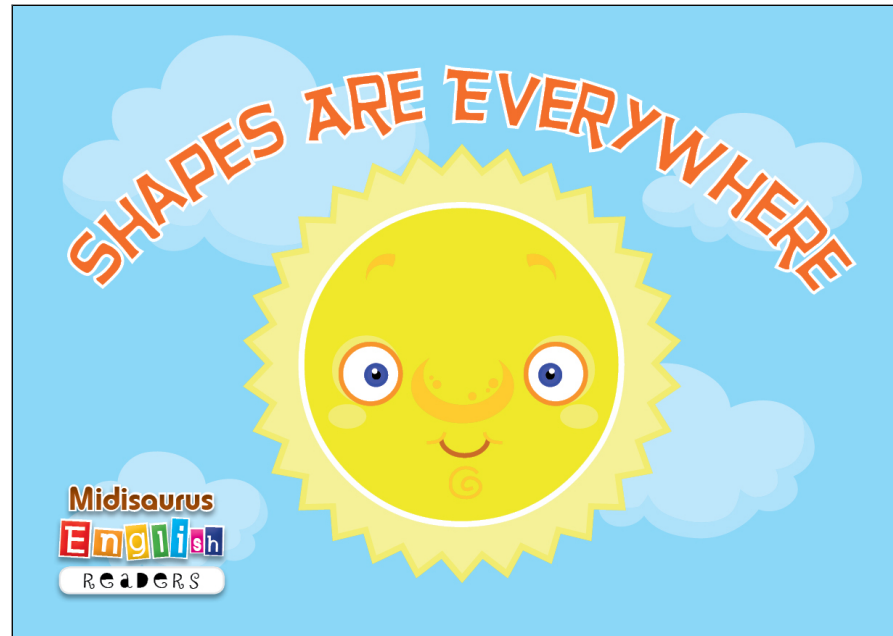


Midisaurus 
English



LESSON GUIDE

Unit 1



Objectives

1. Child learns to identify shapes: This is a _____.
2. Child learns to associate shapes with things around them: It becomes the _____.
3. Child learns the letters 'p' to 'r' and letter sounds /p/ to /r/.

Materials

1. eBook: Shapes Are Everywhere
2. Multimedia Library
3. Shape cards
4. Worksheets: Make Shapes 1 & 2; Picture Shapes; Let's Match
5. Alphabet and Phonics: p to r
6. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song:</p> <p>Note: Fill in the blanks with the names of the children.</p> <p><i>(Tune: Row, Row, Row, Your Boat)</i></p> <p>_____, _____, _____, Hello</p> <p><i>How are you today?</i></p> <p><i>Merrily, Merrily</i> <i>Merrily, Merrily</i></p> <p><i>Let's get ready to learn and play!</i></p>	<p>1. Theme Song</p> <p><i>Circles, ovals, diamonds, squares</i> <i>There are many shapes out there</i> <i>Everywhere you look you'll see</i> <i>Let's go find some shapes now</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: circle, square, triangle, rectangle</i></p> <p>2. Worksheet: Wiggly Shapes (Page 3)</p> <p>Give a long string, ribbon or chenille wire to each child to glue onto the shape outlines.</p> <p>Give instruction for children to make a particular shape - e.g. "Make a square."</p> <p><i>Continue the instruction for the rest of the shapes.</i></p> <p>Color in the shapes, if time permits.</p>	<p>1. Review: Point & Say</p> <p><i>Hold up a worksheet and get children to repeat after the teacher when she points to the appropriate shapes:</i></p> <p><u>This is a</u> circle. <u>This is a</u> triangle. <u>This is a</u> square. <u>This is a</u> rectangle.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter p; Sound /p/</p> <p>Peeping panda p – p – p</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: p (Page 8)</p> <p><i>Trace letter 'p' and paste pictures beginning with /p/.</i></p> <p><i>Refer to the back of the activity book (after Page 80) for the picture cards (<u>pig, pond, pail, penguin</u>).</i></p>	<p>2. Goodbye Song</p> <p><i>(Tune: "This Old Man")</i></p> <p><i>I have fun, you have fun</i> <i>Now it's time to say goodbye</i> <i>With a great big hug (gather all children for a group hug)</i> <i>And a kiss from me to you (show flying kiss)</i></p> <p><i>Now it's time to wave goodbye</i></p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select these words: <u>circle, square, triangle, rectangle</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select these words: <u>circle, square, triangle, rectangle</u></p> <p><i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>
	Optional 6. Planting Trees	<p><i>Highlight the different shapes: circle, triangle, square</i></p> <p><i>Match the trees to the shapes.</i></p>
	Optional 7. Drawing Shapes: Rectangles (Art)	<p><i>Using the 'Pencil' tool, change the thickness of the pencil to the thickest and trace along the dotted lines. Change the color of the pencil, if you like, by selecting colors from the color palette.</i></p>



