plonk's planet. Ask the children to discuss how it is different from Earth. (For example: *They sleep in hammocks, not beds. They go to sleep when the Sun is shining. The hills are very pointed.*) Practise the questions and answers orally before you ask the children to write them.
- **Ex 8:** Ask the children to colour other parts of the picture as they wish.
- **Extension:** They can write their own sentences about the picture, e.g. *The trees are big. Plink's mother has three mouths.*)

## Workbook page 37

### Learning outcomes

#### Students should be able to:

- **Ex 9:** write contractions in full.
- **Ex 10:** use apostrophes to shorten words.

### Teaching notes

- **Ex 9:** Do this on the board first.
- **Ex 10:** Talk about the pictures.

## Workbook page 38

### Learning outcomes

#### Students should be able to:

- **Ex 11:** be confident using vocabulary for colours and parts of the body.
- **Ex 12:** write about the animal they have drawn.

### Teaching notes

- **Ex 11:** Explain that the children should make each part of the body only one colour. They can choose which colour to use each time. This prepares the children to write their own ideas as their English improves.
- **Ex 12:** Practise making sentences orally before asking the children to write them in their notebooks.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** The children label the switch, bowl, kettle, window, table
- **Ex 3:** The car, because we can trip on it.
- **Ex 4:** *b) scratch    c) boys    d) ears    e) brother*
- **Ex 5:** The children should write each tricky word three times.
- **Ex 6:** *b) What, sleeping    c) Where, bed    d) When, eight    e) Who, mother    f) Why, hot*
- **Ex 7:** The children colour the picture as instructed.
- **Ex 8:** *b) You are – You're    c) He is – He's    d) She is – She's    e) We are – We're  
f) They are – They're*
- **Ex 9:** *b) We're standing.    c) You're dreaming.    d) She's reading    e) He's eating.*
- **Ex 10:** Colours will depend on how the children have chosen to colour the picture.
- **Ex 11:** *a) The alien has three \_\_\_\_\_ ears.    b) The alien has one \_\_\_\_\_ nose.  
c) The alien has three \_\_\_\_\_ eyes.    d) The alien has one \_\_\_\_\_ mouth  
e) The alien has four \_\_\_\_\_ legs,    f) The alien has two \_\_\_\_\_ arms.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Music and beat

**Reading genres:** Non-fiction information text; Modern rhymes

**Phonics:**

- *y* as in *happy*; *oo* as in *balloon*; *oo* as in *foot*
- *sh* as in *sheep*; *ow* as in *window*; *ee* as in *feet*; *ea* as in *beat*

**Vocabulary:**

- Syllable stress
- Feelings: *happy*, *angry*, *sleepy*
- Sound words: *boom*, *toot tooty toot*, *tayi takka tayi*, *sa re ga ma pa*

**Grammar:**

- More practice of the simple present: The ... goes/sings ...
- Questions and short answers in the present simple as in *Yes, they do. No, they don't. Yes, it does. No, it doesn't.*
- Commands as in *Clap your hands!*

**Punctuation:**

- Apostrophe in contractions as in *doesn't*, *don't*
- Capital letters for loud noises as in *STAMP!*

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit
- **Simon says** to practise the verbs taught in this unit
- **What's behind my back?** to teach question and answer forms: *Does it ... Yes, it does. Do you ... with it? Yes, I do.*

**Listening and Speaking:**

- Respond to commands with an object as in *Pat your ... Clap your ... Stamp your ...*

**Composition:**

- Write commands and read them to other children.

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) materials for games chosen to support teaching point
- (optional) musical instruments, pictures or books about musical instruments from the library to stimulate discussion and writing

## Extension activities (optional)

### 1. A Concert

- If possible, arrange a concert for parents. Get different sections of Class 1 (or different groups if you only have one section) to practise the rhymes or songs you have taught in the first half of the book.
- Set actions to each one. The following songs or rhymes can be performed:
  - Baa baa, black sheep* (Unit 2, page 13)
  - Five Little Ducks* (Unit 4, page 27)
  - One two. Put on your shoe* (Unit 4, page 29)
  - The Wheels of the Bus* (Unit 7, page 48)
  - If you're happy and you know it* (Unit 9)
- The following improvised plays can be performed, based on the drama ideas in the extension activities for each unit:
  - The Big Pot* (Unit 3, page 18)
  - The Three Billy Goats Gruff* (Unit 6, page 36)
  - Plink and Plonk* (Unit 8, page 54)
- Each group should practise singing or speaking in chorus. They should learn to speak loudly, expressively, clearly, and with actions.
- Children can clap rhythms to rhymes with a strong beat. If you have some sticks, bells, or drums, they can accompany the rhymes with a beat. This will help them to understand the natural stress patterns in English.
- When they all know what to do and feel confident, invite the parents into school for a concert.
- If possible, get the children to write an invitation, copied from the board, like this:

\_\_\_\_\_ (date)

Dear Mum and Dad

We would like to invite you to our Class 1 Concert.

It will be at \_\_\_\_\_ (time) on \_\_\_\_\_ (date).

We will perform in \_\_\_\_\_ (place)

I hope you can come.

Lots of love

\_\_\_\_\_ (name)

### 2. Individual research

- Encourage the children to do individual research into musical instruments with the help of a responsible adult. Visit the school library to find out more.
- If you have a parent who can sing or play a musical instrument, invite him or her into school to perform for the children. Perhaps some of the children in the class have already started to learn a musical instrument.
- Play recordings of music from different traditions, such as ghazals, film music, as well as Pakistani and western classical music. Ask the children to tell you which they enjoy most and why.

- Bring in pictures of musical instruments (printed from the internet or cut out of magazines). Discuss whether they are wind instruments (like a saxophone or shehnai), stringed instruments (like a guitar or sitar), or percussion instruments (like drums or tabla).
- Ask the children to bring in musical instruments for the museum table and label them. Encourage them to write their own sentences about the instruments, e.g. *This is a flute. It is made of wood. We can blow it.*
- Ask the children to re-draft their corrected descriptions and display the neat labels beside the instruments on the museum table.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This unit focuses on the beat (rhythm) in rhymes and songs. It helps children to stress English correctly. You can help them to learn correct stress by encouraging them to tap or clap at the underlined syllables.
- Discuss the meanings of the key words.

#### Learning outcomes

##### Students should be able to:

- read, understand, and enjoy poetry.
- identify the beat (stress) in words and lines of poetry.

#### Pre-reading:

- link what they read to their own experiences.
- discuss the particular characteristics of a poem or song.

#### During reading:

- discuss word, linking new meanings to those already known.
- check that the text makes sense to them as they read and correct inaccurate reading.
- join in with predictable phrases.
- explain clearly their understanding of what is read to them.

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

#### Reading notes for the teacher:

- Talk about the features of a poem or song. Elicit that they have a beat, so we can clap or tap along with them.
- On the second page there are instruments from Europe (a saxophone – or sax for short - and drum) and from Pakistan (a dhol and harmonium).

#### Pre-reading:

- To relate the text to the experiences of the children, discuss what makes them happy.
- **Suitable questions:** *What makes you happy – parties, listening to a story, playing with your friends, eating mangoes?*

- What can you see on the pictures on this page? What are the different people doing?
- What instrument is this person playing? Do you blow it or bang it?

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Sing the song/Say the poem with actions. Ask the children to mime the actions with you. Talk about the different instruments and how they make a sound – by blowing, banging, or pressing keys. Explain that although we may have different instruments, people make music all over the world. Explain that *Tayi takka tayi* is a way of marking the beat in traditional Pakistani music. *Sa re ga ma pa* are the first five notes of a scale going up.
- **Second reading:** Ask the children to sing/repeat every line of the song/poem after you or the audio-recording, copying your expression and intonation. They should do the actions with you. If possible, take the children into a hall for the first song, so that they can clap, click their fingers, and stamp in plenty of space.
- **Third reading:** Ask the children to sing/recite along quietly while you sing/recite or you play the audio-recording, doing the actions with you.
- **Singing/Poetry practice:** Ask the children to sing/recite along while you sing or you play the audio-recording, doing the actions with you.

### B. Comprehension

#### Learning outcomes

**Students should be able to:**

- **B1:** explain how we use different parts of the body to make music.
- **B2:** name some musical instruments.
- **B3:** match musicians to the sounds their instruments make.  
(Lesson 2, Steps 9-13)

**Comprehension notes for the teacher:**

- **B1:** Discuss how we use different parts of our bodies to make different sounds. Complete the sentences orally before the children write them in their notebooks.
- **B2:** If possible, show the children pictures of other musical instruments.
- **B3:** Discuss with the children what noises the instruments make before they write.
- **Extension:** Ask the children to research musical instruments. If possible, ask them to bring in some for the museum table.

### C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

#### Learning outcomes

**Students should be able to:**

- **C1:** read and spell words with **y** and **oo**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **y** and **oo** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **ow**, **ea** and **ea**. (Lesson 1, Steps 1-6)  
Read the **tricky words** as whole words. (Lesson 6, Steps 3-8)

**Spelling notes for the teacher:**

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. Point out that in the first list of *oo* words, the *oo* is long, as in *boom*. In the second list, the *oo* is short, so *foot* rhymes with *put*, not *boot*.



- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2**: Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *y* in *happy*. At other times, **two** letters make just one phoneme (or sound), e.g. *oo* in *boom*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3**: Talk about the picture of a party and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4**: Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text. (Lesson 4, Steps 13-17)
- Dictate all 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**: form questions and short answers in the simple present tense. (Lesson 7, Steps 3-8)
- **D2**: write lower case letters as capital letters. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1**: Remind the children to use apostrophes in their answers. If the children copy the questions and answers in their notebooks, check that they begin with capital letters and use full stops and question marks appropriately.
- **D2**: Explain to the children that we often use capital letters throughout a word to make it sound louder or more important.

#### Extension:

- Ask the children to write similar questions and answers about animal noises. For example, *Do cows say Baa? No, they don't. Do cows say Moo? Yes, they do.*

## 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 first 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 the audio-recording. Tell the children not to do the action if you do not first say *Simon says*.
- **E2:** Practise playing *Simon says* in pairs. First ask two confident children to give each other instructions as an open pair. Encourage the children to mime the feelings of anger, sadness, and happiness on their faces. (Lesson 9, Steps 2-9)
- When the children have observed a correct model from an open pair of children, they should practise playing the game 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:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *Tap your head/eyes. Play the sitar/guitar/flute. Look sleepy/scared/hungry.*)

**Extension:** Ask the children to write extra instructions. See above.

**Answers**

- **B1:** b) *We click with our fingers.* c) *We clap with our hands.* d) *We stamp with our feet.*
- **B2:** a) *a sax* b) *a drum* c) *a dhol*
- **B3:** b) *The drummer goes Boom boom boom!* c) *The singer sings Sa re ga ma pa.*  
d) *The dhol player goes Tayi takka tayi.*
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join pictures to the words with lines. Note that not all words have pictures. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.  

T <u>oo</u> t	t <u>oo</u>	o <u>oh</u>	ba <u>ll</u> oo <u>ns</u>	l <u>oo</u> k	b <u>oo</u> k	g <u>oo</u> d	c <u>oo</u> k
. . .	. . .	. . .	. . . . .	. . .	. . .	. . .	. . .
- **C3:** b) *balloons* c) *too* d) *book* e) *happy*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **D1:** b) *Yes, they do.* c) *No, they don't.* d) *Yes, they do.* e) *No, it doesn't* f) *Yes it does.*
- **D2:** b) *BOOM* c) *STAMP* d) *CLAP*
- **E1:** The children should do what you command if you first say, *Simon says*. If they do the wrong action, they are out and must sit down. If they follow your instructions when you do NOT say, *Simon says*, they are also out and must sit down. The last child standing is the winner.
- **E2:** The children play *Simon says* with a partner. When one child gets out, he/she has a turn to give the commands. Walk round the class and monitor whether the children are on task and playing the game correctly.
- **E3:** The children use the table to make six to twelve instructions to be mimed, as in the example.
- **Extension:** More able children should write their own instructions, e.g. *Sing a song. Kick a ball. Brush your hair.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 39

#### Learning outcomes

Students should be able to:

- **Ex 1:** write words with a long and sort oo in correctly formed handwriting.
- **Ex 2:** write words with a long and sort oo in a context.

#### Teaching notes

- **Ex 1:** In this unit, remind the children that oo should touch the two middle lines only.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 40

#### Learning outcomes

Students should be able to:

- **Ex 3:** write words with y as in *hungry* and *fly* in correctly formed handwriting.
- **Ex 4:** write words with y as in *hungry* and *fly* in a context.  
answer *why* questions with *because*.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** Complete the questions and answers orally before you ask the children to write them.

### Workbook page 41

#### Learning outcomes

Students should be able to:

- **Ex 5:** categorize words under the headings, Animals, Clothes, or Transport.
- **Ex 6:** use the 'look, cover, write, check' to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

#### Teaching notes

- **Ex 5:** Talk about the pictures. When the children are confident about each word, ask them to categorize them in the table.
- **Ex 6:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method:  
**Look** at the word and remember the spelling.  
**Cover** the word with a notebook or pencil case.  
**Write** the word on the line to the right.  
**Check** the spelling by taking away the cover.  
If they get the spelling wrong the first time, make sure they get it correct the second and third times.

### Workbook page 42

#### Learning outcomes

Students should be able to:

- **Ex 7:** use short answers in the present simple tense.
- **Ex 8:** write phrases with apostrophes in full.

### Teaching notes

- **Ex 7:** Make other similar questions about transport, e.g. *Does a train go choo choo? Do buses go tring tring?*
- **Extension:** Discuss the true answers if you answered no.
- **Ex 8:** Practice contractions on the board first.

### Workbook page 43

#### Learning outcomes

#### Students should be able to:

- **Ex 9:** follow instructions using prepositions.
- **Ex 10:** write instructions.

### Teaching notes

- **Ex 9:** Ask the children to explain the way from Amna's house to the park orally before they re-order the sentences.
- **Ex 10:** Use the phrases in Ex 9 to help you give instructions in the other direction.
- **Extension:** Practise giving instructions from known places – like from the classroom to the school gate.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** *b) hoop c) spoon d) moon, roof e) hook*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 4:** *b) hungry c) sleepy d) thirsty*
- **Ex 5:** The children match the words to the pictures and complete the table

Animals	Clothes	Transport
cow	shorts	bicycle
mouse	skirt	truck
chimp	sock	cart

- **Ex 6:** The children should write each tricky words three times .
- **Ex 7:** *b) No, it doesn't. c) No, they don't. d) No, it doesn't. e) Yes, it does.*
- **Extension:** Ask the children to write the true answers where necessary, e.g.  
*b) A dog walks and runs. c) Trains travel on land. d) A sheep says Baa!*
- **Ex 8:** *b) does not c) is not d) are not*
- **Ex 9:** *b) Walk across the street. c) Go over the bridge. d) Walk under the tree e) Walk into the park.*
- **Ex 10:** *b) Next, walk under the tree. c) After that, go over the bridge. d) Then walk across the street. e) At last, go into the house.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Sample Procedures for Revision Units**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 1 Unit 10

- **Ex 1:** a) *Two (legs).* b) *(Under* a) *bridge.* c) *Goats.* d) *(I am a) troll.*
- **Ex 2 & 3:** a) mouth b) leaf c) tree d) children  
                   . . . . .                   . . . . .                   . . . . .                   . . . . .  
                   e) balloon f) window g) bird h) horn  
                   . . . . .                   . . . . .                   . . . . .                   . . . . .
- **Ex 4:** b) *They are* c) *I am* d) *You are* e) *She is*
- **Ex 5:** b) *They are men.* c) *They are sheep.* d) *They are frogs.*
- **Ex 6:** b) *The men are bigger than the girls.* c) *The sheep are bigger than the frogs.*  
                   d) *The frogs are smaller than the sheep.*
- **Ex 7:** b) *How many men are there? There are two men.*  
                   c) *How many sheep are there? There are four sheep.*  
                   d) *How many frogs are there? There are five frogs.*

### Answers: Workbook 1 Unit 10

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. Then they match the pictures to the words.
- **Ex 2:** bowl      girl      fork      chimp      sink      crayon      moon      kettle  
                   . . . . .                   . . . . .                   . . . . .                   . . . . .                   . . . . .                   . . . . .                   . . . . .
- **Ex 3:** b) *fly-try* c) *hear-dear* d) *toy-boy* e) *throw-yellow*
- **Ex 4:** The children label the picture with the words in the box.
- **Ex 5:** b) *Yes, it does.* c) *Yes, they do.* d) *No, they don't.* e) *Yes, it does.* f) *No, it doesn't.*
- **Ex 6:** b) *Where* c) *Who* d) *When* e) *Why*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Clothes

**Reading genres:** A story in a familiar setting

**Phonics:**

- Table 1: *ay* as in *day*; *ai* as in *taylor*; *a\_e* as in *cake*
- Table 2: *k* (not *c*) before *e*, *i*, *y* as in *skirt*; *ch* (at the end of a word) as in *rich*

**Vocabulary:**

- Clothes and colours
- The suffix *ed* in the regular past simple tense
- Days of the week
- Indefinite article *a* before nouns

**Grammar:**

- Adjectives: *big*, *small*, *long*, *short*,
- *too*
- Regular past simple tense with *ed* as in *looked*
- Past tense of *to be*: *was/were*

**Punctuation:**

- Capital letters for days of the week

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit
- **Guess who?** to practise clothes and colours

**Listening and Speaking:**

- Recount events in the past

**Composition:**

- Write what you did yesterday

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) books about clothes from the library
- (optional) pictures of people and clothes 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 such as a measuring tape and a skirt.

### Drama practice 1

1. Ask four children to come to the front. Give each one a role from the story (tailor, Samina, the rich woman, the little girl).
2. Read the story aloud again, asking the actors to mime the parts of the characters as you speak.

### Drama practice 2

1. Choose four different children to come up and take the parts. Choose confident pupils for the speaking roles. Choose five children to read the narration (one for each page).
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 nine 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.
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 the parts in front of others, making sure to give some parts to the least able in the class.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This is a story in a familiar setting so talk to the children about visits they may have made to the tailor. It introduces the past tense for the first time.
- Discuss the meaning of the key words.

#### Learning outcomes

#### Students should be able to:

- read, understand, and enjoy a fiction text.

#### Pre-reading:

- 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:

- 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.
- join in with predictable phrases.
- 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

#### Pre-reading:

- Talk about the features of a story in a familiar setting. Explain that it is set in Pakistan. Have the children seen sewing machines? Talk about the pedals that make the sewing machine work.
- To relate the text to the experiences of children, discuss what happens when we go to the tailor. (He or she measures us, asks what we want, and makes the clothes. Then we come back to check that they fit. Then we pay him or her.)
- Suitable questions:
  - *What can you see on the pictures on this page?*
  - *What do you think the text is going to be about?*
  - *What are clothes made of? (cotton, wool, nylon, terry-cotton, thread)*
  - *What tools does a tailor use? (a needle, scissors, a sewing machine, a tape measure)*
  - *What ready-made clothes do you buy? (probably everyday clothes) Which clothes does a tailor make?(probably clothes for special occasions)*

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next. Accept a variety of opinions. Talk about the meanings of new words.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *Why isn't Samina wearing shoes?* Elicit that the tailor is poor and can't afford to buy shoes. *Why does Samina sit down with a bump when the little girl brings the money.* Elicit that she is sad because she thinks she will lose her beautiful skirt.
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Reading practice:** Get the children to read to each other in pairs. Afterwards, they can re-tell the story in their own words to a partner.

## B. Comprehension

### Learning outcomes

Students should be able to:

- **B1:** recognize key vocabulary in the story.
- **B2:** summarize the main points of the story.  
(Lesson 2, Steps 9-13)

**Comprehension notes for the teacher:**

- **B1:** Talk about these and the other key words in the story.
- **B2:** Ask the children to re-tell the story in their own words before they discuss the sentences and copy the true sentences.

**Extension:** Act out the story. 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 for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **ay, ai,** and **a\_e**. explain that the split digraph ('magic e') changes the sound of *a* in *cake*. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ay, ai,** and **a\_e** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **k** before *e, i,* and *y,* and **ch** at the end of words. a (Lesson 1, Steps 1-6) read the **tricky words** as whole words. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C5-6:** identify rhyming words. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words, after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. In the next five units we teach the **split digraph**. This is often called the 'magic e' which changes the sound of the vowel before the previous single consonant. For example, *man* becomes *mane*. At this stage, it will probably be difficult to explain if the children do not know the difference between a consonant and a vowel. Explain that when we add *e* to a word, it sometimes changes the phoneme before – like magic. That's why we call it a 'magic e'.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *d* in *day*. At other times, **two** letters make just one phoneme (or sound), e.g. *ay* in *day*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. **DO NOT MARK DOTS AND DASHES UNDER THE SPLIT DIGRAPHS.** It is too complicated!
- **C3:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read each of them as a whole word.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Teach as in C2.
- **C6:** Discuss which words rhyme before asking the children to write the words from the box on each line.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- Dictate all 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 use them in their own sentences.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use the regular simple past tense with *ed*. (Lesson 7, Steps 3-8)
- **D2:** use the past tense of the verb *to be*: *was* and *were*. (Lesson 7, Steps 3-8)
- **D3:** use capital letters for names of days. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- The game *Guess who* will give practice in clothes and colours. (Chapter 6) **D1:** Talk about the past with your class. Ask them what they did yesterday and help them to use the past tense. Point out that when we talk about the past, we often put *ed* at the end of words.
- **D2:** Point out that we use *was* for one thing. We use *were* for two or more things.
- **D3:** Encourage the children to write the name of the day every day when they write in their notebooks. Remind them to start with a capital letter.