Multimedia Activities (Part 2: Phonics)	8. Alphabet Jigsaw Puzzle	'Pp': Select a <u>4-piece</u> puzzle to work with.
	9. Writing the Alphabet	'p': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.
	10. Letter Sounds	/p/: Invite children to describe the picture/ character. Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb' Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Theme Song</p> <p><i>Circles, ovals, diamonds, squares</i></p> <p><i>There are many shapes out there</i></p> <p><i>Everywhere you look you'll see</i></p> <p><i>Let's go find some shapes now</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the shapes as teacher retells the story, e.g. This is a _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New song: What Shape is This?</p> <p><i>Sing to the tune of: 'Do You Know the Muffin Man?' http://www.kididdles.com/lyrics/m027.html</i></p> <p><i>Do you know what shape is this?</i></p> <p><i>What shape is this? What shape is this?</i></p> <p><i>Do you know what shape is this?</i></p> <p><i>I'm holding in my hand.</i></p> <p><i>Note: Use with shape cards. Draw shapes on cards. Teacher holds up a different shape each time and have the children identify the shape. (Children answer: This is a ____.)</i></p>	<p>1. Vocabulary games</p> <p>Revision: circle, square, triangle, rectangle</p> <p><i>New words: oval, star, crescent, diamond</i></p> <p>2. Worksheet: Wiggly Shapes (Page 4)</p> <p>Give a long string, ribbon or chenille wire to each child to glue onto the shape outlines.</p> <p>Give instruction for children to make a particular shape – e.g. “Make an oval.”</p>	<p>1. Review: Point & Say</p> <p><i>Hold up a worksheet and get children to repeat after the teacher when she points to the appropriate shapes:</i></p> <p><i><u>This is an oval.</u></i></p> <p><i><u>This is a star.</u></i></p> <p><i><u>This is a crescent.</u></i></p> <p><i><u>This is a diamond.</u></i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter q; Sound /q/</p> <p><i>Quiet quail q – q – q</i></p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: q (Page 9)</p> <p><i>Trace letter 'q' and paste pictures beginning with /q/.</i></p> <p><i>Refer to the back of the activity book (after Page 80) for the picture cards (<u>queen, question mark, quack, quiet</u>).</i></p>	<p>Goodbye Song (see Week 1)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	4. Lesson: Vocabulary	Revise previous week's vocabulary words. Select these new words: <u>oval, star, crescent, diamond</u> Listen and invite children to repeat the words.
	5. Odd One Out	Revise previous week's vocabulary words. Select these new words: <u>oval, star, crescent, diamond</u> <i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i>
	6. Matching Shapes	Level 1 & 2: Find the same shape.
	Optional 7. & 8. Drawing Shapes: Star, Circles & Ovals (Art)	<i>Using the 'Pencil' tool, change the thickness of the pencil to the thickest and trace along the dotted lines. Change the color of the pencil, if you like, by selecting colors from the color palette.</i>