#### Extension:

- Write some yes/no questions on the board to practise the use of *was/were*. For example: *Was there a car/teacher/dog/man in the playground on Monday? Yes, there was. No, there wasn't. Were there children/boys/girls/birds/cows in the playground on Monday? Yes, there were. No, there weren't.*
- 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 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 first 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 the audio-recording. The children circle the correct words as you read. Read the sentences or play the audio-recording a second time so that the children can check their answers.
- **E2:** Practise talking about the pictures, helping the children to use the words in the box to generate sentences. Ask two children to tell the whole class about the pictures. Then ask the children to practise describing what the boy and girl did, in pairs. (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 conversations, helping where necessary.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *I ate beans and curd.*)

**Extension:** Ask the children to write more details about what they did yesterday.

## Answers

- **Talk box 1:** Ask the children to predict what will happen next before they turn over the page. Do they think the rich woman will be happy with the skirt?
- **Talk box 2:** Discuss why the tailor was upset. Accept different answers. (*Because the rich woman did not pay him. Because he worked hard all week to make the skirt. Because he wanted to give a cake to Samina and now he had no money. Because the rich woman kept changing her mind.*)
- **Talk box 3:** Discuss why Samina thought 'Oh dear!' (*Because she was upset. Because she wanted to keep the skirt. Because she loved the skirt.*)

• **B1:** The children match the words to the pictures.

• **B2:** a) ✓ b) ✗ c) ✓ d) ✓ e) ✗ f) ✓ g) ✓ h) ✗ i) ✓ j) ✓

• **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join the pictures to the words with lines. Note that not all words have pictures. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.

• **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.

today ... ..	birthday . . . . .	say . . .	pay . . .	away . . . . .	
wait . . . . .	paid . . . . .	plain . . . . .	afraid . . . . .	again . . . . .	rain . . . . .

• **C3:** a) *made*    b) *days*    c) *pay*    d) *name*    e) *gave*

• **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.

• **C5:** As for C2

skip . . . . .	kitten . . . . .	kept . . . . .	kettle . . . . .	sky . . . . .	much . . . . .	such . . . . .	which . . . . .
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• **C6:** b) *name*    c) *rain*    d) *no*    e) *such*    f) *bed*

• **D1:** b) *asked*    c) *added*    d) *looked*    e) *skipped*

• **D2:** b) *The flowers were red.*    c) *The stars were silver.*    d) *The skirt was green.*  
e) *The birds were yellow.*

• **D3:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

• **E1:** a) *Yesterday Maria went to the park.*    b) *She was with her brother.*  
c) *They played on the swings.*    d) *They ate some nuts.*    e) *They came home in a car.*

• **E2:** Children work in pairs to tell the story. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.

• **Extension:** The children write sentences in their notebooks.

1. *The boy stayed at home. He was with his father. He watched TV. He ate a samosa.*

2. *The girl went shopping. She was with her mother. She got some shoes. She ate corn.*

• **E3:** Each child writes a true account of what he/she did yesterday. Each child's account should be different.

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 46

#### Learning outcomes

**Students should be able to:**

- **Ex 1:** write words with *ay*, *ai*, and *a\_e* in correctly formed handwriting.
- **Ex 2:** write words with *ay*, *ai*, and *a\_e* in a context, using the indefinite article *a* beforehand

#### Teaching notes

- **Ex 1:** In this unit, remind the children that all letters should rest on the second line from the bottom. Point out that *y* touches the bottom line. Point out that *ai* and *a\_e* touch the two middle lines only.
- **Ex 2:** Talk about the pictures and name them orally before you ask the children to label them. Remind them to be careful to write on the line.
- **Ex 3:** Practise orally first.

### Workbook page 47

#### Learning outcomes

**Students should be able to:**

- **Ex 4:** write words with *k*, *tch*, and *ch* in correctly formed handwriting.
- **Ex 5:** write words with *k*, *tch*, and *ch* in a context.
- **Ex 6:** use the 'look, cover, write, check' to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)
- **Ex 7:** write sentences independently.

#### Teaching notes

- **Ex 4:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 5:** Talk about the pictures and complete the sentences orally before you ask the children to write them.
- **Ex 6:** Teach as before.
- **Ex 7:** Encourage the children to make their own sentences with the tricky words, even if the sentences are very simple.

### Workbook page 48

#### Learning outcomes

**Students should be able to:**

- **Ex 8:** recognize town vocabulary
- use the names of colours correctly.
- **Ex 9:** use correctly the names of the days of the week and the past tense of *go*: *went*

#### Teaching notes

- **Ex 8:** Talk about the places in each picture. Explain that Moeen visited each place on a different day of the week when he was on holiday. Ask the children to tell you where he went on each day. Introduce the words *zoo*, *beach*, *museum*, *shopping mall*, *mosque*, and *park*. Discuss what we can see and do in each place.
- **Ex 9:** Practise the sentences orally before you ask the children to write them.

### Workbook page 49

#### Learning outcomes

**Students should be able to:**

- **Ex 10:** describe the weather shown in pictures.
- **Ex 11:** describe the weather in real life.

## Teaching notes

- **Ex 10:** Introduce the words *cloudy*, *sunny*, *rainy* and *windy*. Look at the picture diagram of the weather last week. Ask the children to make oral sentences before they write.
- **Ex 11:** Ask the children to tell you about the weather today. Look out of the window and look at the colour of the sky. Discuss what the weather **is** like today and then remember what it **was** like yesterday. Point out the difference between *is* (today in the present) and *was* (yesterday in the past). Before the children write, remind them to use capital letters for names of days.

## Workbook page 50

### Learning outcomes

#### Students should be able to:

- **Ex 12:** write a simple narrative in the simple past tense.
- **Ex 13:** write a personal narrative in the simple past tense.

### Teaching notes

- **Ex 12:** Talk about the picture of the boys playing together before you ask the children to complete the sentences.
- **Ex 13:** Ask different children to tell you what they did on Sunday. Write their sentences on the board. Less able children can copy one or two sentences that are true for them from the board. More able children can write several sentences on their own.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** *b) a train    c) a plane    d) a snail    e) a gate    f) a plate*
- **Ex 3:** *b) tail    c) today    d) rain    e) yesterday*
- **Ex 4:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with lines.
- **Ex 5:** *a) key, kitchen    b) Which, watch, shop-keeper    c) 'much, rich*
- **Ex 6:** The children should write each tricky word three times.
- **Ex 7:** Open-ended; suitable examples are: *I was hungry, so I ate a mango. The children were sleepy. We work in class.*
- **Ex 8:** The children should colour the pictures as instructed.
- **Ex 9:** *b) On Tuesday, they went to the beach.                      c) On Wednesday, they went to the museum  
d) On Thursday, they went to the shopping mall.    e) On Friday, they went to the mosque.  
f) On Saturday, they went to the park.*
- **Ex 10:** *b) It was sunny on Tuesday.    c) It was cloudy on Wednesday.    d) It was rainy on Thursday.  
e) It was windy on Friday.    f) It was sunny on Saturday.    g) It was windy on Sunday.*
- **Ex 11:** Open-ended; make sure the children write the truth! They should draw simple icons as in Ex 10 to indicate the weather.
- **Ex 12:** *rainy, cars, bananas, scooter, father*
- **Ex 13:** Open-ended; for example, *On Sunday I went to see my grandmother. We stayed all day. I played with my doll. It was sunny. We ate rice and meat. We came back at six o'clock.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** A school trip

**Reading genres:** Non-fiction report; poetry

**Phonics:**

- Table 1: *ee* as in *see*; *ea* as in *eat*; *e\_e* as in *these*; *ie* as in *piece*
- Table 2: *ea* as in *bread*

**Vocabulary:**

- Sense words related to parts of the body: *feel-hands*, *see-eyes*, *hear-ears*, *smell-nose*, *taste-mouth*
- Words about feelings: *scared*, *happy*, *fear*, *glad*, *sleepy*

**Grammar:**

- I feel/see/hear/smell/speak with my ...
- Possessive adjectives: *my*, *your*, *his*, *her*, *our*, *their*

**Punctuation:**

- Capital letter for personal pronoun *I*

**Suitable games (Chapter 6):**

- ***Run and match*** to practise the phonic patterns of this unit
- ***Simon says*** to practise parts of the body
- ***Mime and Guess*** to practise *his*, *her*, *your*
- ***I went to the theme park*** to practise the past tenses *went* and *saw* and the vocabulary of the theme park

**Listening and Speaking:**

- Talk about feelings, using the senses

**Composition:**

- Write a report of a school trip, using the simple past tense

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) pictures of theme parks to stimulate discussion and writing

## Extension activities (optional)

### Visit to theme park or play park

A visit to a theme park can be an enjoyable expedition. If there is no theme park nearby, go to a local play park. It is good for children to learn outside the school environment and to be stimulated by life outside the regular curriculum.

#### Preparation

- **Organization:** It is essential to make a preparatory visit. Check out how to get to the park, and which rides and installations are suitable for your children. Find out how much each ride costs and whether you can get a reduced price for a group.
- Check out a central, safe place where children can go if they get lost.
- 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.
- **Preparing the children:** Before the visit, discuss what the children know about theme parks, 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.
- **Seeking adult help:** Put out a call to parents so that you have plenty of adult helpers on the day.
- In advance, print out for each adult helper a clear plan for the day with a list of which children are to go in each group.
- **Permission letters:** Send a letter home, telling the parents clear timings, what clothes the children should wear, what food and drink to bring, how much money to send. Include a permission slip at the bottom of the letter to be returned before you set off.
- **Preparing a worksheet (optional):** You may wish to prepare questions to ask about the theme park and make a small worksheet for children to do, e.g. *List the different rides. Note how much each ride costs.*
- **On the day**
- Ensure every adult has a list of which children are in his/her group and has a clear plan for the day.
- 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.
- Take plenty of extra drinking water.
- If possible, take a camera so that you can make a soft board display or assembly presentation of what you did on the day.

#### After the trip

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

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This is a report of a real activity, so elicit that it is non-fiction. In a report, we say what happened using the past tense.
- Discuss the meanings of the key words.

### Learning outcomes

#### Students should be able to:

- read, understand, and enjoy a .
- demonstrate appreciation of a poem and recite it by heart.

#### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words.
- link what they read to their own experiences.
- discuss the particular characteristics of a genre.

#### During reading:

- 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 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.

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

#### Pre-reading:

- To relate the text to the experiences of the children, discuss what they know about theme parks. If some children have visited a theme park, ask them to tell the rest of the class what they saw and did. If none of the children have been to a theme park, talk about a local park instead.
- Suitable questions:  
*What can we see and do in a theme park/park?*  
*Have you ever been to a theme park/funfair/playground? Where is it?*  
*What did you do there? What rides did you take? (e.g. big wheel/toy train/boat ride/bumper cars/merry-go-round/horse-ride/camel ride)*  
*How did you feel? (frightened/worried/happy/thrilled)*  
*What can you see on the pictures on the next page? (big wheel, toy train, Jumping Jack, dragon boat)*

#### During reading: (Note that you should read and discuss the text at least three times on three different days.)

- **First reading: Report:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally to discuss what the children think about the different rides. For example, do they like scary rides? Accept a variety of opinions. Talk about the meanings of new words.
- **Talk box 1:** Ask the children to talk about recent trips, e.g. to the museum, sea-side, zoo.
- **Poem:** Read the poem or play the audio-recording. Discuss how the child on the big wheel feels: frightened in the first verse, then in the second verse begins to enjoy being high up with a great view.
- **Talk box 2:** Encourage the children to talk about specifics, e.g. *fear of spiders, snakes, the dark, heights, loud noises*, or happiness, e.g. *in cool air under a fan, particular books, meeting friends, playing games, special food*.



- **Second reading: Report:** Make sure that the children follow the text as you play the audio-recording or read it aloud. The children may also whisper along with you. Check that the text makes sense to them. If you have planned a trip to a theme park or park, talk about what you can do there.  
**Poem:** Ask the children to make inferences about the situations – for example, *Why do you think the child in the poem stops being frightened?* (The noise dies down. The sky is beautiful.) *If the child feels like a fish in a net, how does he or she feel?* (Frightened because he/she can't get off the big wheel once it starts moving.) *If the evening is like a sweet, how does the child feel about it?* (Enjoys it.) Ask the children to sing/repeat every line of the song/poem after you or the audio-recording, copying your expression and intonation.
- **Third reading: Report:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Poem:** Ask the children to whisper along quietly while you read the poem or you play the audio-recording.
- **Reading practice:** Get the children to read to each other in pairs.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** summarize and order the main points of the report.
- **B2:** check that the text makes sense to the children.
- **B3:** identify the 'sense' words in the poem.

(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Talk about the purpose of a report. It is to tell other people what you did and how you felt about it. Stress the importance of writing reports carefully, writing a first draft, correcting any mistakes, and then writing a second draft in beautiful handwriting so that others can read and enjoy it. If we do not write it neatly, people will not bother to read it.
- **B2:** Check that all the children are familiar with the text before they circle the answers.
- **B3:** Explain that poems are often about the senses. Discuss which senses are described in each line of the poem.

**Extension:** Ask the children to learn the poem by heart and recite it beautifully. In the first verse, they should show fear in their voices, perhaps saying it fast and jerkily. In the second voice, they should show happiness in their voices, perhaps saying it slowly and dreamily.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **ee**, **ea**, **e\_e**, and **ie**. Explain how the split digraph ('magic e') changes the sound of *e* in *theme*. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ee**, **ea**, **e\_e**, and **ie** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **ea** (as in *bread*).  
use correctly words connected to the senses and related parts of the body. (Lesson 1, Steps 1-6)  
read each **tricky word** as a whole. (Lesson 6, Steps 3-8)
- **C5:** match rhyming words that may not use the same spelling pattern.  
**C5-6:** write sentences about the senses in the simple present tense. (Lesson 6, Steps 9-12)

### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Point out the split digraph or 'magic e' words. Elicit that if you add *e* to *them*, it changes the sound of the first *e*, so that *theme* rhymes with *team*.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *p* in *piece*. At other times, **two** letters make just one phoneme (or sound), e.g. *ie* in *piece*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. **DO NOT MARK DOTS AND DASHES UNDER THE SPLIT DIGRAPHS.** It is too complicated!
- **C3:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Discuss how the digraph *ea* can make two different phonemes as in *eat* and *bread*. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Point out that sometimes we can write different spellings for rhymes, as in *sweat* and *get*.
- **C6:** Play *Simon says* to practise parts of the body. Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- 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 use them in their own sentences.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use *my, your, his, her, our, their*. (Lesson 7, Steps 3-8)
- **D2-3:** use capital letters at the start of sentences and days and for the personal pronoun *I*. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1:** The game *Mime and Guess* will give practice in the use of possessive adjectives such as *your, his, her* (Chapter 6) Give the children oral practice before getting them to complete the sentences. When the children have learnt the spellings, dictate the sentences. (Lesson 8, Steps 1-6)
- **D2-3:** Point out that sometimes people use lower case *i* in text messages, but when we write the personal pronoun it should always be capital *I*.

#### Extension:

- Ask the children to write three sentences about what they did at the weekend, making sure to use capital *I*.

## 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 first 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 the audio-recording. The children mime as you speak. Praise the children who mime expressively. Note which children have not understood and help them to mime correctly.
- **E2:** Play *I went to the theme park* to practise the vocabulary of a theme park and the past tense, *saw*. Talk about trips the children have made – with the school or with their families. First ask two confident children to ask and answer questions as an open pair. For example: *Where did you go? We went to Nathia Gali. What did you see? We saw hills, streams, and big trees. What did you hear? We heard the water in the streams. What did you smell? We smelled the pine trees. What did you eat? We ate dal and rotis. How did you feel? I felt happy.* (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 conversations, helping where necessary.
- **E3:** If you have been on a trip to a theme park or local park (see Extension Activities) talk about what you did and saw. Ask the children to make sentences with the help of the writing frame, using all the senses. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas and write extra spellings on the board. (e.g. *We went on a merry-go-round. We smelled pakoras. We heard film music.*)

**Extension:** Ask the children to write more details about the trip.

## Answers

- **B1:** 4, 2, 1, 5, 3
- **B2:** b) town    c) Rehana    d) scared    e) happy
- **B3:** *I shut my eyes. Can't look down.*    seeing  
*Hear the screaming all around.*    hearing  
*Smell the fear in my sweat.*    smelling  
*Feel like a fish trapped in a net.*    feeling  
*The Big Wheel stops. I see the sky.*    seeing  
*Moon and stars are slipping by.*    seeing  
*I taste the evening like a sweet*    taste  
*And all the town's spread at my feet.*    seeing
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.

- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. Note that the *ee* in *wheel*, *ea* in *really* and *ie* in *field* can be pronounced as one or two phonemes. We treat them as one phoneme. Also note that *ve* and *ce* are one phoneme in *believe* and *piece*.  
three    wheel    feet    week    each    teacher    scream    really  
believe    piece    shriek
- **C3:** b) *theme*    c) *teacher*    d) *field*    e) *wheel*    f) *piece*    g) *week*    h) *see, evening*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and each should be repeated as a whole. They should also be learnt for a spelling test.
- **C5:** *sweat – get    c) bread – bed    d) bean – green    e) feather - weather*
- **C6:** b) *I see with my eyes.*    c) *I hear with my ears.*    d) *I smell with my nose.*  
e) *I speak with my mouth.*
- **D1:** a) *your*    b) *my*    c) *our*    d) *their*    e) *his*    f) *her*
- **D2:** *I went to see my grandmother at the weekend. On Saturday I went to the park. On Sunday I went to the zoo. I had lots of fun.*
- **D3:** The children underline the capital form of the letter *I* in Tariq's report on pages 80 and 81.
- **E1:** Children make appropriate expressions to mime what you say.
- **E2:** Children first read aloud the girl's memory of her school trip to the beach. Then they work in pairs to ask and answer questions about their last school trip. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- **E3:** Open-ended; the children should use the writing frame. What they write will depend on the last school trip or, if you have not had a school trip, a family outing. The girl's speech bubble above is an example.

### Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 51

#### Learning outcomes

#### Students should be able to:

- **Ex 1:** write words with *ee*, *ea*, *e\_e*, and *ie* in correctly formed handwriting.
- **Ex 2:** write words with *ee*, *ea*, *e\_e*, and *ie* in a context.

#### Teaching notes

- **Ex 1:** In this unit, remind the children that *ea*, *ee*, *e\_e*, and *ie* touch the two middle lines only. Check that they are copying correctly the position of ascenders and descenders (which touch the top and bottom lines).
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 52

#### Learning outcomes

#### Students should be able to:

- **Ex 3:** write words with *ea* (as in *bread*) and *ea* (as in *tea*) in correct handwriting.
- **Ex 4:** write words with *ea* (as in *bread*) and *ea* (as in *tea*) in a context.

### Teaching notes

- **Ex 3:** Remind the children that one spelling pattern can make two or more phonemes. Show the children how to pronounce *ea* differently in the first and second columns. Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** The children complete the clues orally in class before completing the crossword. Ask the children to use lower case letters.

### Workbook page 53

#### Learning outcomes

##### Students should be able to:

- **Ex 5:** use *he* and *she* with different feelings.
- **Ex 6:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

### Teaching notes

- **Ex 5:** Play *Simon says* to revise feelings and practise making oral sentences first.
- **Ex 6:** Remind the children that we spell each tricky word as a whole without sounding them out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.

### Workbook page 54

#### Learning outcomes

##### Students should be able to:

- **Ex 7:** use *his, her, my, your, our, their*.  
use the simple present tense.
- **Ex 8:** identify lower case and capital letters.
- **Ex 9:** write sentences with *I* (capital) in the simple present tense.

### Teaching notes

- **Ex 7:** Play *Mime and Guess* to revise possessive adjectives *his, her, your*. Practise orally before writing.
- **Ex 8:** Ask the children to match.  
**Extension:** The children write the complete alphabet with upper and lower case letters in their books.
- **Ex 9:** Talk about daily morning habits. Convert the sentences into the first person, beginning with *I*. Point out that after *I* there is no *es/s* after *brush* or *pack*. Every child will have slightly different habits; for example, some may drink milk, others juice, others water, in the morning.

### Workbook page 55

#### Learning outcomes

##### Students should be able to:

- **Ex 10:** describe a market using the senses.

### Teaching notes

- **Ex 10:** Talk about the market scene. What else can you see in a market? Play *I went to the market* like *I went to the theme park*, but this time, replace what you saw with the sorts of things you might see in a market – names of fruit, vegetables, flowers, and toys. Practise making sentences orally before asking the children to write them in their notebooks.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) *jeep, sea*    b) *These, peas*    c) *feels, fever*    d) *niece*    e) *thief*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 4:** **Clues across** 1. *breakfast*    4. *meat*    6. *head*    9. *bread*  
**Clues down** 1. *beans*    2. *feather*    3. *tea*    7. *eat*
- **Ex 5:** b) *She is happy.*    c) *She is sad.*    d) *She is angry.*    e) *He is scared.*    f) *She is bored.*
- **Ex 6:** The children should write each tricky word three times.
- **Ex 7:** b) *I have my shower in the morning.*    c) *She packs her bag in the morning.*  
d) *We eat our breakfast in the morning.*    e) *They drink their milk in the morning.*  
f) *You put on your shoes in the morning.*
- **Ex 8:** Children match lower to upper case letters.
- **Ex 9:** b) *I have my shower in the morning.*    c) *I pack my bag in the morning.*  
d) *I eat my breakfast in the morning.*    e) *I drink my milk in the morning.*  
f) *I put on my shoes in the morning.*
- **Extension:** Children write other sentences about what they do in the morning. For example, *I brush my hair. I put on my socks. I say bye to my mum.*
- **Ex 10:** Different sentences are possible here. For example:  
*The apples feel hard. The bananas feel soft.*  
*The horns sound loud. The bells sound quiet.*  
*The flowers smell good. The bins smell bad.*  
*The mangoes taste sweet. The lemons taste sour.*  
*The rabbits look pretty. The bins look ugly.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

# A Chinese fable: The Tiger and the Fox

**Theme of the unit:** Clever solutions to problems

**Reading genres:** Fables and traditional tales

**Phonics:**

- Table 1: *igh* as in *high*; *y* as in *why*; *ie* as in *lie*; *i\_e* as in *five*
- Table 2: *o* as in *monkey*

**Vocabulary:**

- Place words: *in front of*, *behind*, *beside*, *out of*
- Animals: *fox*, *rabbit*, *monkey*, *crow*, *goat*, *tiger*
- Predictable phrases: *Once upon a time*, *One day*, *Little by little*, *At last*,

**Grammar:**

- Prepositions as in *behind*, *in front of*, *beside*, *to*, *into*, *out of*
- Short questions in the past tense: *Did it/he/she/they/you ...?*
- Short answers in the past tense: *Yes, it/he/she/they/I did. No, it/he/she/they/I did not.*

**Punctuation:**

- Question marks

**Suitable games (Chapter 6):**

- **Run and match** to practise the phonic words of a unit
- **Where is it?** to practise prepositions taught in this unit

**Listening and Speaking:**

- Use predictable 'chunks' in story-telling

**Composition:**

- Write a fable, using predictable phrases

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) other fables from the library
- (optional) pictures of animals to stimulate discussion
- (optional) a world map, showing China and Pakistan

## Extension activities (optional)

### 1. Tell other fables

- Tell the children other well-known fables (animal stories with a moral) for example, *The Hare and the Tortoise*.

*The fastest runner in the forest was the long-legged hare. One day the fast hare went to the slow tortoise. 'Will you have a race with me?' asked the hare.*

*'All right,' replied the tortoise.*

*'Ha ha!' laughed the hare. 'I'll win easily.'*

*All the animals in the forest came to watch the race. When they set off, the hare ran very fast and left the slow tortoise far behind. 'He'll never catch me,' said the hare, and it went to sleep under a tree.*

*After a while, the slow tortoise came up, slowly and steadily. He passed the sleeping hare and crossed the finishing line first. All the other animals cheered the tortoise, so the hare woke up. 'Oh dear!' cried the hare. 'I've lost the race.'*

*The moral of the story is: Slow and steady wins the race.*

### 2. Drama

- Ask the children to act out the story of The Tiger and the Fox in class.
- If possible, provide them with simple props or costumes, such as pairs of ears stuck to hairbands with sellotape – pointed brown ears for the fox and round yellow ears for the tiger.
- You may also wish to act out *The Crow and the Pot* and *The Hare and the Tortoise*.

#### Drama practice 1

1. Ask 8-12 children to come to the front. Give each one a role from the story: a tiger, a fox, a man, a woman, 2-4 birds, 2-4 monkeys.
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Ask all the children to join in with the noises of the birds cheeping as they fly away and the monkeys going *Oo-oo-oo!* as they jump up into the trees.

#### Drama practice 2

1. Choose 8-12 different children to come up and take the parts. Choose confident 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.
3. If you have access to a large hall, get the children into groups 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.
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 confident 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 take the parts of birds, monkeys, and other jungle animals.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This is a fable, so explain that fables are stories about animals that behave like people. All fables teach us something. We call the lesson in a fable a moral.
- Discuss the meanings of the key words.



## Learning outcomes

### Students should be able to:

- read, understand, and enjoy a traditional fable from China.

### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words. (If possible, show the children a globe or map of the world, pointing out China and Pakistan).
- discuss the particular characteristics of a genre.

### During reading:

- 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, 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.

### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

## Reading notes for the teacher:

### Pre-reading:

- Look at the pictures of the tiger and fox in the key words. Discuss the differences between the two animals.

**Suitable questions:** *What can you see on the pictures on this page? What do you think the text is going to be about? How is a tiger different from a fox ?* (bigger, fiercer, yellow with black stripes)

*What does a fox/tiger eat?* (They both kill animals and eat them, but the tiger is bigger and more powerful than a fox, so it can kill a fox.) *Why are most animals frightened of tigers?* (They are big and powerful enough to eat all other animals.) *Which animal is usually cleverer?* (The fox is cleverer in most stories.)

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next. Accept a variety of opinions. Talk about the meanings of new words.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *Why do all the animals run away from the tiger? Which animal is cleverer – the tiger or the fox?*
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Reading practice:** Get the children to read to each other in pairs. Afterwards, they can re-tell the story in their own words to a partner.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** give the meanings of the key vocabulary.
- **B2:** summarize the main points of the story.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Discuss the features of a fable. Elicit that it is a story about animals, with a moral. Ask the children to re-tell the story in their own words.
- **B2:** Do this orally before the children write.

**Extension:** Ask the children to ask their parents to tell them other fables. They should tell them to the class tomorrow.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** Read and spell words with **igh, y, ie, and i\_e**. explain how the split digraph ('magic e') changes the sound of *bit* in *bite*. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **igh, y, ie, and i\_e** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **o as in monkey** and. (Lesson 1, Steps 1-6)  
read each **tricky word** as a whole. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)  
**C5-6:** write words with **o as in monkey** in context  
use prepositions *behind, in front of, beside, to, into* correctly. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words, after you or the audio-recording. Point out the split digraph or 'magic e' words. Elicit that if you add *e* to *bit*, it changes the sound of *i*, so that *bite* rhymes with *fight*.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *h* in *high*. At other times, **three** letters make just one phoneme (or sound), e.g. *igh* in *high*. This is a trigraph. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2- or 3-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Elicit that the 'place words' (Do not teach the word *prepositions* yet.) tell us where something is or where it is going. Play *Where is it?* to practise the use of prepositions. ( Chapter 6)
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.

- **C5:** Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- Dictate all 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 question marks correctly  
give short answers in the simple past tense with *he* and *they*. (Lesson 7, Steps 3-8)
- **D2:** use question marks  
give short answers in the simple past tense with *I*. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher:

- **D1:** Point out to the children that we do not use *ed* after *did*, e.g. *Did the fox walk...?* not *Did the fox walked ...?*
- **Extension:** More able children can complete each answer in full, e.g. *Yes, he did meet a fox. No, he did not walk behind the tiger.*
- **D2:** Remind the children to use a capital letter for *I*. The answers should be true for themselves, so they will all write different answers.
- **Extension:** More able children can complete each answer in full, e.g. *No, I did not eat a monkey yesterday.*

## 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.
- re-tell a story. (Lesson 9, Steps 2-9)
- **E3:** write sentences by first 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 the audio-recording. Read the story or play the audio-recording a second time so that the children can check their answers.
- **E2:** Ask one child to tell the story in his/her own words to the rest of the class. Point out missing details. (Lesson 9, Steps 2-9)
- When the children have listened to a correct model, they should practise telling the story to each other as closed pairs. Each child should take a turn to tell the story. Remind them to use 'partner voices' and talk in a whisper.

## Unit 13: A Chinese fable: The Tiger and the Fox

- Walk round the class and monitor their conversations, helping where necessary.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *One day, the crow was very thirsty because it was sunny and hot.*)

**Extension:** Ask the children to add extra details if they can.

### Answers

- **B1:** b) a tiger      c) a fox
- **B2:** b) eat      c) lie      d) king      e) behind      f) scared      g) tiger      h) ran away  
**Talk box:** Other fables (or animal stories with a moral) that the children may know are: *The Hare and the Tortoise* (Moral: Slow and steady wins the race.) You will find this in the Extension activities. *The Ant and the Grasshopper* (Moral: Work hard and save for the future.) *The Crow and the Fox*. (Moral: Don't believe flatterers.
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2- or 3-letter phonemes. After the children have marked their own books, check them. Note that *ed* at the end of *frightened* is one phoneme.  
fight    sight    frightened    all    right    crying    flying    try    sky  
.....  
cried    flies    tried    die  
.....
- **C3:** a) flying sky      b) high      c) frightened      d) tiger      e) like, sight
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The place words and tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **C5:** Accept answers that use the prepositions correctly, e.g. b) *The monkey is behind the rabbit.* OR *The monkey is in front of the crow.* c) *The crow is in front of the goat.* OR *The crow is behind the monkey.* d) *The goat is beside the tiger.* OR *The goat is behind the crow.* e) *The tiger is behind the crow.* OR *The tiger is beside the goat.* f) *The rabbit is getting into the bus.* g) *The bus is going to Islamabad.*
- **D1:** b) No, he did not.      c) Yes, he did.      d) Yes, they did.      e) No, they did not.      f) No, he did not.
- **D2:** Open answers; they will depend on what the children did.
- **E1:** Children point to each picture as you read or as you play the audio-recording.
- **E2:** Children work in pairs to talk about each picture of the story. No writing is required, as this is a speaking exercise. Walk round the class and monitor whether they are on task and using the sentence starters. A sample of the story is in E3 but accept some mistakes in grammar so long as the children are trying to tell the story in their own words.
- **E3:** *Once upon a time, there was a crow. One day the crow was very thirsty. It saw a pot but there was only a little water. It picked up some pebbles and put them in the pot. Little by little, the water came up to the top. At last, the crow could have a drink.*
- **Extension example** (Note that the children will write using their own imaginations and this is just one possible way of adding detail.) *Once upon a time, there was a huge, black crow who lived in a jungle/forest/field. One day the crow was very thirsty because it was sunny/hot. It saw a glass/big/enormous pot but there was only a little water in it. The crow picked up some pebbles/stones/rocks from the ground and put them in the pot. Little by little, the water came up to the top of the pot. The crow sat on the edge of the pot and put down its beak. At last, the crow could have a lovely/long drink.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 56

#### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *igh*, *y*, and *ie* (rhyming with *pie*) in correctly formed handwriting.
- **Ex 2:** write words with *igh*, *y*, and *ie* (rhyming with *pie*) in a context.
- **Ex 3:** identify rhyming words, even when the spelling is different.

#### Teaching notes

- **Ex 1:** Point out that *g* and *y* touch the bottom line.
- **Ex 2:** Talk about the picture and practise the sentences orally before you ask the children to write. Point out that *igh*, *y*, and *ie* make the same phoneme in all these words, though *y* sounds different in *happy*, and *ie* sounds different in *piece*.
- **Ex 3:** Practise saying the words aloud before the children match the rhyming words. Point out that different spellings can make the same phonemes.

### Workbook page 57

#### Learning outcomes

Students should be able to:

- **Ex 4:** write words with the split digraph *i\_e* in correctly formed handwriting.
- **Ex 5:** write words with the split digraph *i\_e* in a context.

#### Teaching notes

- **Ex 4:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 5:** Have a laugh with the children at the humour of the pictures! Complete the sentences orally before you ask the children to write them.

### Workbook page 58

#### Learning outcomes

Students should be able to:

- **Ex 6:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)
- **Ex 7:** use the tricky words in a context.

#### Teaching notes

- **Ex 6:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.
- **Ex 7:** Talk about the picture. Note that we pronounce *tortoise* as '*taught us*'. Elicit that all the animals are running away from the tiger. Ask the children to predict what will happen to the tiger. (It's going to fall into the pit.) Practise the sentences orally before you ask the children to write them.

### Workbook page 59

#### Learning outcomes

Students should be able to:

- **Ex 8:** use question marks correctly.
- **Ex 9:** answer questions in the past simple tense.

### Teaching notes

- **Ex 8:** Remind the children to put question marks after questions. Point out that the point should go on the line, in the same place as a full stop.
- **Ex 9:** Point out that in the question, after **did**, we use the present form of a verb, e.g. *Where did they live?* In the answer, we use the past form, *They lived ...* The correct past tense forms are in the box. Practise the questions and answers orally before writing.

### Workbook page 60

#### Learning outcomes

##### Students should be able to:

- **Ex 10:** read a picture story and re-tell it in their own words.
- **Ex 11:** re-order a story correctly.  
use predicable story-telling phrases correctly.

### Teaching notes

- **Ex 10:** Tell the story of *The Hare and the Tortoise* (see Extension 1 above). Then ask the children to tell it to a partner in their own words. Do not worry if they make a few mistakes. Encourage fluency.
- **Ex 11:** Point out that we often use these sentence starters in stories. Talk through the correct order of the story and help the children to write numbers beside the correct sentences. Practise making the sentences orally before asking the children to write them in their notebooks.
- **Extension:** The children write the story in the correct order in their notebooks.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) *try, night*    b) *tried*    c) *fry*    d) *fried*    e) *Why, cry*    f) *cried*    g) *right, try*
- **Ex 3:** b) *lie-fly*    c) *bite-night*    d) *surprise-realize*
- **Ex 4:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 5:** The children colour the pictures as instructed.  
b) *The spider is flying a kite.*                      c) *This crocodile can ride a (motor) bike.*  
d) *This tiger has nine black stripes.*            e) *This white duck has five baby ducks.*
- **Ex 6:** The children should write each tricky words three times.
- **Ex 7:** b) *in front of*    c) *behind*    d) *beside*    e) *into*
- **Ex 8:** The children add question marks to each question with the point on the line.
- **Ex 9:** a) *They lived in a forest (or jungle).*    b) *They ran away from a tiger.*  
c) *The rabbit and goat ran in front*            d) *The tortoise ran behind.*    e) *The tiger fell into a pit.*
- **Ex 10:** The children practise telling the story in their own words.
- **Ex 11:** 1. *Once upon a time, a hare and tortoise lived in a forest.* 2. *One day, the hare asked the tortoise to run a race.* 3. *At first the hare was in front.* 4. *Then the hare went to sleep.*  
5. *Little by little, the tortoise went past the hare.* 6. *At last, the tortoise won the race.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** The wind

**Reading genres:** Poems and rhymes

**Phonics:**

- Table 1: *oa* as in *goat*; *oe* as in *goes*; *o\_e* as in *rope*
- Table 2: *o* as in *no*; *ow* as in *blow*

**Vocabulary:**

- Prepositions of movement: *over, under, across, in front of, into, behind*
- Connectives: *First, Then, Next, After that, Now, In the end*

**Grammar:**

- Short positive answers as in *Yes, we do/can. Yes, it/he does/is.*
- Short negative answers as in *No, we don't/can't. No, it/he doesn't/isn't.*
- *Why* questions and answers with *because*, as in *Why is the woman wearing a coat? Because it is cold.*

**Punctuation:**

- The letters of the alphabet in alphabetical order

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit
- **Letter I spy** to revise prepositions and the names of the letters of the alphabet

**Listening and Speaking:**

- Follow a route in a listening text

**Composition:**

- Write about a sequence of events, revising prepositions and connectives

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) books about kites from the library

## Textbook page notes

### A. Reading text

#### Introducing the theme

- Talk about the wind, eliciting that we can feel it, but we cannot see it. Explain that wind is moving air.
- Discuss the meanings of the key words.

### Learning outcomes

#### Students should be able to:

- demonstrate appreciation of rhymes and poems.
- recite rhymes and poems by heart.

#### Pre-reading:

- recognize some features of poetry
- link what they read to their own experiences

#### During reading:

- 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, and correct inaccurate reading.
- join in with predictable phrases.
- make inferences on the basis of what is being said and done.

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

#### Pre-reading:

- Ask the children to tell you what a poem is. Elicit that it has short lines, uses interesting words, and sometimes (but not always) rhymes.
- To relate the text to the experiences of the children, ask them to tell you about times they have flown kites. Discuss how kites with glass powder on the string (*manja*) can cut down other kites. Talk about the skill of cutting down other kites with *manja*. Remind the children that *manja* is dangerous and can cut people's hands badly.
- **Suitable questions:**
- *Have you ever flown a kite? Who helped you?*
- *What colour was your kite? How was it special? (size, shape, pattern)*
- *Did you use string that can cut down other kites (manja)? Why must we be careful with this kind of string? (Because there is powdered glass in it and we could cut our fingers and hands on it.)*

#### During reading: (Note that you should read and discuss the text at least three times on three different days.)

- **First reading: Abdul the Kite Champion:** Play the audio-recording or read the text to the children with lots of expression. Elicit that Abdul is a kite champion because he is very good at cutting down other people's kites. At the end, ask, *Is Abdul the champion now?* Elicit that the black kite has cut down Abdul's red kite.  
**Hush-a bye baby:** Sing *Hush-a-bye baby*. Explain that we usually sing it very quietly because it is a lullaby. That means that mothers sing it to make their babies go to sleep. This is strange because it ends with the cradle falling out of the tree! *Hush-a-bye* has no meaning, except that the *sh* sound is meant to calm the baby. Ask the children to mime the actions with you.

#### Words

Hush-a-bye baby  
On the tree-top.  
When the wind blows  
The cradle will rock.

#### Actions

Mime rocking a baby in your arms.  
Point upwards.  
Move a hand sideways fast.  
Mime a rocking movement.



When the branch breaks,  
The cradle will fall.  
Down will come baby,  
Cradle and all.

Mime snapping a stick.  
Move hand downwards fast.  
Point downwards.  
Put hands up to face to mime shock.

- **Second reading: Abdul the Kite Champion:** Ask the children to repeat every line of the poem after you or the audio-recording, tapping the table gently at the underlined syllables. This will give the children an understanding of stress. In English (unlike Urdu), we say some syllables more loudly than others. This is called stress. Poetry is a good way to teach stress because it has a beat that make us stress the words at the correct places. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *How do you think Abdul feels at the end?*
- **Hush-a-bye baby:** Ask the children to sing every line of the song after you or the audio-recording, copying your stress. They should do the actions with you.
- **Third reading:** This time, play the audio-recording or read straight through both poems without stopping. Ask the children to read or sing along too in a whisper (so that they can still hear the model). They can tap the table at the underlined syllables.
- **Reading practice:**  
Ask the children to read or sing along while you sing or you play the audio-recording, tapping along or doing the actions with you.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain the meanings of the key vocabulary in the second poem.
- **B2:** demonstrate understanding the text.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Talk about the key words, explaining that a cradle is a bed for a baby and that sometimes people hang a cradle on the branch of a tree. This is because the wind rocks (moves) the cradle and sends the baby to sleep. Remind the children to label the picture neatly.
- **B2:** Practise orally before writing.

**Extension:** Ask the children if they know any lullabies in their mother tongue.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **oa**, **oe** and **o\_e**. explain how the split digraph ('magic e') changes the sound of **o** in *rope*. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **oa**, **oe** and **o\_e** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **o** and **ow** (rhyme with *oa*). (Lesson 1, Steps 1-6)  
read each **tricky word** as a whole. (Lesson 6, Steps 3-8)
- **C5:** write words with **o** and **ow** in context. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Point out the split digraph or 'magic e' words. Elicit that if you add *e* to *not*, it changes the sound of *o*, so that *note* rhymes with *goat*.

- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2**: Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *g* in *goat*. At other times, **two** letters make just one phoneme (or sound), e.g. *oa* in *goat*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3**: Talk about the picture and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4**: Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read each of them as a whole word.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5**: Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- 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 question marks after *Why* questions, and answer them. (Lesson 7, Steps 3-8)
- **D2**: know the order of the alphabet. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1**: Give the children practice in answering *why* questions; for example, *Why is the fan on in the classroom? Because it is hot.* Then talk about what is happening in the picture of a windy day. Practise matching the answers to questions orally before the children match and copy both in their notebooks.
- **D2**: We need to know the order of the alphabet because it helps us to find words in dictionaries. This little rhyme will help your students later. While saying it, it is important to keep to a rhythm. Stress the letters A, C, E G, H, J, L, P, Q, S U W, X, Z, *said*.

#### Extension:

- Ask the children to write sentences about the picture, e.g. *It is a windy day. A woman is cooking. A tree is on the house. A goat is running away.*

## 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. (Lesson 9, Steps 2-9)
- **E3**: write sentences by first 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 the audio-recording. Meanwhile, the children point to where the kite is.
- **E2:** Practise the dialogue orally. First ask two confident children to ask and answer the questions as an open pair. (Lesson 9, Steps 2-9)
- When one child has explained the route of the kite, the children practise describing the route in closed pairs, each taking a turn. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversations, helping where necessary.
- **E3:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation.

**Extension:** Encourage the children to draw a similar picture of a playground. They draw a line to show the route of the kite. They then write their own sentences about it.