Multimedia Activities (Part 2: Phonics)	9. Alphabet Jigsaw Puzzle	'Qq': Select a <u>4-piece</u> puzzle to work with.
	10. Writing the Alphabet	'q': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.
	11. Letter Sounds	/q/: Invite children to describe the picture/ character. Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb' Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Song: What Shape is This?</p> <p><i>Sing to the tune of: 'Do You Know the Muffin Man?'</i> http://www.kiddles.com/lyrics/m027.html</p> <p><i>Do you know what shape is this? What shape is this? What shape is this?</i></p> <p><i>Do you know what shape is this? I'm holding in my hand.</i></p> <p><i>Note: Use with shape cards. Teacher holds up a different shape each time and have the children identify the shape. (Children answer: This is a ____.)</i></p> <p>3. Theme Song <i>Circles, ovals, diamonds, squares There are many shapes out there Everywhere you look you'll see Let's go find some shapes now</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. Let's Talk: Shapes.</p> <p><i>It is a triangle. It's a square. That's a diamond. It is a rectangle. It is an oval. It's a circle. This is a crescent. Oooh, stars.</i></p>	<p>1. Vocabulary games</p> <p><i>New words: house, roof, door, pond, starfish, bench, kite</i></p> <p><i>Revision: circle, square, triangle, rectangle, oval, star, crescent, diamond</i></p> <p>2. Worksheet Picture Shapes (Page 5 & 6)</p> <p>Match the outlines of the pictures to the correct shapes.</p>	<p>1. Review: Question & Answer</p> <p>Using the completed worksheet:</p> <p>Teacher: This is the ____. Children: It becomes the ____.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter r; Sound /r/</p> <p>Rowdy rooster r – r - r</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: r (Page 10) <i>Trace letter 'r' and paste pictures beginning with /r/. Refer to the back of the activity book (after Page 80) for the picture cards (<u>queen, question mark, quack, quiet</u>).</i></p>	<p>Goodbye Song (see Week 1)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Select <u>all</u> the words. Pair up the pictures with the matching shapes.
	6. Let's Talk	Invite children to repeat the sentences and/or fill in the names of the shapes in the sentences.
	Optional 7. Drawing Shapes (various shapes)	<i>Using the 'Pencil' tool, change the thickness of the pencil to the thickest and trace along the dotted lines. Change the color of the pencil, if you like, by selecting colors from the color palette.</i>
	8. Interactive Play	<p>Cards needed: circle, oval, square, rectangle, diamond, crescent, star (7)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Listen for the names of shapes and display the correct shape cards in the box.</p> <p>Encourage children to make statements like: "This is a <u>circle</u>.; This is a ____."</p>



Multimedia Activities (Part 2: Phonics)	9. Alphabet Jigsaw Puzzle	'Rr': Select a <u>4-piece</u> puzzle to work with.
	10. Writing the Alphabet	'r': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	11. Letter Sounds	<p>/r/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Review all songs (see Week 3)</p>	<p>1. Worksheet: Let's Match (Page 7)</p> <p>Match the pictures to the words. Highlight to children that they can refer to the words and pictures at the side to guide them.</p> <p>2. Reader: Can you say these words? (Page 19 to 22)</p> <p><i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page)</p> <p><i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i></p> <p><input type="checkbox"/> <i>I can read this book with some help.</i></p> <p><input type="checkbox"/> <i>I need more practice.</i></p> <p><i>Add remarks if necessary e.g. write down the words that the child has difficulty with.</i></p>	
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Letters: p, q, r</p> <p>Sounds: /p/, /q/, /r/</p> <p>Peeping panda p – p – p</p> <p>Quiet quail q – q – q</p> <p>Rowdy rooster r – r – r</p> <p>Worksheet (Page 11 – 13)</p> <p><i>Listen to the names of the pictures and circle the correct beginning letter sounds.</i></p> <p>Page 11 – pig, pond, queen, question, queue, pencil</p> <p>Page 12 – rain, quack, rabbit, rice, quilt, quiet</p> <p>Page 13 – penguin, robot, pear, ruler, pail, rectangle</p> <p>Note: Highlight to the children that they will be listening for the <u>beginning</u> sound of the word.</p>	<p>Goodbye Song (see Week 1)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Select <u>all</u> the words. Pair up the pictures with the matching shapes.
	Optional 6. & 7. Picture Shapes (Art)	Drag the shapes to their matching outlines.
	8. Interactive Play	<p>Cards needed: circle, oval, square, rectangle, diamond, crescent, star (7)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Listen for the names of shapes and display the correct shape cards in the box.</p> <p>Encourage children to make statements like: "This is a <u>circle</u>.; This is a ____."</p>