### Answers

- **B1:** The children should label the tree-top, branch, cradle, and baby.
- **B2:** *b) Yes, we can. c) Yes, we do. d) No, we don't. e) Yes, he is. f) No, he isn't. g) Yes, it does. h) Yes, it does.*
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- coat      boat      road      toes      mangoes      potatoes  
   . \_ .      . \_ .      . \_ .      . \_ .      . \_ . \_ .      . . . . .
- **C3:** *b) a rope c) a coat d) 3 potatoes e) smoke f) a boat g) 5 toes h) 4 mangoes i) a rose*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **C5:** *a) bowl b) crow, so c) growing d) throwing e) showing*
- **D1:** *b) Because she is cooking. c) Because it is windy at sea. d) Because its rope broke. e) Because it blew over.*
- **D2:** The children learn to chant the rhyme, clapping to the beat.
- **E1:** Children point to the correct part of the picture as they listen.
- **E2:** Children work in pairs to tell a class-mate where the kite goes. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- **E3:** *b) Then it goes under a branch. c) Next it goes over a swing. d) After that it goes in front of a slide. e) Now it goes behind a house. f) In the end it goes into the tree-top.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 61

#### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *oa*, *oe*, and *o\_e* in correctly formed handwriting.
- **Ex 2:** write words with *oa*, *oe*, and *o\_e* in a context.

#### Teaching notes

- **Ex 1:** Point out that *oa*, *oe*, and *o\_e* touch the two middle lines only.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to circle the words and copy the sentences.

### Workbook page 62

#### Learning outcomes

Students should be able to:

- **Ex 3:** write words with *ow*, *old*, and *o* in correctly formed handwriting.
- **Ex 4:** write words with *ow*, *old*, and *o* in a context.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** Complete the sentences orally before you ask the children to write them.

### Workbook page 63

#### Learning outcomes

Students should be able to:

- **Ex 5:** write about times of the day in the present simple tense.
- **Ex 6:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

#### Teaching notes

- **Ex 5:** Talk about daily routines. Then discuss the grandmother's daily routines. Practise the sentences orally before you ask the children to write them.
- **Ex 6:** Remind the children that we spell each tricky word as a whole without sounding them out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.

### Workbook page 64

#### Learning outcomes

Students should be able to:

- **Ex 7:** write questions with *why*.  
use question marks.
- **Ex 8:** write capital letters in alphabetical order.

#### Teaching notes

- **Ex 7:** Point out that we reverse the order in the question: *Why is he ...?* (not *Why he is...?*) Practise orally before writing.
- **Ex 8:** Ask the children to write the letters in alphabetical order.

## Workbook page 65

### Learning outcomes

#### Students should be able to:

- **Ex 9:** write sentences about times of day in the present simple tense.
- **Ex 10:** write sentences about their own afternoon and evening habits.

### Teaching notes

- **Ex 9:** Point out that the verbs in the table end with *s* (*she helps, eats, etc.*). Remind the children to look at the small hand of the clock for the hour of day. Practise making sentences orally before asking the children to write them in their notebooks.
- **Ex 10:** Point out that after *I*, verbs do not end with *s*. (*I help, eat, etc.*) Practise making sentences orally before asking the children to write them in their notebooks. Write typical activities on the board so that the children can choose what is true for them.
- **Extension:** Discuss regular routines at the weekend. Write common routines on the board, e.g. *go shopping, play with my brother/sister/friend, watch TV, go to the park, visit my family.*

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) *bone*    b) *nose*    c) *toast*    d) *coat*    e) *goes*    f) *home*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 4:** a) *Amro*    b) *bow, arrow*    c) *old, so*    d) *window*    e) *told, going*
- **Ex 5:** b) *At seven o'clock, she reads her Quran.*    c) *At 8 o'clock, she makes rotis for breakfast.*  
d) *At 9 o'clock, she goes for a walk in the park.*
- **Ex 6:** The children should write each tricky word three times.
- **Ex 7:** b) *Why is she drinking water?*    c) *Why is he shouting?*    d) *Why is it running away?*  
e) *Why is she putting on a coat?*
- **Ex 8:** A, B, C, D, E, F, G,  
H, I, J, K, L, M, N, O, P  
Q, R, S, T, U, V, W, X, Y, Z
- **Ex 9:** b) *At two o'clock, she eats lunch.*    c) *At four o'clock, she helps Amro with his homework.*  
d) *At six o'clock, she watches TV.*    e) *At eight o'clock, she reads to Amro.*  
f) *At ten o'clock, she goes to sleep.*
- **Ex 10:** Children will write different answers according to their own routines. For example:  
a) *At one o'clock, I eat my lunch.*    b) *At two o'clock, I work in class.*  
c) *At four o'clock, I go home.*    d) *At five o'clock, I do my homework.*  
e) *At six o'clock, I watch TV.*    f) *At seven o'clock, I eat my dinner.*  
g) *At eight o'clock, I go to sleep.*
- **Extension:** Children will write different answers according to their own weekend routines. For example:  
*On Saturday, I go shopping and do my homework. On Sunday, I visit my grandparents and play with my brother and sister.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Sample Procedures for Revision Units**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 1 Unit 15

- **Ex 1:** Children play *Simon says*, miming according to your instructions.
- **Ex 2:** a) (rose), goat    b) sometimes, rains    c) piece, cake    d) goes, evening    e) sleep, night
- **Ex 3:** b) eat – feet    c) bite – right    d) toe – crow    e) bread - said
- **Ex 4:** b) *On Tuesday I played on the swing.*    c) *On Wednesday I watched TV.*  
           d) *On Thursday I walked to the park.*    e) *On Friday I picked some flowers.*  
           f) *On Saturday I stayed at home.*
- **Ex 5:** These should be true about each child, so the answers will differ. Check that they are using the correct grammatical responses from the table.  
           b) *Yes, I did. / No, I didn't.*    c) *Yes, I do/ No, I don't.*    d) *Yes, I did. / No, I didn't.*  
           e) *Yes, I did. / No, I didn't.*    f) *Yes, I do. / No, I don't.*

### Answers: Workbook 1 Unit 15

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. Then they match the pictures to the words.
- **Ex 2:** b) *nine mangoes*    c) *one snail*    d) *three planes*    e) *one bean*    f) *six potatoes*
- **Ex 3:** *The correct parts of the head should be labelled.*
- **Ex 4:** b) *over*    c) *in front of*    d) *behind*    e) *into*
- **Ex 5:** Answers will depend on the child. They should begin as follows:  
           b) *I got up at ...*    c) *I was with my ...*    d) *I went to ...*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Theme of the unit:** Inventions

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

**Phonics:**

- Table 1: *ew* as in *new* (pronounced you); *ew* as in *jewels* (pronounced oo)
- *ue* as in *Tuesday* (pronounced you); *ue* as in *blue* (pronounced oo)
- *u\_e* as in *tube* (pronounced you); *u\_e* as in *ruler* (pronounced oo)
- Table 2: long *oo* as in *soon*; short *oo* as in *look*

**Vocabulary:**

- Compound words as in *bedroom*, *newspaper*
- Time: *morning*, *afternoon*, *evening*, *o'clock*
- Rhyming words
- Rooms of a house: *bedroom*, *kitchen*, *sitting room*, *bathroom*

**Grammar:**

- *and* as a joining word
- Pronouns: *he*, *she* (+ *has*) *they* (+ *have*)
- In composition: *will*

**Punctuation:**

- Capital letters at the beginning of names

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit
- **Compound Word Charades** to practise compound words
- **Guess who?** to practise *He/She has ...* and *They have ...*
- ***I went to the theme park*** to practise using *and* as a joining word

**Listening and Speaking:**

- Listen and label

**Composition:**

- Label a diagram
- Predict what will happen, using the future tense *will*
- Explain an invention

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit

- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) books about inventions from the library
- (optional) pictures of exciting inventions 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.

#### Drama practice 1

1. Ask six children to come to the front. Give each one a role from the story (Yasmin, Yasmin's mother, her mother's friend, Yasmin's big brother, her father, the thief)
2. Read aloud the story again, asking the actors to mime the parts of the characters as you speak.
3. Ask all the children to chime the correct number of times whenever the time is mentioned (e.g. 8 tings for 8 o'clock)

#### Drama practice 2

1. Choose six different children to come up and take the parts. Encourage them to improvise their own words.
2. The actors should mime the actions and say their own lines (with prompting if necessary). All the children can join in the chimes of the clock.
3. If you have access to a large hall, get the children into groups of six 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.
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 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 chimes of the clock.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This story reminds us not to underestimate young children's inventiveness, especially that of girls.
- Discuss the meanings of the key words.

#### Learning outcomes

#### Students should be able to:

- read, understand, and enjoy a fictional text in a modern, realistic setting.

#### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words

#### During reading:

- 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

## Reading notes for the teacher:

### Pre-reading:

- Draw on what the children already know about inventors. Elicit that inventors are people who have new ideas and make things that nobody has made before. Point out that three hundred years ago, there were no trains or cars because nobody had invented them. Then, inventors had ideas and tried them out. When things went wrong, they improved their inventions. Thanks to inventors, we have all the things we take for granted – TVs, computers, electric fans, etc.
- Ask the children to tell you about other things that people have invented, e.g. taps, clocks, trains, etc.
- **Suitable questions:** *What is an inventor? Tell me about some inventions in this room. (e.g. the electric lights, fans, switches)*

*How do inventors work? (They have ideas; then they make plans; then they make things; then they see how well they work; then they make their inventions better.)*

*What do you think are the best inventions? Why? (e.g. the aeroplane because people can fly without wings; the X-box because I enjoy playing on mine; the fan because it keeps us cool in summer.)*

*What do you want to invent? Why? (Encourage the children to be imaginative, even if their ideas are impractical, e.g. 'A helicopter on my head because I'd like to miss all the traffic jams on the way to school.')*

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next, giving them informal practice in using the future tense. Accept a variety of opinions. Talk about the meanings of new words.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. The children may also whisper along with you. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *Why do you think Yasmin didn't tell anyone about her invention? (Because her brother didn't think a six-year-old girl could invent things. Because she was worried that her family might not let her use the tools.)*
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Reading practice:** Get the children to read to each other in pairs. Afterwards, they can re-tell the story in their own words to a partner and explain what they liked about it (perhaps the diagram, or the way the trap caught the thief).

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** explain the meanings of the key vocabulary.
- **B2:** use the key vocabulary in the context of sentences.
- **B3:** summarize the main points of the story.
- (Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Talk about the tools Yasmin used for her trap.
- **B2:** Elicit how Yasmin used each tool before you ask the children to complete the sentences.
- **B3:** Discuss the meaning of the title. Point out that children can be inventors.

**Extension:** Ask the children to invent a flying bicycle. Ask them to bring a plan into school – and a model too if possible.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **ew**, **ue**, and **u\_e**. explain how the split digraph ('magic e') changes the sound of *us* in *use*. (Lesson 1, Steps 1-6)
- **C2-3:** write words with **ew**, **ue**, and **u\_e** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with long and short **oo**. (Lesson 1, Steps 1-6)  
read each **tricky word** as a whole word. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C6:** make compound words. (Lesson 6, Steps 9-12)
- **C7:** identify rhyming words with long and short *oo* phonemes.

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Point out the split digraph or 'magic e' words. Elicit that if you add *e* to *us*, it changes the sound of *u*, so that *use* rhymes with *news*.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2-3:** Practise orally before asking the children to write. Dictate the whole sentences and ask the children to write the answers in their notebooks.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Point out that we can say a long *oo* for several seconds or more. A short *oo* takes only one second to say. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read each of them as a whole word.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C6:** Discuss other compound words, e.g. *toothbrush*, *football*, *teapot*. Play *Compound Word Charades* to practise compound words.

- **C7:** Remind the children that they should match words with a short *oo* phoneme to other words with a short *oo* - and do the same with words with a long *oo* phoneme.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- Ask children who finish early to think of other words with *oo* e.g. *boom* (long *oo*) and *good* (short *oo*) and to write their own sentences with them.

## D. Grammar and Punctuation

### Learning outcomes

#### Students should be able to:

- **D1:** use *and* as a joining word.
- use *He/She has ... They have ...* correctly. (Lesson 7, Steps 3-8)
- **D2-3:** Use a capital letter at the start of a name.
- spell words with letter names. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher:

- **D1:** Explain how we can use *and* to join words in a sentence. The game *I went to the theme park* will give practice in the use of *and* as a joining word. (Chapter 6)
- Talk about what different children in the classroom have in their pencil cases. The game *Guess who* will help you to revise the use of *He has/She has/They have ...* (Chapter 6)
- **D2:** Elicit that all names begin with a capital letter. Remind children that when we spell a name out loud, we should use letter names, not phonemes, e.g. *Why – Aye – Es – Em – Eye – En* for *Yasmin*.
- **D3:** Practise writing first and second names correctly, starting each with a capital letter and the rest in lower case. They can spell their own names aloud so that a classmate can write them down. They can check the spellings themselves.

#### Extension:

- Ask the children to write other sentences about what people in the classroom have in their pencil boxes, e.g. *Munira has a red pencil. Abdul and Nasreen have blue pencils*. Make sure that every name begins with a capital letter.

## 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:** write sentences by first saying out loud what they are going to write about.
- plan and write a guided composition. (Lesson 9, Steps 10-17)
- **E3:** speak with a classmate in pairs or groups. (Lesson 9, Steps 2-9)

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 the audio-recording. The children complete the labels as you read. Read the sentences or play the audio-recording a second time so that the children can check their answers.

- **E2:** Ask different children to tell you what they think will happen. Some may think that the troll will fall into the trap. Others may think that the troll will see the trap and walk round it. Accept either idea. Ask two children to use the writing frame to express each possibility. (Lesson 9, Steps 2-9)
- When the children have observed correct models from an open pair of children, they should practise saying what they think will happen as closed pairs. Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversations, helping where necessary.
- They then write at least three sentences in their books.
- **E3:** Ask the children to invent their own troll trap. They can draw the diagram and label it. They then explain how it works to a classmate and listen to their classmate's explanation of their diagram.
- Walk round the class, listening to ideas. Praise them for original inventions (e.g. *I love the chocolate hanging from the fan. What a good idea to catch the troll with a net.*)

**Extension:** The children make a model of their troll traps at home and bring them into school. If they do this, they should explain how the traps will work.

## Answers

- **B1:** b) top right picture      c) top left picture      d) bottom right picture  
e) bottom middle picture      f) bottom left picture
- **B2:** b) a ruler      c) pieces of wood      d) a screwdriver      e) a tissue box      f) a newspaper
- **B3:** a) The Inventor      b) Yasmin      c) a thief
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Note that the words above the blue line make the sound *you* as in *new*. The words below it make the long *oo* sound as in *spoon*. The children learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** b) a ruler      c) some jewels      d) a newspaper      e) a screw      f) a tube of glue
- **C3:** b) super      c) Tuesday      d) blue      e) new  
*The children can check their dictation spellings from the Textbook.*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They match the pictures to words and learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.
- **C5:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. Note that when we say bookcase, we only pronounce one k phoneme.  

tool	toolbox	room	bedroom
took	bookcase	wood	footsteps
- **C6:** b) bedroom      c) toolbox      d) newspaper      e) screwdriver      f) footsteps
- **C7:** b) look      c) soon      d) wood      e) room      f) look or took
- **D1:** b) He has a cat and a dog.      c) They have a sheep and a duck.      d) They have flowers and a bowl.
- **D2:** The children write the names, beginning each with a capital, the rest in lower case. They then spell the names out loud with their letter names.  
b) Asad (A-S-A-D)      c) Hassan (H-A-S-S-A-N)      d) Samina (S-A-M-I-N-A)      e) Tariq (T-A-R-I-Q)
- **D3:** Each child should write his or her own name, beginning with a capital letter, the rest in lower case. They should also spell their names out loud, using the letter names.

- **E1:** Labels from top left to bottom left: *a fish, a stick, a pit*  
Labels from top right to bottom right: *a troll, a piece of wood, pillows*
- **E2:** Children who think that the troll falls in the pit could write:  
I think the troll will try to get the fish. I think the troll will walk to the end of the piece of wood. I think the troll will fall into the pit.  
Children who think that the troll will escape the trap could write:  
I think the troll will try to get the fish. I think the troll will see the trap. I think the troll will walk round the trap and eat the fish.
- **E3:** Encourage the children to use their imagination and take their ideas seriously, even if they are impractical!

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 68

#### Learning outcomes

##### Students should be able to:

- **Ex 1:** write words with *ew*, *eu*, and *u\_e* in correctly formed handwriting.
- **Ex 2:** write words with *ew*, *eu*, and *u\_e* in a context.

#### Teaching notes

- **Ex 1:** Remind the children to copy the ascenders like *b* and *l* so that they touch the top line. The letter *t* should stop just short of the top line. The letters *g* and *p* should touch the bottom line. The letter *f* touches the top and bottom lines.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 69

#### Learning outcomes

##### Students should be able to:

- **Ex 3:** write words with a long and short *oo* in correctly formed handwriting.
- **Ex 4:** identify words with *oo* from clues.
- **Ex 5:** distinguish between words with a long and short *oo*.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Ensure that the letter *o* starts at the top and goes in an anticlockwise direction.
- **Ex 4:** The children should guess the words orally before you ask them to do the puzzle.
- **Ex 5:** If necessary, listen again to the audio-recording for Unit 16 C4 and note the difference in the long and short *oo*.

### Workbook page 70

#### Learning outcomes

##### Students should be able to:

- **Ex 6:** identify words connected to rooms of a house.
- **Ex 7:** write sentences about the rooms of a house.

- **Ex 8:** use the 'look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)

**Teaching notes**

- **Ex 6:** Talk about what we usually find in each room of a house. Remind the children that we find some things – like chairs – in more than one room.
- Discuss what we do with each of the objects in the picture. Then ask the children to identify the compound words.
- Practise orally two sentences for each room before you ask the children to write them.
- **Ex 8:** Remind the children that we spell each tricky word as a whole, without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.

**Workbook page 71**

**Learning outcomes**

**Students should be able to:**

- **Ex 8:** use *and* as a joining word.
- use a capital letter for names.
- use *drew* in the past simple tense.

**Teaching notes**

- **Ex 8:** Play *I went to the theme park* to revise the use of *and* as a joining word.

**Workbook page 72**

**Learning outcomes**

**Students should be able to:**

- **Ex 9:** label a diagram.
- **Ex 10:** complete sentences, following a diagram. write own ideas in a writing frame.

**Teaching notes**

- **Ex 9:** Enjoy this crazy idea of hanging a hoop from a fan so that it can pass teacups, a teapot and a milk jug around a table. Point out to the children that Yasmin has invented something nobody else has thought of before. However, it has some dangers. For example, what would happen if someone turned on the fan? All the teacups, the jug and the teapot would spin around and would probably break, spilling milk and tea on the people round the table!
- **Ex 10:** Practise making sentences orally before asking the children to write them in their notebooks.

**Answers**

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) (*grew*), *blue*    b) *flew*    c) *clue*    d) *computer*    e) *blew*    f) *tune, flute*
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 4:** 2. *foot*    3. *hook*    4. *root*    5. *cook*    6. *boot*
- **Ex 5:**

long oo	short oo
moon spoon balloon	good book took wood

- **Ex 6:** Label as described in Ex 6 below. The following words should be underlined as compound words: *toothpaste, toothbrush, teapot, football, gatepost, lampshade, bedside, showcase, bookcase.*  
 b) *The toothbrush is in the bathroom.*      c) *The milk jug is in the kitchen.*  
 d) *The teapot is in the kitchen.*      e) *The football is in the garden.*  
 f) *The gatepost is in the garden.*      g) *The lampshade is in the bedroom.*  
 h) *The bedside table is in the bedroom.*      i) *The showcase is in the living room.*  
 j) *The bookcase is in the living room.*
- **Ex 7:** The children should write each tricky words three times.
- **Ex 8:** a) *Rehana drew a nest and an egg.*      b) *Omar drew a cup and a spoon.*  
 c) *Yasmin drew a fish and a shell.*      d) *Tariq drew a moon and a star.*  
 e) *Hassan drew a box and a frog.*      f) *Samina drew a bag and a zip.*
- **Ex 9:** The children label the things on and above the tea table.
- **Ex 10:** *fan, table, string, teapot, milk jug, spoon, teacups*
- **Extension:** A number of different answers are possible: *Yasmin's plan is not safe because the tea things could fall off. / because someone could turn on the fan and all the things could come off. / because the teapot and milk jug could tip over. / because the string is too short, so the hoop could tip when you are taking the teapot.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

# How to Care for your Teddy Bear

**Theme of the unit:** Caring for people and things

**Reading Genres:** Instructions; modern poem

**Phonics:**

- Table 1: *er* as in *summer*; *ir* as in *shirt*; *ur* as in *fur*
- Table 2: *air* as in *hair*; *ear* as in *bear*, *are* as in *care*

**Vocabulary:**

- Suffix *-er* on nouns for occupations, as in: *teacher*, *waiter*, *bus driver*, *painter*, *gardener*, *cleaner*
- Suffix *-er* on comparative adjectives, as in: *bigger*, *smaller*
- Revision of toys, clothes, colours

**Grammar:**

- Imperatives with *do* and *don't*
- Revision of the present simple tense: *A teacher teaches children.*

**Punctuation:**

- Begin a sentence with a capital letter; end with a full stop

**Suitable games (Chapter 6):**

- **Run and match** to practise the phonic patterns of this unit
- **Guess the worker** to teach the names of workers and practise the simple present tense

**Listening and Speaking:**

- Respond to instructions

**Composition:**

- Write instructions, using *do* and *do not*.
- Compose a sentence orally before writing

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) books about workers from the library
- (optional) pictures of workers to stimulate discussion and writing
- (optional) a variety of toys



## Extension activities (optional)

### 1. A soft toy exhibition

- Ask each child in the class to bring a soft toy into school.
- Ask each one to tell the class about their soft toy and how they care for it, e.g. *I keep it clean. I don't throw it on the floor.*
- Encourage the children to prepare questions to ask each other about their toys, e.g. *What's its name? Where does it sleep? How do you look after it?*
- Put the toys on the 'museum table'. (See Introduction 1.1).
- Help the children to label their toys like this: *This is Tariq's rabbit. It has brown/grey/white/black fur. It has green trousers and a red shirt.*

### 2. Individual research

- Encourage the children to do individual research about their parents' jobs.
- Before they go home, write on the board a few questions they can ask their parents, for example: *What work do you do? Where do you work? Do you like your work? Do you wear special clothes at work?*
- Ask the children to copy the questions into their homework books, leaving a line for each answer.
- The next day, ask each child to tell you about a parent's work like this:

*My father/mother is a \_\_\_\_\_*

*He/She works in a \_\_\_\_\_*

*He/She likes/doesn't like his/her work.*

*He/She wears a white coat / a uniform / smart/normal clothes to work.*

## Textbook page notes

### A. Reading text

#### Introducing the theme

- This is a non-fiction unit, giving instructions on how to look after a soft toy. It also has a poem exploring the difference between a show of love and real love.
- Discuss the meanings of the key words.