Multimedia Activities (Part 2: Phonics)	9. Alphabet Jigsaw Puzzle	Revision 'Pp' to 'Rr': Select <u>9-piece</u> puzzles to work with
	10. Writing the Alphabet	Revision 'p' to 'r': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.
	11. Letter Sounds	Revision /p/ to /r/: Invite children to describe the pictures/ characters. Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb' Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.
	12. Letter Stars	Revision /p/ to /r/: Listen to the letter sound and click on the correct star.





Objectives

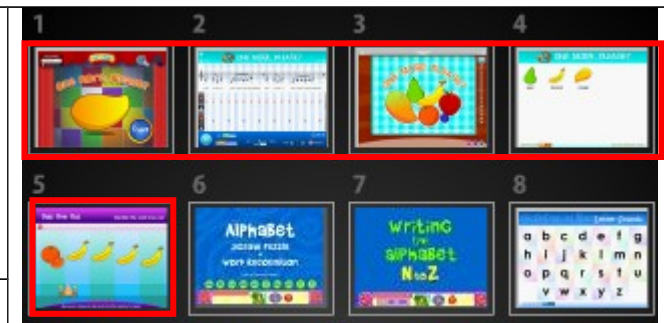
1. Child learns greetings: Glad you're here today.
2. Child learns to identify fruit: I eat a _____.
3. Child learns to ask for something: Can I have _____, please?
4. Child learns these description words: sweet, sour, smooth, rough, crunchy, juicy
5. Child learns the letters 's' to 'v' and letter sounds /s/ to /v/.

Materials

1. eBook: One More, Please?
2. Multimedia Library
3. Worksheets: Color by Number; What Comes Next; My Favorite Fruit; Fruit Basket; Let's Match
4. Alphabet and Phonics: s to v
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song</p> <p><i>(Tune: Bingo)</i></p> <p><i>There was a class that had these kids, And these are their names-o, Jump, jump, ____ Jump, jump, ____ Jump, jump, ____ We're glad you're here today.</i></p>	<p>1. Theme Song</p> <p><i>Can I, Can I Can I have mango please? (4x) I eat a mango I like it very much Can I have one more, please? Thank you very much</i></p> <p>Variation: substitute 'mango' with the names of other fruit</p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: pear, banana, mango, grape, apple, orange</i></p> <p>2. Worksheet: Color By Number (Page 15)</p> <p>Color by numbers the fruits in the fruit bowl.</p> <p>1 – blue (bowl) 2 – yellow (banana & mango) 3 – red (apple) 4 – green (pear) 5 – orange (orange) 6 – purple (grapes) 7 – brown (bowl - inside)</p>	<p>1. Review: Point & Say</p> <p><i>Hold up a completed worksheet and get children to repeat after the teacher when she points to the appropriate fruit:</i></p> <p><i><u>I eat a pear.</u> <u>I eat a banana.</u> <u>I eat a mango.</u> <u>I eat a grape.</u> <u>I eat an apple.</u> <u>I eat an orange.</u></i></p> <p><i>Note: Teacher can also add the color adjectives before the names of the fruit, e.g. I eat a green pear.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter s; Sound /s/</p> <p>Silly seahorse s – s – s</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: s (Page 22)</p> <p><i>Trace letter 's' and paste pictures beginning with /s/.</i></p> <p><i>Refer to the back of the activity book (after Page 80) for the picture cards (<u>socks, soap, seal, sailor</u>).</i></p>	<p>2. Goodbye Song</p> <p><i>Open and shut them Open and shut them Raise your hands up high.</i></p> <p><i>Open and shut them Open and shut them Time to say goodbye Goodbye!</i></p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select <u>all</u> the words.</p> <p>Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select <u>all</u> the words.</p> <p><i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>