#### Learning outcomes

##### Students should be able to:

- read, understand, and enjoy a non-fiction text that gives instructions.
- demonstrate appreciation of a poem which contrasts a clean, but unloved, toy with a ragged, but much-loved toy.

#### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words
- link what they read to their own experiences
- discuss the particular characteristics of instructions

#### During reading:

- 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

**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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

#### Pre-reading:

- Discuss why it is important to look after our things carefully.

#### Suitable questions:

*What is the title of this unit? What do you think it is going to be about?*

*What is the difference between soft and hard toys? (Soft toys are usually squashy and cuddly; they are often animals made from fur or cloth; hard toys are often made of plastic or metal; they are often machines with wheels.)*

*How do you look after soft toys? (e.g. by treating them carefully, keeping them clean, picking them off the floor.)*

*Are any of your precious toys damaged? How did it happen? (e.g. My rabbit's ear came off because I pulled it away from my sister.)*

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading of instructions:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally to talk about the instructions. Talk about the meanings of new words.
- **Talk box:** The children talk about the colours, clothes, and shapes of their soft toys. They can also explain what they are made of, e.g. wool, fur, cloth.  
**First reading of poem:** Read the poem aloud as the children follow in their books. Ask a few questions about it, e.g.  
*How do we know that Pinky does not love her bear?*  
*How does Pinky's bear feel about being on the shelf all day?*  
*Why does the poet's bear look old and dirty? (Because the poet plays with it.)*  
*Does the poet mind that his bear is old? (No, he loves the bear just as it is.)*
- **Talk box:** Elicit that although new toys are exciting, we often love things that we have had for a long time. The more we take them around with us, the more ragged they look! Lead the children on to see that it is the same with people we love. We don't care what they look like. We love them just as they are!
- **Second reading of instructions:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions, for example, *Where must you brush your teddy's fur? (front and back)*  
*How can you keep your teddy safe? (Don't leave it on the floor. Treat it carefully. Mend it if it is damaged.)*  
*What clothes does your teddy wear in winter? (sweater, trousers, boots)*  
*What different play acting can you do with your teddy? (pretending to be a nurse, waiter, or teacher)*
- **Second reading of poem:** Ask the children to repeat every line of the song/poem after you or the audio-recording, copying your expression and intonation. Encourage them to ask you questions about it.

- **Third reading of instructions:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Third reading of poem:** Ask the children to read the poem along quietly while you read or play the audio-recording. Ask the children to whisper along, with lots of expression.
- **Reading practice:** Get the children to read to each other in pairs, using lots of expression.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** write instructions correctly.
- **B2:** check that the text makes sense to them.
- **B3:** summarize the main points of the poem.  
(Lesson 2, Steps 9-13)

#### Comprehension notes for the teacher:

- **B1:** Elicit that instructions tell us what to do or what not to do.
- **B2:** Ask a number of yes/no questions to check that the children have understood the text before you practise the answers orally, and then write them.
- **B3:** Help the children to infer that we have soft toys so that we can play 'pretending' games with them. There's no point in having them in a cupboard where we cannot touch them.

**Extension:** Ask the children to bring in their own favourite toys and write a few sentences about them for the museum table.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **er**, **ir**, and **ur**. recognize that they can make the same phoneme. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **er**, **ir**, and **ur** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **air**, **ear**, and **are**. recognize that they can make the same phoneme. (Lesson 1, Steps 1-6) read each **tricky word** as a whole word. (Lesson 6, Steps 3-8)
- **C5:** write words with **air**, **ear**, and **are** in context. (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Discuss how sometimes only **one** letter makes one phoneme (or sound), e.g. *f* in *fur*. At other times, **two** letters make just one phoneme (or sound), e.g. *ur* in *fur*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)

- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the pictures to the words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read each of them as a whole word.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers and complete the crossword.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- Dictate all 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 suffix *er* for the names of some workers. (Lesson 7, Steps 3-8)
- **D2:** revise the present simple tense. (Lesson 7, Steps 3-8)
- **D3:** use a capital letter at the beginning of a sentence and a full stop at the end. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1:** Practise questions and answers in the present simple tense, reminding the children to reverse the order in the question e.g. *Does she work indoors?* (not *She works indoors?*) The game *Guess the worker* will give practice in the simple present tense and in the names of workers. (Chapter 6)
- **D2:** Point out that we add *s* to verbs after *he* or *she*.
- **D3:** As the children are copying from the Textbook, the focus is on ensuring that they begin each sentence with a capital letter and end with a full stop.

#### Extension:

- Ask the children to write other sentences about different jobs, e.g. *A builder builds houses. A carpenter makes things from wood. A plumber mends taps and water pipes.*
- 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 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 first 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 the audio-recording. The children mime opening a present and reading a book as you give the instructions.

- **E2:** Practise the dialogue orally. First ask two confident children to explain how to look after a book as an open pair. They should use what they learned from the listening text, but they can add their own ideas. (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:** Ask the children to make sentences with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *Do not leave your book on the floor. Do keep it in a bookcase.*)

**Extension:** Ask the children to write instructions on how to look after hard toys, such as cars. They can use the same writing frame.

## Answers

- **B1:** b) *Do not pull him up the stairs.*      c) *Do hold him firmly.*      d) *Do not drop him.*  
e) *Do not throw him.*      f) *Do repair him when he is hurt.*
- **B2:** b) *No, they don't.*    c) *Yes, they do.*    d) *No, they don't.*    e) *Yes, they do.*
- **B3:** b) ✓    c) *X Pinky's bear is not happy.*    d) ✓    e) *X He does play with his bear.*  
f) ✓
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. Ask the children to join pictures to the words with a line. Note that not all words have pictures. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them. Note that there is only one phoneme in *se* in *nurse* and *le* in *purple*.  
over      summer      winter      trousers      sweater      dirt      dirty      birthday      first  
.....  
firmly      hurt      turn      Thursday      nurse      purple  
.....
- **C3:** a) (hurt), *nurse*    b) *dirty*    c) *summer*    d) *shirt*    e) *winter*    f) *sweater*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They match the pictures to words. The 'Tricky words' should not be sounded out and should be repeated as a whole. All words should be learnt for a spelling test a few days later.
- **C5:** a) *hair*    b) *bear*    c) *pair*    d) *scared*    e) *stairs*    f) *chair*
- **D1:** b) *a teacher (top right)*      c) *a painter (top left)*      d) *a cleaner (middle right)*  
e) *a driver (bottom middle)*      f) *a gardener (bottom right)*
- **D2:** b) *teacher*    c) *driver*    s) *painter*    e) *gardener*    f) *cleaner*
- **E1:** The children mime what you tell them to do. Demonstrate it as you speak, encouraging the children to mime your expression as well as your actions.
- **E2:** Children work in pairs to tell each other how to look after a book, using what they heard in the listening exercise. No writing is required as this is a speaking exercise. Walk round the class and monitor whether they are on task.
- **E3:** b) *Do keep your book clean.*      c) *Do sit in a quiet place.*      d) *Do not bend back the pages.*  
e) *Do turn the pages carefully.*      f) *Do keep your place with a book mark.*
- **Extension:** The children use their own ideas, e.g. *Do pick up your toys from the floor. Do not stand on your toys. Do touch them gently. Do not pull a toy away from your brother or sister.*

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

### Workbook page 73

#### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *er*, *ir*, and *ur* in correctly formed handwriting.
- **Ex 2:** write words with *er*, *ir*, and *ur* in context.

#### Teaching notes

- **Ex 1:** Remind the children to copy the ascenders like *b*, *h*, and *l* so that they touch the top line. The letter *t* should stop just short of the top line. The letters *g* and *y* should touch the bottom line. Ensure that children start at the dot and follow the correct direction of the letter.
- **Ex 2:** Talk about the pictures and practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

### Workbook page 74

#### Learning outcomes

Students should be able to:

- **Ex 3:** write words with *th* and *sh* in correctly formed handwriting.
- **Ex 4:** write words with *th* and *sh* in a context.

#### Teaching notes

- **Ex 3:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 4:** Complete the story orally before you ask the children to write the missing words.

### Workbook page 75

#### Learning outcomes

Students should be able to:

- **Ex 5:** use correctly vocabulary for colours and clothes.
- **Ex 6:** use the 'look, cover, write, check' method to learn the tricky words (Lesson for Workbook, page 3 of unit, Steps 1-10)
- **Ex 7:** use the tricky words in context.

#### Teaching notes

- **Ex 5:** Talk about the clothes in the picture. First help the children to label them with the words above. Then ask them to colour the clothes as instructed.
- **Ex 6:** Remind the children that we spell each tricky word as a whole word without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.
- **Ex 7:** The children write their own sentences with the tricky words.

### Workbook page 76

#### Learning outcomes

Students should be able to:

- **Ex 8:** use comparatives (*...er than*) and superlatives (*the ...est*). use a capital letter at the beginning of a sentence and a full stop at the end.
- **Ex 9:** use a capital letter at the beginning of a sentence and a full stop at the end.

### Teaching notes

- **Ex 8:** Practise comparing objects in the room, for example, *Amna's hair is longer than Seema's hair. Maniba's hair is the longest.*
- **Ex 9:** After you have checked Ex 8, ask the children to copy and punctuate it in their notebooks.

### Workbook page 77

#### Learning outcomes

##### Students should be able to:

- **Ex 10:** use vocabulary connected to a scooter.
- **Ex 11:** use the vocabulary from Ex 10 in context.
- **Ex 12:** write instructions.

### Teaching notes

- **Ex 10:** Discuss scooters before labelling the picture. For example: *Have you got a scooter? Where do you ride it? What colour is it?*
- **Ex 11:** Practise making sentences orally before asking the children to write them in their notebooks.
- **Ex 12:** Discuss how to stay safe on a scooter. Encourage the children to add their own ideas.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) taller, nurse    b) hurt    c) Thirteen, smaller, number, thirty    d) purse    e) girl, curly, skirt
- **Ex 3:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 4:** *One day, Samina went to the zoo with her parents. She was wearing her new trousers. She saw a hairy bear.  
It stared at her with its little eyes. She felt scared.  
She ran away and fell down some stairs. 'Oh no,' she said. 'Now I have a tear in my trousers.  
'It's ok,' said her mother. 'I have a spare pair of trousers in my bag. We can repair the other ones.'*
- **Ex 5:** The children should label and colour as instructed.
- **Ex 6:** The children should write each tricky words three times.
- **Ex 7:** Open-ended; examples: *Do not pull your teddy up the stairs. I love my mum and dad. My mother loves me. I am sure I am in Class 1. Instructions tell us what to do.*
- **Ex 8:** b) *The teddy is bigger than the doll.*    c) *The scooter is the biggest toy.*  
d) *The teddy is older than the doll.*    e) *The teddy is the oldest toy.*
- **Ex 9:** See Ex 8.
- **Ex 10:** Children label the picture.
- **Ex 11:** b) bars    c) brake
- **Ex 12:** *Do not leave the clamp open. Do press the brake when you want to stop.*  
Additional ideas: *Do not wear your best clothes. Do watch where you go. Do not go too fast.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

**Themes of the unit:** Food, clothes

**Reading genres:** A traditional tale

**Phonics:**

- Table 1: *aw* as in *awful*; *au* as in *sauce*; *or* as in *torn*; *ore* as in *more*
- Table 2: *ow* as in *now*; *ou* as in *outside*

**Vocabulary:**

- Suffixes *-s* and *-es* in plurals
- *Of* in collective nouns, as in *dishes of food*

**Grammar:**

- Singular and plural
- Pronouns: *him, her, you, me, it, us, them*

**Punctuation:**

- Exclamation marks to show surprise

**Suitable games (Chapter 6):**

- ***Run and Match*** to teach the phonic patterns of the unit
- ***The Blindfold Game*** to teach the names of different foods and adjectives to describe tastes, e.g. *sweet, salty*

**Listening and Speaking:**

- Listen to and retell a story

**Composition:**

- Retell a story
- Read writing aloud to check for sense

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (optional) a map of the world showing Turkey
- (optional) different types of food for *The Blindfold Game* and the party
- (optional) plates and paper napkins for the class party
- (optional) books about food from the library



## Extension activities (optional)

### 1. A party

(Note - it is very important to check that children are not lactose intolerant, diabetic, or do not have any food allergies, such as gluten, or nuts. Perhaps a note should be sent home before this activity to ask parents to inform the teacher of any dietary restrictions/ allergies, etc., with a consent form to sign.)

#### 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 finger food to share later in the week.
2. Ask each child to write an invitation for the person sitting next to him/her. Write an invitation on the board for each child to copy.

\_\_\_\_\_day

Dear \_\_\_\_\_

Please come to our class party at \_\_\_\_ o'clock on \_\_\_\_\_day. Please bring some finger food to share, like samosas, pakoras, crisps or fruit.

I hope you can come

Best wishes

\_\_\_\_\_

3. Beforehand, talk about the importance of politeness and sharing. Point out that everyone, however rich or poor, needs good food and water.
4. Discuss how you can offer food politely, e.g. *Would you like some \_\_\_\_\_? Please try some of these \_\_\_\_\_.*
5. 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.*
6. 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 learnt 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 other 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.

### 2. Drama

- Ask the children to act out the story in class.
- If possible, provide them with simple props or costumes – an old coat for Nasreddin at the beginning of the story, and a grand coat (even if you cannot find a fur coat) for him at the end of the story.

### Drama practice 1

1. Everyone in the class can act in this story. Ask one child to act the part of Nasreddin and another to be the important man. Share the rest of the parts out between the rest of the class (cooks, servants, and guests).
2. Read the story aloud again, asking the actors to mime the parts of the characters as you speak.

### Drama practice 2

1. Change all the roles and make sure a different child (this could be a girl) plays Nasreddin.
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, practise this in the hall so that the children can move around.

### Performance

1. When the children know the play by heart, perform it in an assembly for other children. Make sure that every child speaks slowly, expressively, and loudly 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. One child should act the part of Nasreddin and another should act the important man. All the other children can act as cooks, servants, or guests.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- To relate the text to the experiences of the children, talk about parties they have attended. Elicit what happens – for example, eating nice food, chatting, and having fun.
- Explain that the story comes from Turkey. If possible, show where Turkey is on a map of the world.
- Discuss the meanings of the key words.

#### Learning outcomes

#### Students should be able to:

- read, understand, and enjoy a traditional tale.

#### Pre-reading:

- draw on what they already know or on background information and vocabulary provided in key words
- discuss the significance of the title and introduce the moral of the story

#### During reading:

- 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

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

## Reading notes for the teacher:

### Pre-reading:

- When introducing the key words, elicit that fur is made of animal skin and is very warm. Explain that we do not make clothes out of fur nowadays because we do not want to kill wild animals. Discuss the meaning of 'same' and 'different'. For example, ask the children to stand up if they have: two sisters, one brother, a pet, a view of a park from the house, brown shoes, a red pullover. As different combinations of children stand up, elicit that we are all the same in some ways and different in others. To relate the text to the experiences of the children, discuss what clothes tell us about a person. Do not expect 'right answers'.
- **Suitable questions:** *What is the title? What is fur made of? What can you see in the pictures on this page? What do you think the text is going to be about? Do good people always wear grand clothes?*

### During reading: (Note that you should read and discuss the text at least three times on three different days.)

- **First reading:** Play the audio-recording or read the text to the children with lots of expression. Stop occasionally, especially before you turn a page, to ask the children to predict what will happen next. Accept a variety of opinions. Talk about the meanings of new words.
- **Talk box 1:** Accept a variety of ideas about what will happen next.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with you at the repeated phrases. The children may also whisper along with you. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *Why do you think people are more polite to people who are wearing grand clothes?*  
**Talk box 2:** Accept a variety of ideas, e.g., *Grand clothes do not show you are a good person. It is polite to wear nice clothes when you go to a party. Don't judge people by the way they look.*
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Ask the children to read along too in a whisper (so that they can still hear the model).
- **Reading practice:** Get the children to read to each other in pairs. Afterwards, they can re-tell the story in their own words to a partner.

## B. Comprehension

### Learning outcomes

#### Students should be able to:

- **B1:** be confident using food and drink phrases with *of* (e.g. *a jug of sauce*).
- **B2:** summarize the main points of the story in the correct order.
- **B3:** identify the features of a traditional tale.  
(Lesson 2, Steps 9-13)

### Comprehension notes for the teacher:

- **B1:** Ask the children to think of other phrases about food and drink, e.g., *a bunch of bananas, a jar of jam, a bottle of water*. Discuss how some foods are sweet, salty, spicy, or sour. Play *The Blindfold Game* to practise talking about different kinds of food.
- **B2:** Ask the children to re-tell the story in their own words before they re-order the sentences.
- **B3:** Discuss the features of a traditional tale, explaining that they are very old stories. We do not know who first wrote down traditional tales. People have told them again and again, over many years. They often have a moral, which tells us how to live a good life.  
**Extension:** Ask the children to find other stories about Nasreddin from the home, the library, or the internet (with the help of a parent). Read different traditional tales aloud to the class at the end of each lesson while you are doing this unit.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

#### Students should be able to:

- **C1:** read and spell words with **aw, au, or,** and **ore.** explain that they can all make the same phoneme. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1- and 2-letter phonemes.** (Lesson 3, Steps 3-7)
- **C3:** write words with **aw, au, or,** and **ore** in a context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **ou** and **ow** and learn the spellings.
- explain that they can all make the same phoneme. (Lesson 1, Steps 1-6)  
read each **tricky words** as a whole word. (Lesson 6, Steps 3-8)
- **C5:** distinguish between **1- and 2-letter phonemes.** (Lesson 3, Steps 3-7)
- **C6:** explain the difference between singular and plural.  
add **es** to form the plurals of words ending with **sh, ss,** and **ch.** (Lesson 6, Steps 9-12)

#### Spelling notes for the teacher:

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Make it clear that all four spelling patterns make the same phoneme in these words. (Be aware that American English speakers pronounce the *r* in *or* and *ore*, which makes the phoneme sound a little different from *au* and *aw*.)
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2:** Remind the children that sometimes three letters can make one phoneme, as in *ore*. Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2- and 3-letter phonemes. After the children have marked their own books, check them.
- **C3:** Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4:** Teach the children to sound out and then blend the words after you or the audio-recording. Point out that *ow* and *ou* make the same phoneme in these words. (However, *ow* can make a different phoneme in other words such as *show*.)
- Remind the children that we do not sound out tricky words, but read each of them as a whole word.
- Set **spelling homework:** (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5:** Teach as in C2.
- **C6:** Discuss the wise owl rule. Talk about the pictures and ask different children to count and tell you how to spell the plurals orally before they write the answers.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

#### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- Dictate all 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 pronouns *him, her, me, you, us, them* correctly (Lesson 7, Steps 3-8)
- use exclamation marks to show surprise. (Lesson 8, Steps 7-12)

#### Grammar notes for the teacher:

- **D1:** Talk about each situation. *Where are these people? (in the playground, at a restaurant, at a dinner party, in the street?)* Practise orally before you ask the children to write the words in the spaces.
- Explain that we use an exclamation mark to show surprise, shock, or happiness.

#### 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 an oral stimulus. (Lesson 8, Steps 13-16)
- **E2:** write sentences by first 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 the audio-recording. Meanwhile, walk round and check that the children are pointing to the correct picture. After you have checked their comprehension orally, ask them to re-tell the story to a classmate, working in pairs.
- **E2:** Ask different children to complete each sentence with the help of the table.

**Extension:** Ask the more able children to complete the story in their own words. Get them to do this orally before they write.

## Answers

- **B1:** a) middle picture   b) picture on the right   c) picture on the left
- **B2:** 4, 2, 5, 1, 3
- **B3:** a) *story*   b) *old*   c) *moral*   d) *don't show*
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2- and 3-letter phonemes. After the children have marked their own books, check them.  

draw	lawn	awful	torn	morning	important	wore	sore	before
. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .	. . . .
- **C3:** b) *saucepan*   c) *lawn*   d) *morning*   e) *August*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as whole words. They should also be learnt for a spelling test.

- **C5:** As for C2. Note that there is a split digraph (silent e) at the end of *outside* and that the sound of *i* changes.

wow      down      flower      house      outside      trousers  
 . \_ \_ .      . \_ \_ .      . . \_ \_ \_ .      . \_ \_ .      . \_ . . . \_ .      . . \_ . . . . .

- **C6:** a) flowers      b) dresses      c) coats      d) dishes      e) jugs      f) glasses      g) torches
- **D1:** b) *The waiter is giving him a glass of juice.*      c) *He is giving her a dish of food.*  
     d) *What a lovely scooter!*      e) *We are thirsty. Please give us a drink.*  
     f) *Oh no! The windows are so dirty! or I will clean them.*
- **E1:** The children point to the correct picture while you read or play the audio-recording. Afterwards, elicit that Nasreddin felt cross because the man disturbed him while he was repairing the roof. It was difficult to go down the ladder and he had an important job. So he wanted the man to understand that it was an inconvenient time and place to ask for money. That's why he asked the man to follow him up the ladder before he gave him the answer. It's also probably why he did not lend him any money!
- **E2:** Explain that the speech marks show that someone is speaking. Do not expect the children to copy them, but praise those who do.  

(picture 1) *Nasreddin was on the roof of his house. He saw a man at his door. 'What do you want?' he asked. 'Come down here and I will tell you,' said the man.*

(picture 2) *Nasreddin went slowly down the ladder. The man said, 'Can you give me some money?'*
- **Extension:** The children can write this in their own way, using the words provided in E2. Do not expect the children to use speech marks, but praise those who do so correctly. For example:  

(picture 3) *Nasreddin said, 'Come up here and I will tell you.' He went slowly up the ladder.*

(picture 4) *Then the man went up the ladder too. 'Well?' he asked. 'Can you give me some money?' Nasreddin said, 'Sorry. I haven't got any money.'*
- **Extension 2:** You can ask the most able children to write a moral for the story, for example: *Don't ask people to help you when they are busy.*

### Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook.**

### Workbook page 78

#### Learning outcomes

#### Students should be able to:

- **Ex 1:** write words with *aw*, *au*, *or*, and *ore* in correctly formed handwriting.
- **Ex 2:** write words with *aw*, *au*, *or*, and *ore* in context. Use the determiner *a*.
- **Ex 3:** use phrases about food with *of*.

#### Teaching notes

- **Ex 1:** Remind the children to copy the ascenders like *h* and *k* so that they touch the top line. The letter *t* should stop just short of the top line. The letter *f* touches the top and bottom lines. Ensure that children start at the dot and follow the correct direction of the letter.
- **Ex 2:** Talk about the pictures before you ask the children to write. Remind them to be careful to write on the line and remember to write 'a' before each word.
- **Ex 3:** Revise other similar phrases such as *a bunch of bananas*, *a bottle of oil*, *a jar of pickle*, *a sack of potatoes*.

## Workbook page 79

### Learning outcomes

#### Students should be able to:

- **Ex 4:** write words with *ow* and *ou* in correct handwriting.
- **Ex 5:** distinguish between 1- and 2-letter phonemes.
- **Ex 6:** write words with *ow* and *ou* in context.

### Teaching notes

- **Ex 4:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 5:** First, practise marking these words with dots for 1-letter phonemes and dashes for 2-letter phonemes on the board.
- **Ex 6:** Complete the sentences orally before you ask the children to write them.

## Workbook page 80

### Learning outcomes

#### Students should be able to:

- **Ex 7:** write numbers in words, form plurals by adding *es* after *ss*, *ss*, *x*, and *ch*.
- **Ex 8:** write *How many...? There are ...* (questions and answers).
- **Ex 9:** use the 'look, cover, write, check' method to learn the tricky words (Lesson for Workbook, page 3 of unit, Steps 1-10)

### Teaching notes

- **Ex 7:** Talk about the pictures and count how many of each object. Help the children to form new questions and answers according to the model in (a). Make sure they write the numbers in words, not figures.
- **Ex 8:** Practise other questions and answers about the pictures orally before you ask the children to write them.
- **Ex 9:** Remind the children that we spell each tricky word as a whole without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.

## Workbook page 81

### Learning outcomes

#### Students should be able to:

- **Ex 10:** use the pronouns *him*, *her*, *you*, *me*, *them*, *us*, *it* correctly.
- **Ex 11:** write exclamations with exclamation marks.

### Teaching notes

- **Ex 10:** Practise orally before writing.
- **Ex 11:** Discuss the situations in pictures (a) and (b) together. Elicit that the painter drops a pot of pain on the head of the man below and that it was an accident.

## Workbook page 82

### Learning outcomes

#### Students should be able to:

- **Ex 12:** write exclamations.
- **Ex 13:** write a short story.

#### Teaching notes

- **Ex 12:** Ask the children to look at the story in pairs. Ask them to tell each other what it is about and what each child is saying in the speech bubble. Share ideas about it in class. Accept different ideas so long as they make sense in the context.
- **Ex 13:** Help the children to transfer their ideas to the printed story. There may be different possible answers.
- **Extension:** The children copy the story into their notebooks.

## Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** *b) a saucepan    c) a dinosaur    d) a seesaw    e) a horse    f) a fork*
- **Ex 3:** *b) a bunch of bananas    c) a dish of apples*  
The children draw and label the three pictures in their notebooks.
- **Ex 4:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to pictures with a line.
- **Ex 5:** cow    owl    flower    towel    house    mouse    mouth    ground
- **Ex 6:** *b) cow    c) owl    d) flower    e) ground    f) house*
- **Ex 7:** *b) How many foxes? There are four foxes    c) How many dresses? There are two dresses.  
d) How many glasses? There are seven glasses.*
- **Ex 8:** (in no special order) *How many brushes? There are nine brushes. How many boxes? There are three boxes. How many jars? There is one jar.*
- **Ex 9:** The children should write each tricky word three times.
- **Ex 10:** Children write sentences with the tricky words in their notebook.
- **Ex 11:** *a) her    b) you    c) them    d) it*
- **Ex 12:** *b) (The man under the ladder says:) Ow! (The painter says:) Sorry!    c) Quack!    d) Hello!*
- **Ex 13:** Different exclamations are possible. For example, *1) Hi!    2) Look out!    3) Ow!  
4) (The boy could be saying:) Sorry! (The girl could be saying:) It's OK.*
- **Ex 14:** *1) Hello! Hi!    2) Look out!    3) Ow!    4) Sorry. It's OK.*
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.



**Theme of the unit:** Word play and humour

**Reading Genre:** Riddles

**Phonics:**

- Table 1: *ph* as in *phone*; soft *th* as in *thirty*; hard *th* as in *there*; *wh* as in *when*
- Table 2: *y* as in *happy* ; *un* as in *unhappy*

**Vocabulary:**

- Prefix *un-* to form negatives, as in *unwell*, *unhappy*

**Words with more than one meaning**

**Grammar:**

- Questions with *wh* words e.g. *what*, *which*, *when*, *why*, *who*, *where*
- Short answers

**Punctuation:**

- Question marks and full stops

**Suitable games (Chapter 6):**

- **Phonic Word Bingo** to practise the phonic patterns of this unit
- **What's behind my back?** to revise question and answer forms
- **Simon says** to revise parts of the body

**Listening and Speaking:**

- Answer riddles about parts of the body

**Composition:**

- Write simple riddles

**Homework:**

- Read and discuss the text with a parent
- 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
- (advisable) audio equipment and audio-recording for Textbook 1
- (advisable) matching picture/word flashcards for the phonic words of the unit
- (advisable) colour pencils
- (advisable) materials for games chosen to support teaching point
- (optional) joke books from the library

**Extension activities (optional)**

**Individual research**

1. Encourage the children to do individual research into riddles. They can look online with the help of a responsible adult or they can visit the school library to look for books of jokes and riddles.
2. Ask each child to tell a riddle in class.

## Textbook page notes

### A. Reading text

#### Introducing the theme

- Explain that you are going to have fun telling special jokes called riddles. Riddles are questions with funny answers.

#### Learning outcomes

##### Students should be able to:

- read, understand, and enjoy word play.
- demonstrate appreciation of rhymes and riddles.
- make up a riddle.

#### Pre-reading:

- discuss the meanings of the key words
- discuss the particular characteristics of riddles

#### During reading:

- participate in discussion about what is read to them, taking turns to ask and answer questions
- discuss word meanings, linking new meanings to those already known
- check that the text makes sense to them as they read; correct inaccurate reading
- join in with predictable phrases
- discuss the significance of riddles

#### 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 11-19
- Reading practice: Lesson 4, Steps 18-20
- Drama or Discussion: Lesson 5, Steps 11-15

### Reading notes for the teacher:

#### Pre-reading:

- To relate the text to the experiences of the children, discuss what riddles are. Ask the children if they already know any riddles. Elicit that a riddle is a puzzle question with a funny answer. Sometimes riddles play with words that have two meanings. Before you start, ensure each child has a notebook to put over the Textbook so that they can cover the answer before they read it.
- Suitable questions: *What is a riddle? What can you see in the pictures on this page? What do you think the riddles are going to be about?*
- Tell one or two riddles, showing how they play with words and ideas:
- *What gets wetter as it dries? A towel! (The towel gets wet when it dries you.)*
- *What goes up when the rain comes down? An umbrella! (You only put it up when the rain comes down.)*
- *What must you break after you buy it? An egg. (You have to break an egg before you can eat it.)*

**During reading:** (Note that you should read and discuss the text at least three times on three different days.)

- **First reading: Before** you play the audio-recording or read the text to the children, ask the riddles with a closed book. See if they can answer any of them. Accept a variety of opinions. Talk about the meanings of the new words. Then ask the children to cover the page with a notebook so that they can see the first question, but not the answer. Ask each riddle, one by one, and enjoy the silly answers.
- In the Riddle Poem, elicit that the 'white horses' are teeth. The 'red hill' is the gum inside the mouth. Like horses, teeth champ or bang their teeth together. When teeth stamp, they come down (like feet) as they chew the food. They stand still when you finish eating.
- **Second reading:** Make sure that the children follow the text as you play the audio-recording or read it aloud. Encourage them to join in with the answers. Check that the text makes sense to them with questions and ask them to make inferences about the situations – for example, *There's no way four elephants can get in a car – or in a fridge! This is a crazy answer!*
- **Third reading:** This time, play the audio-recording or read the text straight through without stopping. Each time you come to the end of a riddle, stop and ask them to say the answer all together.
- **Reading practice:** Get the children to read in pairs to each other, taking turns to ask and answer the questions.

## B. Comprehension

### Learning outcomes

**Students should be able to:**

- **B1:** check that the text makes sense.
- **B2:** answer new riddles.  
(Lesson 2, Steps 9-13)

**Comprehension notes for the teacher:**

- **B1:** Enjoy the humour of each joke before you discuss what is true or untrue.
- **B2:** Remind the children that we always put a question mark after a question. Explain that we put an exclamation mark after the answer because it is usually a surprise.

**Extension:** Ask the children to find some more riddles at home and ask them in class the next day.

## C. Word Reading and Spelling

For detailed procedure for Word Reading and Spelling pages, see the start of every lesson plan for Unit 1, since you should do phonic practice at the beginning of every lesson.

### Learning outcomes

**Students should be able to:**

- **C1:** read and spell words with **ph**, **soft th**, **hard th**, and **wh**. (Lesson 1, Steps 1-6)
- **C2:** distinguish between **1-, 2-, and 3-letter phonemes**. (Lesson 3, Steps 3-7)
- **C3:** write words with **ph**, **soft th**, **hard th**, and **wh** in context. (Lesson 4, Steps 8-12)
- **C4:** read and spell words with **y** and **un**. (Lesson 1, Steps 1-6)  
read the **tricky words** as whole words. (Lesson 6, Steps 3-8)
- **C5:** write words with **un** in context. (Lesson 6, Steps 9-12)

**Spelling notes for the teacher:**

- **C1:** Teach the children to sound out and then blend the words after you or the audio-recording. Explain that we can say **th** in two different ways – the soft (or unvoiced) **th** in *thirty* and the hard (or voiced) **th** in *there*.

- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C2**: Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes (e.g. *y* in *why*). We can also put a dash under 2-letter phonemes (e.g. *wh* in *where*) or 3-letter phonemes (e.g. *ere* in *where*). After the children have marked their own books, check them.
- **C3**: Ask different children to complete the words orally before they write the answers. Point out that there is no picture for *f*, so they should write 'nothing'.
- Test the spellings in C1. (Lesson 4, Steps 1-7)
- **C4**: Teach the children to sound out and then blend the words after you or the audio-recording. Ask the children to join the picture of an unhappy boy and a happy boy to the correct words with lines. Note that not all words have pictures.
- Remind the children that we do not sound out tricky words, but read them as whole words.
- Set **spelling homework**: (Lesson 3, Steps 8-10) Pupils learn the phonic and tricky spellings for homework. Dictate the spellings in a spelling test in a later lesson.
- **C5**: Explain that *un* means *not*. Talk about the pictures and ask different children to complete the sentences orally before they write the answers.
- Test the spellings in C4. (Lesson 4, Steps 1-7)

### Extension activities:

- Ask the children to underline the target words in the text. Note that they may not all be there. (Lesson 4, Steps 13-17)
- 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 question words. (Lesson 7, Steps 3-8)
- **D2**: use a question mark after a question and a full stop after an answer. (Lesson 7, Steps 3-8)

#### Grammar notes for the teacher:

- **D1**: Give practice using the question words about things or people in the classroom, e.g. *Who's this? It's Abdul. What's this? It's his pen. Where is it? It's on the desk. When do you get up? At 7 o'clock. Which is your bag? The brown one. Why is it on the peg? Because it's safe there.* etc. Please be aware that we put full stops after short answers immediately after questions, even if there is no verb in the answer.
- **D2**: Ask the children to circle all the question marks in the reading text and to underline all the full stops in the answers before they mark them in D1.

### Extension

- Ask the children to write questions to ask each other in their notebooks. Then let them take turns to ask and answer questions.

## E. Listening, Speaking, and Composition

### Learning outcomes

#### Students should be able to:

- **E1**: explain the meanings of the vocabulary needed to understand the riddles.

- **E2:** respond correctly to an oral stimulus. (Lesson 8, Steps 13-16)
- **E3:** write riddles. Tell a classmate the riddle, working in pairs. (Lesson 9, Steps 2-17)

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:** Prepare the children for the riddles by checking that they know the vocabulary. Ask questions about each picture, for example  
*Why do we use needles? (To sew clothes.)*  
*What do we call the hole at the top of the needle? (The eye.)*  
*What do we put through the hole? (The thread.)*  
*What can we drink from a bottle? (Juice, fizzy drinks, or water.)*  
*What do we call the narrow part at the top of a bottle? (The neck.)*  
*Point to a table in this room.*  
*How many legs has a table got? (Four.)*  
*What colour is the plane? (Red.)*  
*What do we call the bits sticking out at the side? (Wings.)*  
*What's the pointy bit at the back? (The tail.)*  
*What runs in a river? (Water.)*  
*Which animals live in a river? (e.g. fish, ducks, crocodiles, turtle.)*  
*How do we know the time? (We look at a clock.)*  
*What do we call the long sticks on a clock? (Hands.)*  
*What does the long hand show? (Minutes.)*  
*What does the short hand show? (Hours.)*  
 The game *Simon says* will give practice in the parts of the human body. (Chapter 6)
- **E2:** Read the riddles in the listening exercise aloud or play the audio-recording. Read the sentences or play the audio-recording a second time so that the children can check their answers.
- Ask the children to think of their own riddles, following a writing frame like this.

What has	legs, hands, a foot,	but no	feet? arms? leg?	A chair. A watch. A hill.
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- First ask two confident children to ask and answer a riddle 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 making riddles as closed pairs. Any questions will do, even if they are not strictly speaking riddles. For example: *What has a head but no wings? Me!* Remind them to use 'partner voices' and talk in a whisper.
- Walk round the class and monitor their conversations, helping where necessary.
- **E3:** Ask the children to write riddles with the help of the writing frame. After they have had plenty of oral practice, they can write the sentences in their books.
- Walk round the class, checking their spelling and punctuation. Praise them for adding their own ideas (e.g. *What has wings but no eyes? A plane.*)

**Extension:** Ask the children to find some other riddles at home.

## Answers

- **B1:** a) ✗    b) ✓    c) ✗    d) ✗    e) ✓    f) ✓
- **B2:** b) *Short!* (Because when you add the letters e and r, short becomes shorter.)  
c) *Very unhappy!* (Because the frog doesn't feel like hopping when it is sad and it also sounds like unhappy.)
- **C1:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later.
- **C2:** Copy the words on the board and demonstrate how we can mark a dot under 1-letter phonemes and a dash under 2-letter phonemes. After the children have marked their own books, check them.  
thirteen    thing    nothing    why    where    which
- **C3:** b) *thirty*    c) *thirteen*    d) *an elephant*    e) *a phone*    f) *nothing*
- **C4:** Children should read the phonic words after the teacher or the audio-recording, first sounding out the phonemes, then blending the whole words correctly. They learn the spellings for homework. The teacher dictates them in a spelling test two or three days later. The tricky words should not be sounded out and should be repeated as a whole. They should also be learnt for a spelling test. Note that in *who* the *wh* sounds like *h*. In *what*, *wh* sounds like *w* and the *a* sounds like *o*.
- **C5:** b) *unlock*    c) *unlucky*    d) *unwell*
- **D1:** b) *Where*    c) *Which*    d) *Who*    e) *When*    f) *Why*    g) *What or Which*
- **D2:** The children should place a question mark in the boxes after the questions (which come first) and a full stop in the boxes after the answer (second). Check that they have copied them correctly in their notebooks – and used capital letters at the beginning.
- **E1:** b) *a bottle*    c) *a table*    d) *a plane*    e) *a river*    f) *a clock*
- **E2:** 2. *A clock.* (Because the long pointers on a clock are called hands.)  
3. *A river.* (Because when a river flows, we say that it runs.)  
4. *A table.* (Because the four upright posts under a table are called legs.)  
5. *A bottle.* (Because the narrow part at the top of a bottle is called the neck of the bottle.)  
6. *A needle.* (Because the small hole at the top of a needle is called its eye.)
- **E3:** If the children do not know their own riddles, encourage them to re-tell the riddles you told in the notes for the beginning of this unit.

## Workbook page notes

For detailed plans, refer to the **Sample Procedures for Teaching the Workbook**.

## Workbook page 83

### Learning outcomes

Students should be able to:

- **Ex 1:** write words with *ph*, *,* and *wh* in correctly formed handwriting.
- **Ex 2-3:** write words with *ph*, *th*, and *wh* in context.

### Teaching notes

- **Ex 1:** Remind the children to copy the ascenders like *h* and *l* so that they touch the top line. The lower case letter *t* should stop just short of the top line. Capital *T*, like all capital letters, should touch the top line. The letters *p* and *y* should touch the bottom line.
- **Ex 2:** Remind the children that they should write the determiner 'a' before labelled words.

- **Ex 3:** Talk about the picture of a child and ask what she is doing. Elicit that she is reading by sounding out a word and then blending it. Practise the sentences orally before you ask the children to write. Remind them to be careful to write on the line.

## Workbook page 84

### Learning outcomes

#### Students should be able to:

- **Ex 4:** write words with *y* and *un* in correctly formed handwriting.
- **Ex 5:** write words with *un* in context.

### Teaching notes

- **Ex 4:** Ensure the children start at the dot and keep within the quadruple lines as shown. Check that they are sitting correctly at the table and holding the pencil between the thumb and two fingers.
- **Ex 5:** Complete the sentences orally before you ask the children to write them.

## Workbook page 85

### Learning outcomes

#### Students should be able to:

- **Ex 6:** answer a riddle in a complete sentence.
- **Ex 7:** use the look, cover, write, check' method to learn the tricky words. (Lesson for Workbook, page 3 of unit, Steps 1-10)
- **Ex 8:** use the tricky words in context.

### Teaching notes.

- **Ex 6:** Talk about the pictures and practise the answers orally before you ask the children to write them.
- **Ex 7:** Remind the children that we spell each tricky word as a , without sounding it out. Show them that it is easy to learn a tricky word if we use the 'look, cover, write, check' method.
- **Ex 8:** Practise orally before writing.

## Workbook page 86

### Learning outcomes

#### Students should be able to:

- **Ex 9:** use question words, question marks, and exclamation marks.

### Teaching notes

- **Ex 9:** Discuss each answer. Remind the children that we put an exclamation mark after the answers because they are funny. If necessary, explain why:
  - a) As a towel dries us after a shower, it gets wetter as we get drier.
  - b) This answer is silly because it is so obvious.
  - c) Remind the children of the fable they read about the race of the tortoise and the hare.
  - d) Point out that rain cannot fall upwards.
  - e) Elicit that the word *NOT* is in capital letters because it is important. We expect someone to tell us the time on the clock, but the answer is a time of day.
  - f) The surprise answer here is that there is no answer!

## Workbook page 87

### Learning outcomes

#### Students should be able to:

- **Ex 10:** respond correctly to questions.
- **Ex 11:** ask and answer questions using question words.