Multimedia Activities (Phonics)	6. Alphabet Jigsaw Puzzle	'Ss': Select a <u>4-piece</u> puzzle to work with.
	7. Writing the Alphabet	's': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	8. Letter Sounds	<p>/s/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Theme Song</p> <p><i>Can I, Can I Can I have mango please? (4x) I eat a mango I like it very much Can I have one more, please? Thank you very much</i></p> <p>Variation: Substitute ‘mango’ with the names of other fruits.</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the fruit as teacher retells the story, e.g. I eat a _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New Chant: Go Bananas</p> <p><i>Bananas unite! (put hands over head and gather close together) Bananas split! (drop hands to side and split up the group)</i></p> <p><i>Go bananas, go go bananas! (2x) (turn in circle, moving arms up and down) Bananas to the left (all go left) Bananas to the right (all go right) Peel your banana and, Mmmmm, take a bite! (pretend to peel banana and take a bite)</i></p> <p>Variation: Replace ‘banana’ with the names of other fruit. For the last verse: ‘Peel your banana’, change to ‘Peel your orange/ mango’ or ‘Wash your apple/ pear/ grape’.</p>	<p>1. Vocabulary games</p> <p><i>Revision: pear, banana, mango, grape, apple, orange</i></p> <p>2. Worksheet: What Comes Next? (Page 16)</p> <p>Starting from the top row, invite children to say the names of the fruit from left to right.</p> <p>Then ask, “Can I have one more _____, please?” and get children to tell you the name of the next fruit.</p> <p>Color the fruit that completes the sequence in each row.</p>	<p>1. Review: Riddle Time</p> <p><i>Teacher describe a fruit on the activity page and invite children to guess the fruit described.</i></p> <p><i>E.g. I am long and yellow. What am I? (banana)</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter t; Sound /t/</p> <p><i>Tired turtle t – t – t</i></p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: t (Page 23)</p> <p>Trace letter ‘t’ and paste pictures beginning with /t/. <i>Refer to the back of the activity book (after Page 80) for the picture cards (tiger, teeth, towel, telephone).</i></p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select <u>all</u> the words.</p> <p>Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select <u>all</u> the words.</p> <p><i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>



Multimedia Activities (Part 2: Phonics)	6. Alphabet Jigsaw Puzzle	'Tt': Select a <u>4-piece</u> puzzle to work with.
	7. Writing the Alphabet	't': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	8. Letter Sounds	<p>/t/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Chant: Go Bananas <i>Bananas unite!</i> <i>(put hands over head)</i> <i>Bananas split!</i> <i>(hands at side)</i> <i>Go bananas, go go bananas! (2x)</i> <i>(turn in circle, moving arms up and down)</i> <i>Bananas to the left</i> <i>(point left)</i> <i>Bananas to the right</i> <i>(point right)</i> <i>Peel your banana and,</i> <i>Mmmmm, take a bite!</i> <i>(pretend to peel banana and take a bite)</i> Variation: Replace ‘banana’ with the names of other fruit. For the last verse: ‘Peel your banana’, change to ‘Peel your orange/ mango’ or ‘Wash your apple/ pear/ grape’.</p> <p>3. Theme Song <i>Can I, Can I</i> <i>Can I have mango please?</i> <i>(4x)</i> <i>I eat a mango</i> <i>I like it very much</i> <i>Can I have one more, please?</i> <i>Thank you very much</i> Variation: substitute ‘mango’ with the names of other fruit</p>	<p>1. Read the eBook <i>Invite children to read the book together.</i></p> <p>2. Let’s Talk (Page 1, 5-8, 10) Page 1 <i>I’m Strawberry.</i> <i>I’m sweet.</i></p> <p>Page 5 – 8 <i>I’m Lemon.</i> <i>I’m sour.</i> <i>I’m Apple.</i> <i>I’m crunchy.</i> <i>I’m Orange.</i> <i>I’m juicy.</i> <i>I’m Pineapple.</i> <i>I have rough skin.</i></p> <p>Page 10 <i>I’m Banana.</i> <i>I have smooth skin.</i></p> <p><i>Highlight these words to the children - <u>sweet</u>, <u>sour</u>, <u>smooth</u>, <u>rough</u>, <u>crunchy</u>, <u>juicy</u></i></p> <p>3. New song: An Apple a Day <i>An apple a day keeps the doctor away (3x)</i> <i>A – p – p – l – e Apple!</i> Variation: Replace ‘apple’ with the names of other fruits and spell their names.</p>	<p>1. Vocabulary games <i>Revision: pear, banana, mango, grape, apple, orange</i></p> <p>2. Worksheet: My Favorite Fruit (Page 17); Fruit Basket (Page 18 & 19) Page 17: Invite children to draw and color their favorite fruit. Page 18 & 19: Teacher gives the following instructions to add to the salad basket in the following order: <i>Can I have one more _____, please?</i> 1. ... <i>banana</i> ... 2. ... <i>mango</i> ... 3. ... <i>apple</i> ... 4. ... <i>pear</i> ... 5. ... <i>orange</i> ... 6. ... <i>grape</i> ...</p> <p>Optional activity: Make a graph. Which of these fruit are/ have ___?: 1. <i>sweet</i> - (<i>apple, pear, mango, orange, grape</i>) 2. <i>sour</i> - (<i>orange, mango</i>) 3. <i>crunchy</i> – (<i>apple, pear</i>) 4. <i>juicy</i> - (<i>mango, orange</i>) 5. <i>smooth skin</i> - (<i>apple, banana, mango, pear, grape</i>) 6. <i>rough skin</i> - (<i>orange</i>)</p>	<p>1. Review: Riddle Time</p> <p>Teacher invites children to describe a fruit in their own words and invite their friends to guess what fruit they are describing.</p> <p>Note: The children may only be capable of describing the color of the fruit. Help them add more descriptions, especially with the words learnt in ‘Let’s Talk’ - sweet, sour, crunchy, juicy, rough, smooth.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter u & v; Sound /u/ & /v/</p> <p>Upset uncle u – u – u Vulgar vulture v – v – v</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheets: u & v (Page 24 & 25) Trace letter ‘u’ & ‘v’ and paste pictures beginning with /u/ & /v/. <i>Refer to the back of the activity book (Page 80) for the picture cards (u: umbrella, up, underpants, uncle); (v: violin, van, vegetables, vase).</i></p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Select <u>all</u> the words. Pair up the fruit with their matching shapes.
	6. Let's Talk	Pg 1, 5 to 8 & 10: Highlight the descriptive words – <i>sweet, sour, smooth, rough, crunchy, juicy</i>
	7. Interactive Play	<p>Cards needed: apple, orange, banana, strawberry, watermelon (5)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Look at the clue on the empty plate and get children to guess what fruit is supposed to be on the plate. Then, teacher say: "<i>Can I have one more _____, please?</i>"</p> <p>Children select the correct fruit card and display it in the box.</p>