### Teaching notes

- **Ex 10:** Practise orally before matching.
- **Extension:** The children can write the questions and answers in their notebooks, checking that they use question marks and full stops. Point out that we do not use exclamation marks in these answers (unlike the riddles) because they are not funny.
- **Ex 11:** Get an 'open pair' to ask and answer these questions in front of the class before the children ask the same questions in closed pairs. Make it clear that the children's answers may be different. Write the spellings of difficult words on the board.
- **Extension:** Encourage those who finish early to ask and answer more questions, such as, *When do you eat breakfast? Where do you live? Who takes you home from school? How do you go home from school? Which do you like best – reading or writing?*

### Answers

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** a) a phone    b) a whale    c) a photo
- **Ex 3:** b) Thursday    c) white    d) throw
- **Ex 4:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction. They match the words to the pictures with lines.
- **Ex 5:** (unpack), undo, untidy, unhappy
- **Ex 6:** b) It is a train.    c) It is a car.    d) It is a cart.    e) It is a plane.
- **Ex 7:** The children should write each tricky words three times.
- **Ex 8:** The children write their own sentences, showing that they understand the tricky words. They underline the tricky words with a ruler, for example: *Who is our teacher? She is Miss Karim. What has hands, but no legs? A clock. There are seven words in this sentence.*
- **Ex 9:** b) *Why did the chicken cross the road? Because it wanted to get to the other side!*  
c) *Which is quicker – a hare or a tortoise? A tortoise – a hare goes to sleep!*  
d) *What comes down but never goes up? Rain!*  
e) *When can you NOT eat dinner? At breakfast time!*  
f) *Where does the wind come from? Nobody knows!*
- **Ex 10:** b) Rotis    c) In the kitchen.    d) My father.    e) By bus.    f) Singing.
- **Ex 11:** Answers will differ according to each child.



This unit revises the listening, phonic, grammar, punctuation, and composition skills taught in the previous four units. Please see **Sample Procedures for Revision Units**. It is suggested that you take a week to revise the previous four units.

### Answers: Textbook 1 Unit 20

- **Ex 1:** The children draw small pictures in the picture of the house on this page. Do not worry if the drawings are not to scale! They can be very big. They just need to communicate that the children have understood the names of the rooms and the objects mentioned.
- **Ex 2 & 3:** Note that *le* in *purple* and *ve* in *five* are both one phoneme.
  - b) a blue bear c) a purple elephant d) a dirty saucepan
  - e) a green lawn f) five chairs
- **Ex 4:** The children write the names of the objects beside the picture of the house in No 1 and connect the labels to the pictures with lines.
- **Ex 5:** a) teacher b) nurse c) bags d) unhappy
- **Ex 6:** a) Will differ; may include: *mother, father, brother(s), sister(s), grandfather(s), grandmother(s), uncle(s), aunt(s), cousin(s)*  
b) Will differ. c) Will differ.
- **Ex 7:** Children write the alphabet on the lines in this book, and in their notebooks.

### Answers: Workbook 1 Unit 20

- **Ex 1:** The children trace over the first word, starting at the dot. They then copy the same word between the lines to the right, following the same direction.
- **Ex 2:** boots trousers sweater shirt spoon fork saucer phone
- **Ex 3:** The children should label the pictures of all eight words in the box.
- **Ex 4:** b) Boil c) Put d) Add e) Pour f) Give
- **Ex 5:** b) *What is she doing? She is boiling the water on the cooker.*  
c) *What is she doing? She is putting two spoons of tea into the boiling water.*  
d) *What is she doing? She is adding the milk and sugar.*  
e) *What is she doing? She is pouring the tea into a teapot.*  
f) *What is she doing? She is giving the tea to other people.*
- **Ex 6:** *A teapot!* (Because it begins and ends with the letter *t*. It is also full of tea.)
- **Extension:** Children who finish early can colour the pictures in the unit very carefully.

## A. Phonic Games

### 1. Phonic I spy

to teach children to recognize initial phonemes of words (Unit 1)

**Materials** None

**Time:** 5-10 minutes

1. Look around the room for an object the children can all name. They do not have to know the spelling.
2. Say, 'I spy with my little eye something beginning with \_\_\_.' Give the **sound** (or phoneme) of the initial letter, not the letter name. For example, 'sss' not 'ess'.
3. The children suggest things they know and can see in the classroom beginning with that sound, such as *sun, sock, sand, sink, snake*. Accept words with the same sound, but a different letter, such as *ceiling*, because at this level your purpose is to get the children to discriminate between sounds.
4. 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 tries.
5. 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 tries.

### 2. Full Circle

to practise the regular phonic sounds of letters (Unit 1)

**Materials:** Before the lesson, prepare some flash cards with the following letters: t i n p a e h m. They should be at least 6 cm high.

**Time:** 5-10 minutes

1. Give eight children in the class a letter. With these letters, they are going to make the following words—in this order:

tin	pin	pan	man	men	pen	hen	ten
-----	-----	-----	-----	-----	-----	-----	-----

2. Tell the children the first word, (tin), and ask the children who have the letters of that word to come to the front of the class and hold up their cards to make the word so that all the class can see it.
3. All the children in the class say the word, the individual phonemes of the word, and then the whole word again.
4. Write the word on the board and explain that they are going to make a whole series of different words, but that they will eventually come back to the word on the board again. When that word (tin) appears again, they should shout, 'Full circle.'
5. Say the next word (pin).
6. Ask the children at the front which of them has to sit down and ask who has the replacement letter to make the new word.
7. Those two children swap places.
8. Everyone says the new word, the phonemes, and the word again.
9. Say the next word and repeat as before until you get back to *tin*. The children should shout, 'Full circle.'
10. Collect the letters and give them to different children.
11. Next time you play the game, give them a time limit like three minutes so that they keep it snappy.

### 3. Flash Cards for Full Circle

t	b	a	h
i	p	e	h

### 4. Phonic Word Bingo

to practise the phonic words of a unit (Unit 2 – and 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 the phonic box 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).

### 5. Run and match

to practise the phonic words of a unit (Unit 12 – and any unit)

**Materials:** flashcards for each of the phonic patterns 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. *see, eat, these, field*
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. *three, each, theme, believe*
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.

## B. Grammar Games

### 6. Where is it?

(1) to teach the prepositions *in, on* (Unit 1)

(2) to teach the prepositions *behind, in front of, beside* (Unit 13)

**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. 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: It is on the table?*  
*Teacher: Is it on the table?*  
*Child A: Is it on the table?*  
*Class: No, it isn't.*  
*Child A: Is it in your bag?*  
*Class: No, it isn't.*  
*Child A: Is it in the tin?*  
*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 them they have only ten questions to make it more of a challenge.

### 7. Mime and guess

(1) to teach *he, she* and the present progressive tense (Unit 1, 2)

(2) to teach *your, his, her* (Unit 12)

**Materials:** Before the lesson, write some commands such as those below on small slips of paper and put them in a cup or box. You can do this at different levels of difficulty.

- Short commands (e.g. U1) *Sleep. Sit down. Stand up. Run. Jump. Swim. Fly. Dance.*
- Commands with possessive adjectives (e.g. U12) *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. *He is running. 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 pronoun *he/she* should be correct as should the verb *is \_\_\_\_\_ing.*
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.

### 8. Simon says

(1) to teach simple verbs (Unit 2)

(2) to teach verbs with an object (Unit 9)

(3) to teach parts of the body (Unit 12)

(4) to revise singular and plural (Unit 18)

**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. *Drink! Dance!*), teach them this game.

1. Ask 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. *Play the dhol. Tap your ears. Click your fingers.*)
- parts of the body (e.g. *Touch your nose/mouth/head.*)
- singular and plural (e.g. *Touch your eye/ear. / Touch your eyes/ears.*)
- daily activities (e.g. *Brush your teeth. Sweep the floor. 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 in pairs.

## 9. Animal follow the leader

to teach common animals, their sounds, and movements (Unit 3)

**Materials** none

**Time:** 5-10 minutes

1. If possible, take the children outside or into a hall where they can move around freely.
2. Ask them to stand in a long line. Ask them to make the sounds and movements of the animals you say. For example:

Teacher: Slither like snakes! [*Children slither along behind you and go 'Sssss!'*]

Run like rats! [*They run along behind you and go 'Ee ee ee!'*]

Jump like frogs! [*They jump along behind you and go 'Ribbit ribbit!'*]

Fly like birds! [*They flap their arms like wings and go 'Reee reee!'*]

[*Add other animals, e.g. Fly like bees/flies/parrots. Walk like cows/sheep.*]

## 10. Ten Little Children

to reinforce the numbers 1-10 (Unit 4)

**Materials** (optional) pens to draw a face on each finger

**Time:** 5-10 minutes

The children can draw a little smiley face on each finger in pen before they sing this song.

<p><b>Words</b></p> <p>One little, two little, three little children, Four little, five little, six little children, Seven little, eight little, nine little children, Ten little children on my hands.</p> <p>[<i>If the children can sing this easily, try it backwards!</i>]</p> <p>Ten little, nine little, eight little children, Seven little, six little, five little children, Four little, three little, two little children, One little child on my hand.</p>	<p><b>Words</b></p> <p>Hold up each finger as you count.</p> <p>Wiggle all ten fingers.</p> <p>Take down one finger each time you count backwards.</p> <p>Wiggle one finger.</p>
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### 11. Think of an animal

to teach question and answer forms in the simple present tense, third person (Unit 4)

**Materials:** None

**Time:** 5-10 minutes

1. Ask one child to think of an animal, but not to tell the rest of the class what it is.
2. Ask the rest of the class to guess what it is by asking questions like this:  
*Does it live on a farm / in the forest / in a river / in the sea?*  
*Does it eat seeds / fruit / grass / other animals?*  
*Does it run / fly / swim / slither / jump / walk?*
3. The child who has thought of the animal can reply, *Yes, it does. / No, it doesn't.* until somebody guesses the animal.
4. The child who guessed correctly gets the next turn to think of an animal.
5. **Extension:** Able children can answer in full sentences like this:  
*Yes, it lives in a river. OR No, it doesn't live in a river.*

### 12. Run a race

to teach ordinal numbers *first, second, third, fourth, fifth* (Unit 6)

**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.
6. Ask the children to sit down on the ground. Ask them to clap for the children who came fifth, fourth, third, second, and first.

### 13. Letter I spy

- (1) to teach children to recognize the letter names (Unit 7, 14);
- (2) to practise questions beginning *Is it/Are they ...?* (Unit 7);
- (3) to practise common prepositions e.g. *in front of, near*, e.g. (Unit 13, 14)

**Materials** None

**Time:** 5-10 minutes

1. Remind the children of the game *Phonic I spy*. 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 and can see beginning with that letter, such as *sun, sand, sink, snake*. Do not now accept words with the same sound, but a different letter such as *ceiling* because at a higher level, 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?* For this reason, it is a good game to practise simple questions.

- 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 questions.

## 14. Who am I?

(1) to teach inverted question forms *Who am I?* (Unit 8)

**Materials:** a cloth (e.g. a dupatta) to blindfold a child

**Time:** 5-10 minutes

- Blindfold Child 1.
- Point to Child 2, who asks, *Who am I?*
- The blindfold child asks, *Are you (Zakia)?*
- When Child 1 has guessed the name of the child, another two children play.
- Ensure that the children ask *Who am I?* and *Are you .....?* (**not** *Who I am?* and *You are ...?*) in their questions.

## 15. What's behind my back?

(1) to teach question and answer forms: *Does it ... Yes, it does. Do you ... with it? Yes, I do.* (Unit 9 and 19)

**Materials:** common objects such as a watch, cell phone, cup, toy car

**Time:** 5-10 minutes

- Give a child an object to hide behind his/her back, e.g. a pencil, a flower, a leaf, a box, a bag, a pen, a rubber, a book, a handkerchief, an apple, or a biscuit.
- The children 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.

## 16. Guess who?

(1) to practise clothes and colours (Unit 11)

(2) to practise *He/She has ...* and *They have ...* Unit 16)

**Materials:** None

**Time:** 5-10 minutes

- Tell the class, *'I'm going to tell you about someone in the class. Who is it?'*
- Describe one child, stopping at the end of each clue for the children to guess, for example, *'She's wearing a white suit with a red dupatta.* [Pause for children to guess. Encourage them to use the correct question form: *Is it ...?*] *She's quite tall. She has blue glasses.* [Pause for children to guess.] *She has short hair.* [Pause for children to guess.] *She's sitting next to Nida.'* [Pause for children to guess.]
- Start with quite general descriptions and give more detailed clues if the children cannot guess who it is.
- The child who guesses correctly has the next turn to think of someone and give clues while the rest of the class guess who it is.
- In Unit 16, you can use this game to practise the difference between *He/She has ...* and *They have ...* if you say, *I'm thinking of TWO people in the class. They have long hair/glasses/red schoolbags/blue pencil cases.*

### 17. I went to the theme park

(1) to practise using to the theme park vocabulary and the past tenses *went* and *saw* (Unit 12)

(2) to practise the use of *and* at the end of a list (Unit 16)

**Materials:** None

**Time:** 10-15 minutes

1. Explain that the children should imagine that they went to a theme park and saw different things.
2. Elicit from them a list of things they might see, e.g. *big wheel, toy train, Jumping Jack, slide, swings, boat, camel rides, horse rides, ice-cream stalls, fast-food stalls, toy stalls, cafés, people, children, bumper cars, merry-go-rounds, trees.*
3. All the children stand up.
4. Each child repeats the same sentence beginning and what the previous children said, in the same order, adding one more.
5. Any child who forgets what the previous children said within a count of five, or gets the list in the wrong order, has to sit down.
6. The last child standing is the winner.
7. The game might go like this:

*Child A: I went to the theme park and I saw a slide.*

*Child B: I went to the theme park and I saw a slide and a toy train.*

*Child C: I went to the theme park and I saw a slide, a toy train, and a Jumping Jack.*

*Child D: I went to the theme park and I saw a slide, a toy train, a Jumping Jack, and a big wheel.*

*Child E: I went to the theme park and I saw a slide, a toy train, and a big wheel.*

*Teacher: OUT! You missed something. Sit down please. Next one!*

*Child F: I went to the theme park and I saw a slide, a toy train, a Jumping Jack, er ... er ....*

*Teacher: One, two, three, four, five. OUT! Sit down please. Next one! [And so on.]*

8. If you play the game in Unit 16, point out that we use *and* only before the **last** item on the list.

### 18. Compound Word Charades

to teach how compound words are made of two smaller words (Unit 16)

**Materials:** None

**Time:** 10-15 minutes

1. Ask the children to list compound words they know, e.g. *football, screwdriver, bookcase,*
2. 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.
3. 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 the word gets the next turn.
4. 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.
5. Continue playing as above until several children have had a chance to mime a word.

### 19. Guess the worker

to teach the names of jobs and practise simple questions in the simple present tense (Unit 17)

**Materials:** None

**Time:** 10-15 minutes

1. Tell the children that you are going to mime a worker doing a job.
2. Mime doing one of the following:



- (cleaner) sweeping the floor
  - (teacher) writing on the blackboard or reading a book
  - (waiter) noting orders on a pad of paper, serving food
  - (a driver) moving the steering wheel of a car or bus
  - (a gardener) pouring water on plants
  - (painter) painting a wall
  - (nurse) giving an injection
3. Children can guess with the question: *Are you a \_\_\_\_\_?* or they can narrow down the possibilities with questions like: *Do you work indoors? Do you work with children/sick people/hungry people? Do you travel a lot?*
  4. The child who guesses what you are miming can mime another job. The first time you play this, whisper the name of a job they know in the child's ear.
  5. Again, whoever guesses this mime can mime the next worker.

## 20. The Blindfold Game

to teach the names of different foods and adjectives to describe tastes, e.g. *sweet, salty* (Unit 18)

**Materials:** an opaque bag, at least six kinds of food, some salty, some sweet. Suitable foods are: crisps, a salty biscuit, a chocolate, a banana, a sweet biscuit

**Time:** 10-15 minutes

1. Put a few familiar items of food in a bag – some salty, some sweet.
2. One by one, call children to the front of the class.
3. Blindfold them or hold your hands over their eyes.
4. They should guess something that is in the bag by feeling it, from the **outside** of the bag, using the question, *Is it ...?*
5. Look inside the bag and respond either *Yes, it is.* or *No, it isn't.*
6. Take the object out and let them touch and smell it (still blindfold). Ask them to guess again.
7. The rest of the class (who can now see it), respond either *Yes, it is.* or *No, it isn't.*
8. The child eats the food and says, *'It's ..... and it's salty/sweet.*

Choose another child to come and guess the food.

**Extension:** If the children are able, add some foods that are sour (e.g. lime), or spicy (e.g. pakoras).

# Appendix 1: World list Level 1

## Appendix 1: Word list Level 1 Word List

Unit	Phonic words in Textbook 1	Phonic words in Workbook 1	Tricky words and themes	Grammar vocabulary
1	<p>dragon, has, that, and, crack ten, red, egg, nest, leg is, this, sit, still, it, in pot, spots, box, stop up, cup, jug, jump dragon, drink crack, cross spoon, spot, nest, vest</p>	<p>mat, hat, rat, cat, man, van, pan, fan leg, peg, hen, pen pin, lid, bin, zip box, fox, dog, frog jug, cup, much, bus  crack, crab, cross, crisps spot, spoon, spell, crisp nest, vest stand, still, stop</p>	<p>the, what, here, says, he, she, Waah! Sh!  Families: mother, sister, baby</p>	<p><b>Prepositions</b> in, on <b>Present progressive</b> ... is sleeping, sitting, standing, running, jump- ing <b>Pronouns</b> he, she is/has What's that? It's a ... ... has a ...</p>
2	<p>duck, black, quack, crack, chick running, jumping, flying, swimming, walking this, that, these, the, there, they sheep, fish, shed, shell, she</p>	<p>duck, stick, clock, socks licking, kicking, ticking, picking this, that mother, father, with fish, she, shop, shelf, shall</p>	<p>spider, butterfly, any, many, anything, fly, walk, colour, wool, flower, one, two, three, four, eight  Animals and numbers</p>	<p><b>Present progressive</b> He/she/it ... is ...ing They/You/We are ...ing I am ...ing <b>Modals</b> can/cannot</p>
3	<p>hiss, miss huff, puff, off buzz, puzzle all, tall, small, calls, falls will, well, tell, shell my, cry, fly, reply cries, flies, replies</p>	<p>ball, wall hill, pill, bell, shell, doll</p>	<p>some, come, want, live, slither, hap- pily  Animal sounds and movements: buzz, hiss, run, walk, slither, fly, jump,</p>	<p><b>Adjectives</b> small, big, tall, fat, thin, long <b>Simple present:</b> One ... cries / Two ...s cry. <b>Does ... ?</b> Yes, it does. / No, it does not. ... wants ...</p>
4	<p>her, mother, river, flower, fingers, sister, brother far, farm, car, cart, star, start, shark now, down, flower, cow, brown duck, quack, stick, back, black she, sheep, shark, shoe, shut</p>	<p>her, sister farmer, butter, jumper sweater ladder, dinner star arm, jar, dark, garden, scarf bark how, owl, clown, towel, crown, shower</p>	<p>one to ten, goes, away, little, put, your, open  Numbers 1-10</p>	<p><b>Simple present</b> Where does a ... live? It lives in ... I have ... sisters.</p>

Unit	Phonic words in Textbook 1	Phonic words in Workbook 1	Tricky words and themes	Grammar vocabulary
6	<p>see, feet, tree, three, green, sleep sea, eat, stream, please, leaves he, she, me, be, we out, shout, loud, round, mouth, first, third, girl, skirt, shirt little, gobble, grumble, horrible</p>	<p>tree, feet, jeep, sheep, three leaf, seat, beans, peas he, me, we, be mouth, mouse, house, clouds girl, skirt, bird, thirteen</p>	<p>into, grass eyes nose over voice wait, oh, push  Order: first, second, third bigger/smaller than</p>	<p><b>Comparatives:</b> bigger/smaller than... biggest, smallest across, over, under, up down, into One day, First, Then, After some time, In the end...</p>
7	<p>chain, children, chick, choo, which pink, honk, thank, think, tinkle, drink or, for, horn, horse, transport boy, toy, enjoy noise, point, voice day, say, play, way, Layla</p>	<p>chimp, cheeks, chest, chain pink, sink, bank, thank fork, corn, shorts, horn noise, oil, boil, point way, away, crayon, play</p>	<p>door, engine, front, turns, makes  Transport: car, bicycle, train, cart, van, truck, plane, chain, wheel, engine, horn, wipers</p>	<p><b>Irregular plurals:</b> women, men, children, sheep Are they ... or ...? It has/does not have ... It goes...</p>
8	<p>fetch, switch, catch, match, scratch, scratch low, show, throw, window, yellow, pillow what, where, why, when, whack, whee, wheel ear, near, dear, hear other, mother, brother, another</p>	<p>switch, kitchen window, bowl wheel, whisk, kettle, table</p>	<p>Earth, because, give, live, have, asks  Science fiction: alien, planet</p>	<p><b>-es after 3<sup>rd</sup> person singular in present simple:</b> catches, fetch- es, misses, switches, smashes <b>Question words:</b> who, what, where, why, when</p>
9	<p>happy, sleepy, angry, party, really spoon (long oo), boom, balloon, too foot (short oo), book, look, good, cooker show know, follow feet, feel, wheel beat, eat, treat</p>	<p>happy, hungry, thirsty, really, very, sleepy spoon, roof, moon, hoop, book, hook, wool, wood fly, try, why, lying, crying, reply</p>	<p>know, human, do, don't, does, doesn't  Feelings: happy, angry, sleepy Rhythm words: stress, beat, click, clap, stamp</p>	<p>Yes, they do. No, they don't. Yes, it does. No, it doesn't. <b>Commands:</b> Look sad. Pat your ... Play the ... Stamp/Click/Clap your feet/fingers/hands.</p>