Multimedia Activities (Part 2: Phonics)	8. Alphabet Jigsaw Puzzle	'Uu' & 'Vv': Select a <u>4-piece</u> puzzle to work with.
	9. Writing the Alphabet	'u' & 'v': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	10. Letter Sounds	<p>/u/ & /v/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 4	Tuning-In	Revision	Closing
<p>Part 1: eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Review all songs (see Week 7)</p>	<p>1. Worksheet: Let's Match (Page 21) <i>Match the pictures to the words. Highlight to children that they can refer to the words and pictures at the side to guide them.</i></p> <p>2. Reader: Can you say these words? (Page 16 & 17) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i></p> <p><input type="checkbox"/> <i>I can read this book with some help.</i></p> <p><input type="checkbox"/> <i>I need more practice.</i></p> <p><i>Add remarks if necessary, e.g. write down the words that the child has difficulty with.</i></p>	
<p>Part 2: Alphabet & Phonics</p>		<p>Letters: s, t, u, v</p> <p>Sounds: /s/, /t/, /u/, /v/</p> <p><i>Silly seahorse s – s – s</i></p> <p><i>Tired turtle t – t – t</i></p> <p><i>Upset uncle u – u – u</i></p> <p><i>Vulgar vulture v – v – v</i></p> <p>Worksheet (Page 26 - 28)</p> <p><i>Listen to the names of the pictures and circle the correct beginning letter sounds.</i></p> <p><i>Page 26 – sun, socks, tail, soap, tiger, table</i></p> <p><i>Page 27 – teeth, towel, up, umbrella, telephone, underpants</i></p> <p><i>Page 28 – seal, van, sailor, soup, violin, vegetable</i></p> <p>Note: Highlight to the children that they will be listening for the <u>beginning</u> sound of the word.</p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ slow) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Select <u>all</u> the words. Pair up the fruit with their matching shapes.
	6. Listen & Shop	Select <u>all</u> the words. Listen and drag the fruit into the trolley (accepts random order; click on the boy with the headphones to listen again). Then, match the fruit with its name with teacher's assistance.
	7. Interactive Play	<p>Cards needed: apple, orange, banana, strawberry, watermelon (5)</p> <p>Turn on the webcam and stand at a distance from the screen. Look at the clue on the empty plate and get children to guess what fruit is supposed to be on the plate. Then, teacher say: "Can I have one more _____, please?"</p> <p>Children select the correct fruit card and display it in the box.</p>



Multimedia Activities (Part 2: Phonics)	8. Alphabet Jigsaw Puzzle	Revision 'Ss' to 'Vv': Select <u>9-piece</u> puzzles to work with
	9. Writing the Alphabet	<i>Revision 's' to 'v': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	10. Letter Sounds	Revision /s/ to /v/: Invite children to describe the pictures/ characters Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb' Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.
	11 . Letter Stars	Revision /s/ to /v/: Listen to the letter sound and click on the correct star



Unit 3



Objectives

1. Child learns to identify food: Get a/ an/ some _____.
2. Child learns these action words: Get, Cook, Boil, Fry, Grill, Steam, Cut, Eat
3. Child learns the letters 'w' to 'z' and letter sounds /w/ to /z/.

Materials

1. eBook: Let's Eat
2. Multimedia Library
3. Worksheets: Get the Food; Follow the Lines; Supermarket Shopping; Let's Match
4. Alphabet and Phonics: w to z
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song (see Week 5)</p>	<p>1. Theme Song</p> <p><i>Get some meat</i> <i>Grill the meat</i> <i>Toss the meat</i> <i>(Tss ... tss ...)</i> <i>Get some vegetables</i> <i>Fry the vegetables</i> <i>Add some salt</i> <i>(Tchar ... tchar)</i> <i>Yummy food</i> <i>Time to eat</i> <i>Come and eat with me</i> <i>Get some soup</i> <i>Boil the soup</i> <i>Stir the soup</i> <i>(Bloop ... bloop ...)</i> <i>Get some oranges</i> <i>Cut the oranges</i> <i>Eat the fruit</i> <i>(Mmm ... mmm ...)</i> <i>Yummy food</i> <i>Time to eat</i> <i>Come and eat with me</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: rice, soup, meat, fish, vegetables, orange, food</i></p> <p>2. Worksheet: Get the Food (Page 30 & 31)</p> <p><i>Teacher gives these instructions and children paste the correct food in the following order:</i></p> <ol style="list-style-type: none"> 1. <i>Get some rice.</i> 2. <i>Get some vegetables.</i> 3. <i>Get a fish.</i> 4. <i>Get some soup.</i> 5. <i>Get some meat.</i> 6. <i>Get an orange.</i> 	<p>1. Review: Point & Say</p> <p>Hold up the worksheet and get children to repeat after the teacher when she points to the appropriate food:</p> <p><i>"<u>Get some rice.</u>"</i> <i>"<u>Get some soup.</u>"</i> <i>"<u>Get some meat.</u>"</i> <i>"<u>Get some vegetables.</u>"</i> <i>"<u>Get a fish.</u>"</i> <i>"<u>Get an orange.</u>"</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter w; Sound /w/</p> <p style="text-align: center;">Witty walrus w – w – w</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: w (Page 39)</p> <p><i>Trace letter 'w' and paste pictures beginning with /w/.</i></p> <p><i>Refer to the back of the activity book (after Page 80) for the picture cards (<u>water, web, window</u>)</i></p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children’s reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select these words: <u>rice, soup, meat, fish, vegetables, orange, food</u> Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select these words: <u>rice, soup, meat, fish, vegetables, orange, food</u> <i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>
	Optional 6. Food (Art)	<p>Create a meal with the given ‘Stamps/ Pictures’ or draw your own with the ‘Pencil’ tool. Use the ‘Fill Color’ tool to add colors to the picture.</p>