Unit	Phonic words in Textbook 1	Phonic words in Workbook 1	Tricky words and themes	Grammar vocabulary
11	<p>day, today, birthday, say, pay, away</p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>tailor, wait, paid, plain, afraid, again, rain</p> <p>cake, came, name, make, made, gave, tape</p> <p>skirt, skip, kitten, kept, kettle, sky</p> <p>rich, much, such, which</p>	<p>day, today, Sunday, yesterday</p> <p>rain, train, tail, snail</p> <p>plate, plane, gate, snake</p> <p>key, keep, sky</p> <p>catch, kitchen, watch, rich, much, which</p>	<p>tailor, birthday, money</p> <p>so, was, were, work, said, orange, money</p> <p>Weather: sunny, cloudy, rainy, windy (WB)</p>	<p><b>-ed after past tenses:</b> looked, added, asked, lived, skipped, was, were</p>
12	<p>see, three, wheel, feet, week</p> <p>eat, each, teacher, scream, really</p> <p>these, theme park, even, evening, Steve</p> <p>field, believe, piece, shriek</p> <p>bread, instead, spread, sweat, feather, weather</p>	<p>bee, jeep, beetle, feel</p> <p>sea, peas, leaf, steal, tea, beans, seat, meat</p> <p>fever, these</p> <p>thief, niece</p> <p>bread, head, feather, breakfast</p>	<p>report, theme park</p> <p>Senses: feel – hands, see – eyes, hear – ears, smell – nose, taste – mouth</p> <p>could, scary/scared, his, are, our, their</p> <p>Feelings: scared, happy, sad, sleepy, angry (VNB)</p>	<p>my, your, his, her, our, their</p> <p>saw, heard, smelled, ate, felt</p>
13	<p>high, fight, sight, frightened, all right</p> <p>why, crying, flying, try, sky</p> <p>lie, cried, flies, tried, die</p> <p>like, wife, life, alive, time, tiger, bite, smile, surprise, realize</p> <p>monkey, money, front</p>	<p>right, light, night, bright</p> <p>cry, try, fry, why</p> <p>cried, tried, fried, lied</p> <p>tiger, crocodile, spider, white, five, nine, kite, slide, bike</p>	<p>, jungle</p> <p>once, to, into, of</p> <p>Animals: tiger, fox, monkey, rabbit, spider, goat, crow</p>	<p>in front of, beside, behind, to, into, did</p> <p>once upon a time, one day, at first, then, little by little, at last, the moral is</p>
14	<p>goat, coat, boat, road</p> <p>goes, toes, potatoes, mangoes</p> <p>rope, rose, smoke, broke</p> <p>no, go, so, mango</p> <p>blows, knows, crow, bowl, blowing, growing, showing, throwing</p>	<p>coat, soap, toast</p> <p>goes, toes, tomatoes</p> <p>bone, nose, home</p> <p>so, ago, going, Amro, old, cold, hold, told</p> <p>bow, arrow, window, yellow</p>	<p>wind, kite, branch, cradle</p> <p>would, should, could, knows, because</p> <p>Numbers to ten + o'clock</p>	<p>first, then, next, after that, now, in the end, over, under, across, in front of, into, behind</p> <p>why ... because ...</p>

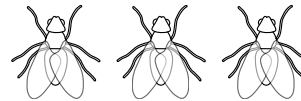
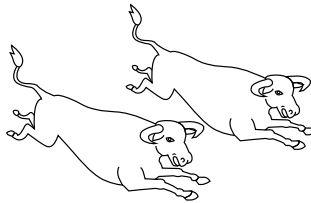
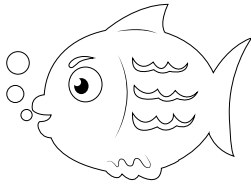
Unit	Phonic words in Textbook 1	Phonic words in Workbook 1	Tricky words and themes	Grammar vocabulary
16	<b>new</b> , newspaper, jewels, drew, screw, screwdriver <b>Tuesday</b> , tissue, blue, true, glue, tube, use, ruler, super soon, tool, toolbox, room, bedroom <b>look</b> , took, bookcase, wood, footsteps	blew, grew, flew blue, clue, glue flute, tune, computer hoop, boot, root, tooth foot, hook, cook, book	friends, house, school, eleven, twelve Rooms of the house: bedroom, living room, bathroom, kitchen	has/have will
17	<b>never</b> , over, summer, winter, trousers, sweater <b>shirt</b> , dirt, dirty, birthday, first, firmly <b>fur</b> , hurt, turn, Thursday, nurse, purple <b>hair</b> , pair, stairs, chair, repair <b>bear</b> , wear, wearing <b>care</b> , bare, scared	smaller, taller, painter, number girl, skirt, thirteen, thirty nurse, purse, hurt, curly pair, hairy, stairs, repair bear, wear, wearing, tear scared, stared, parents, spare	pull, love, loves, gone, instructions Workers ending in er: teacher, waiter, painter, driver, potter, teacher, cleaner, shopkeeper, gardener	<b>Revision of present simple</b> Do... / Do not...
18	<b>saw</b> , draw, lawn, awful <b>sauce</b> , saucer, saucepan, August <b>for</b> , torn, morning, important <b>more</b> , wore, sore, before <b>now</b> , wow, down, flower <b>around</b> , house, outside, trousers	straw, seesaw saucepan, dinosaur fork, horse more, store cow, owl, flower, towel mouth, house, mouse, ground	full, many, juice, everybody, nobody Suffix -es in plurals e.g. dishes, torches, bunches, dresses, glasses	bunches of flowers him, her, me, you, it, us, them
19	<b>phonic</b> , elephant, phone, alphabet <b>thirty</b> , thirteen, thing, nothing <b>the</b> , there, this, then when, <b>why</b> , where, which <b>happy</b> , lucky, funny, very <b>unhappy</b> , unlucky, unwell, unlock	phonic, phone, photo throw, Thursday, thirsty when, white, whale windy, sunny, rainy, cloudy unhappy, unpack, untidy, undo	question, answer, who, what, word Negatives with un-: happy, unhappy, lucky, unlucky, well, unwell, lock, unlock,	<b>Question words beginning with wh:</b> what, which, when, where, why, who

# 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.



a) one \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

1. Spelling  
\_\_\_\_\_  
5 marks

2. Circle the correct words.

a) The fish is   .

b)    is black.

c) The cows    big.

d)    are running.

e) The flies are   .

2. Words  
\_\_\_\_\_  
4 marks

3. Grammar  
\_\_\_\_\_  
8 marks

3. Answer the questions.

a) Does a duck say Baa? No, it does not.

b) Does a duck say Quack? \_\_\_\_\_

c) Can a fox fly? \_\_\_\_\_

d) Can a frog jump? \_\_\_\_\_

e) Does a sheep say Hiss? \_\_\_\_\_

4. Punctuation  
\_\_\_\_\_  
2 marks

5. Handwriting  
\_\_\_\_\_  
1 mark

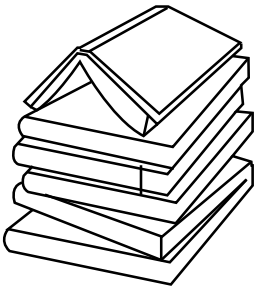

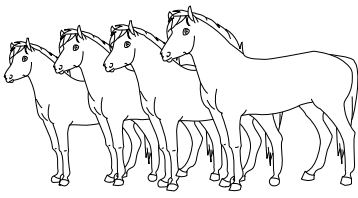
4. Match and circle the capital letters.

c    A    i    m    T    N    B  
a        M    t    I    b    n

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**Assessment 2 (after Unit 10) Name:** \_\_\_\_\_

**1. Write numbers in words. Label the pictures.**

		
a) <u>six</u> _____	b) _____	c) _____

See Mark Scheme for marking guidance

1. Spelling  
\_\_\_\_\_  
5 marks

2. Words  
\_\_\_\_\_  
4 marks

**2. Circle the correct words and colour the pictures in 1.**

- a) Shirts are small smaller smallest than horses.
- b) Horses are big bigger biggest than shirts.
- c) Books are small smaller smallest than shirts.
- d) The books are the small smaller smallest things.
- e) Colour the books green. Colour the shirts pink. Colour the horses black.

3. Grammar  
\_\_\_\_\_  
8 marks

4. Punctuation  
\_\_\_\_\_  
2 marks

**3. Write two sentences, using words from the box.**

TRING! BRRRM! HONK CHOO!

- a) A horn goes *HONK!* It does not go *TRING!*
- b) A train \_\_\_\_\_
- c) A bicycle \_\_\_\_\_
- d) A bus \_\_\_\_\_
- e) A drum \_\_\_\_\_

Handwriting  
\_\_\_\_\_  
1 mark

**4. Match.**

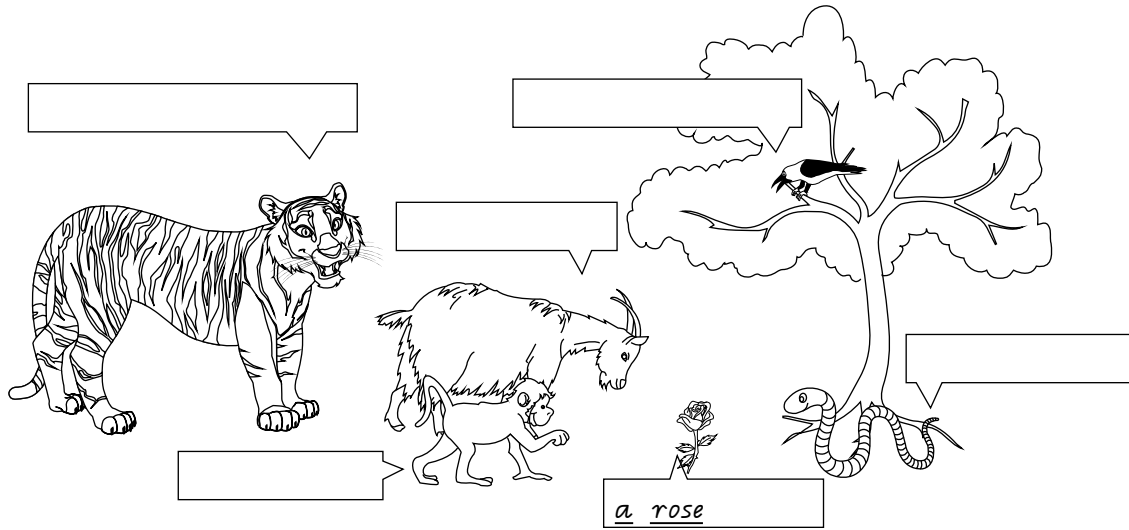
- a) He is \_\_\_\_\_ b) I am \_\_\_\_\_ c) They are \_\_\_\_\_ d) It is \_\_\_\_\_ You are \_\_\_\_\_
- 1) I'm \_\_\_\_\_ 2) You're \_\_\_\_\_ 3) He's \_\_\_\_\_ 4) It's \_\_\_\_\_ 5) They're \_\_\_\_\_

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

**Assessment 3 (after Unit 15) Name:** \_\_\_\_\_

See Mark Scheme for marking guidance

**1. Label the pictures.**



1. Spelling  
\_\_\_\_\_ marks  
5 marks

2. Words  
\_\_\_\_\_ marks  
4 marks

**2. Complete the sentences about the picture.**

- a) The goat was in the field.
- d) The \_\_\_\_\_ was in front of the goat.
- c) The \_\_\_\_\_ was beside the goat.
- d) The \_\_\_\_\_ was behind the goat.
- e) The \_\_\_\_\_ was on the tree.

3. Grammar  
\_\_\_\_\_ marks  
6 marks

**3. Match.**

- a) he \_\_\_\_\_ b) she \_\_\_\_\_ c) they \_\_\_\_\_ d) we \_\_\_\_\_ e) I \_\_\_\_\_ f) you \_\_\_\_\_ g) it \_\_\_\_\_
- her \_\_\_\_\_ their \_\_\_\_\_ his \_\_\_\_\_ our \_\_\_\_\_ your \_\_\_\_\_ its \_\_\_\_\_ my \_\_\_\_\_

4. Punctuation  
\_\_\_\_\_ marks  
2 marks

**4. Answer the questions about the picture.**

- a) Did the goat see the tiger ? No, it did not.
- a) Did the monkey see the tiger  \_\_\_\_\_
- c) Did the crow see the tiger  \_\_\_\_\_

Handwriting  
\_\_\_\_\_ marks  
1 mark

**5. Put ? or . in the answers to Number 4.**

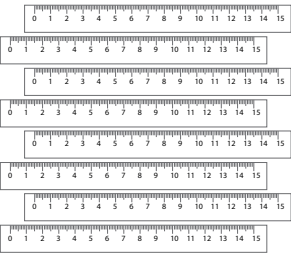
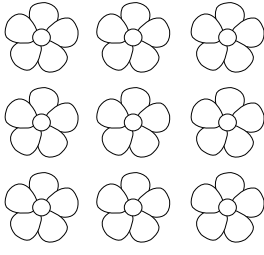
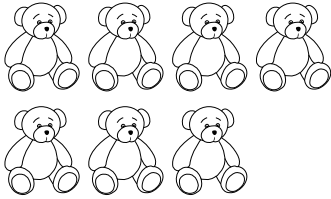
Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_



**Assessment 4 (after Unit 20) Name: \_\_\_\_\_**

See Mark Scheme for marking guidance

**1. Write numbers in words. Label and colour the pictures.**

		
a) <u>eight</u> orange _____	b) _____ blue _____	c) _____ purple teddy _____

1. Spelling  
\_\_\_\_\_  
5 marks

**2. Circle the correct words.**

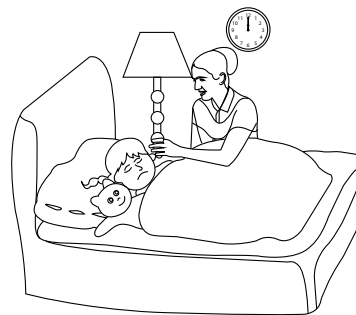
- a) A nurse teacher painter teaches children.
- b) A driver gardener cleaner drives a bus.
- c) We stick things with blue glue true.
- d) It is hot in summer winter sweater.
- e) We cook in the bathroom kitchen bedroom.

2. Words  
\_\_\_\_\_  
4 marks

**3. Write two sentences, using words from the box.**

Why	Where	Who	What
she	It	is	in

- a) Who is this? This is Nahid.
- b) \_\_\_\_\_ is Nahid? She is \_\_\_\_\_ bed.
- c) \_\_\_\_\_ is she in bed? Because \_\_\_\_\_ is unwell.
- d) \_\_\_\_\_ time is it? \_\_\_\_\_ is twelve o'clock.
- e) \_\_\_\_\_ is beside her? Her mother \_\_\_\_\_ beside her.



3. Grammar  
\_\_\_\_\_  
8 marks

4. Punctuation  
\_\_\_\_\_  
2 marks

Handwriting  
\_\_\_\_\_  
1 mark

**4. Write the alphabet in capital and lower case letters.**

A a B b C c \_\_\_\_\_  
\_\_\_\_\_

Total Marks out of 20:  
\_\_\_\_\_  
Date: \_\_\_\_\_

# Appendix 3: Assessment Procedure and Mark Scheme

In Year 1, it is appropriate to read aloud the rubric for each question and explain what the children need to do in each exercise. You can also read aloud the example. You may dictate the words in Question 1 only (since it assesses spelling). Do not practise any task orally before the children write.

## 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 only one letter is wrong or in the wrong order. Give a half mark if the plural s is missing. If more than one letter is wrong, award no mark.

a) *(one) fish*    b) *two cows*    d) *three flies*

### 2. Word reading and usage (max 4 marks)

Award 1 mark for each correctly circled word. As the focus is correct word reading, do **not** read the words aloud.

b) *It*    c) *are*    d) *They*    e) *standing*

### 3. Grammar (max 8 marks)

Award 2 marks for each correct answer – one for correct yes or no, one for the correct ending. Deduct one mark for incorrect punctuation. Do not deduct any marks for missing commas or mis-spelling. As the focus is grammar, do **not** practise the sentences in class.

b) *Yes, it does.*    c) *No, it cannot.*    d) *Yes, it can.*    e) *No, it does not.*

### 4. Punctuation (max 2 marks)

Award 1 mark if all letters are correctly matched. Award 1 mark if all capital letters are correctly circled. 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

**Note:** The children will need colour pencils.

### 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, 2 marks for correctly spelt nouns. Give a half mark if only one letter is wrong or in the wrong order. Give a half mark if the plural s is missing. If more than one letter is wrong, award no mark.

Award 1 mark for three correctly coloured pictures and ½ mark for 2 correctly coloured pictures. Award no mark for only one correctly coloured picture.

b) *five (pink) shirts*    c) *four (black) horses*

**2. Word reading and usage** (max 4 marks)

Award 1 mark for each correctly circled word. As the focus is correct word reading, do **not** read the words aloud.

- b) *bigger*      c) *smaller*      d) *smallest*      e) For one mark, all three pictures should be correctly coloured. Award ½ mark if two pictures are correctly coloured

**3. Grammar** (max 8 marks)

Award 1 mark for each correct sentence (max 2 per line). Deduct 1 mark if the capital/lower case letters are used in the wrong places. Deduct one mark if exclamation marks are not used. Do not deduct any marks for mis-spelling, so long as it is legible. As the focus is grammar, do **not** practise the sentences in class.

- b) A train goes *CHOO!* It does not go *TRING!* (or *BRRM!* or *HONK!* or *BOOM!*)  
 c) A bicycle goes *TRING!* It does not go *CHOO!* (or *BRRM!* or *HONK!* or *BOOM!*)  
 d) A bus goes *BRRM!* It does not go *TRING!* (or *CHOO!* or *HONK!* or *BOOM!*)  
 e) A drum goes *BOOM!* It does not go *BRRM!* (or *CHOO!* or *HONK!* or *TRING!*)

**4. Punctuation** (max 2 marks)

Award 1 mark for each correctly matched phrase.

- a) He is      b) I am      c) They are      d) It is      e) You are  
 I'm      You're      He's      It's      They're

**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 words for the children to write in the labels.

Award 1 mark for each correctly spelt word. Give a half mark if only one letter is wrong or in the wrong order. If more than one letter is wrong, award no mark. Deduct one mark if the children do not write the determiner 'a'.

- b) a goat      c) a tiger      d) a monkey      e) a snake      f) a crow

**2. Word reading and usage** (max 4 marks)

Award 1 mark for each correctly circled word. As the focus is correct word reading, do **not** read the words aloud. Do not deduct marks for spelling if the word is legible.

- b) rose      c) monkey      d) tiger      e) crow

**3. Grammar** (max 6 marks)

Award 1 mark for each correctly matched pronoun. As the focus is grammar, do **not** practise the sentences in class.

- b) she-her      c) they-their      d) we-our      e) I-my      f) you-your      g) it-its.

**4. Grammar** (max 2 marks)

Award 1 mark for each correct answer. Award half a mark if Yes/No is correct, but the second part of the answer is incorrect grammatically. Award one mark if Yes/No is incorrect, but the second part of the answer is correct grammatically. As the focus is grammar, do **not** practise the sentences in class.

- b) No, it did not.      c) Yes, it did.

### 5. Punctuation (max 2 marks)

Award 1 mark for two correct question marks and 1 mark for two correct full stops. Do not deduct marks if the commas are missing.

#### Handwriting (1 mark)

Award up to one mark for good handwriting. Award  $\frac{1}{2}$  mark if the handwriting is legible, but poorly formed.

## Assessment 4

**Note:** The children will need colour pencils.

### 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, 2 marks for correctly spelt nouns. Give a half mark if only one letter is wrong or in the wrong order. Give a half mark if the plural s is missing. If more than one letter is wrong, award no mark.

a) *(eight orange) rulers*

b) *nine (blue) flowers*

c) *seven (purple teddy) bears*

### 2. Word reading and usage (max 4 marks)

Award 1 mark for each correctly circled word. As the focus is correct word reading, do **not** read the words aloud.

b) *driver*

c) *summer*

d) *kitchen*

e) For one mark, all three pictures should be correctly coloured. Award  $\frac{1}{2}$  mark if two pictures are correctly coloured

### 3. Grammar (max 8 marks)

Award  $\frac{1}{2}$  mark for each correct word. Do not deduct any marks for mis-spelling, so long as the words are legible. Deduct up to one mark for missing capital letters at the beginning of questions. As the focus is grammar, do **not** practise the sentences in class.

b) *Where, in*

c) *Why, she*

d) *What, It*

e) *Who, is*

### 4. Punctuation (max 2 marks)

The children write the alphabet in order. Deduct  $\frac{1}{2}$  mark for each mistake. If there are more than three mistakes, award no marks.

#### Handwriting (1 mark)

Award up to one mark for good handwriting. Award  $\frac{1}{2}$  mark if the handwriting is legible, but poorly formed.

# Appendix 4: Tracking Mark Sheet

## Appendix 4: Open Door 1 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
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
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15.												
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17.												
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28.												
29.												
30.												

# Appendix 4: Tracking Mark Sheet

**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
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
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