Multimedia Activities (Part 2: Phonics)	7. Alphabet Jigsaw Puzzle	'Ww': Select a <u>4-piece</u> puzzle to work with.
	8. Writing the Alphabet	'w': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	9. Letter Sounds	<p>/w/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Theme Song <i>Get some meat Grill the meat Toss the meat (Tss ... tss ...) Get some vegetables Fry the vegetables Add some salt (Tchar ... tchar) Yummy food Time to eat Come and eat with me Get some soup Boil the soup Stir the soup (Bloop ... bloop ...) Get some oranges Cut the oranges Eat the fruit (Mmm ... mmm ...) Yummy food Time to eat Come and eat with me</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the food as teacher retells the story e.g. Get some ____ . (teacher pauses and waits for children to say the word).</i></p> <p>2. New song: Polly, Put the Kettle On</p> <p>Polly, put the kettle on, Polly, put the kettle on, Polly, put the kettle on, We'll all have tea.</p> <p>Sukey, take it off again, Sukey, take it off again, Sukey, take it off again, They've all gone away.</p> <p>Blow the fire and make the toast, Put the muffins on to roast, Who is going to eat the most? We'll all have tea.</p>	<p>1. Vocabulary games</p> <p><i>Revision: rice, soup, meat, fish, vegetables, orange, food</i></p> <p><i>New words: cook, boil, grill, steam, fry, cut, eat</i></p> <p>2. Worksheet: Follow the Lines (Page 33)</p> <p><i>Use crayons with different colors to trace the food to the correct kitchen tools or utensils to see how the food is being prepared.</i></p>	<p>1. Review: Question & Answer</p> <p>Get children to refer to their completed worksheets:</p> <p>Teacher ask: What do you do with the rice?</p> <p>Children answer (get children to respond in this language structure): We cook the rice.</p> <p>Continue the same Q & A activity with soup, vegetables, meat and orange.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter x; Sound /x/</p> <p>Fox in a box x – x – x</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: x (Page 40)</p> <p><i>Trace letter 'x' and paste pictures beginning with /x/.</i></p> <p><i>Refer to the back of the activity book (after Page 80) for the picture cards (fox, six, box)</i></p> <p>Note: Highlight to the children that for /x/, they will be listening for the <u>ending</u> sound of the word.</p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ slow) or at a different pitch (high/ low).
	3. Song	Sing 'Polly, Put the Kettle On'
	4. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Revise the previous week's vocabulary words. Select these new words: <u>cook, boil, grill, steam, fry, cut, eat</u> Listen and invite children to repeat the words.
	6. Odd One Out	Revise the previous week's vocabulary words. Select these new words: <u>cook, boil, grill, steam, fry, cut, eat</u> <i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i>
	Optional 7. Food (Art)	Create a meal with the given 'Stamps/ Pictures' or draw your own with the 'Pencil' tool. Use the 'Fill Color' tool to add colors to the picture.

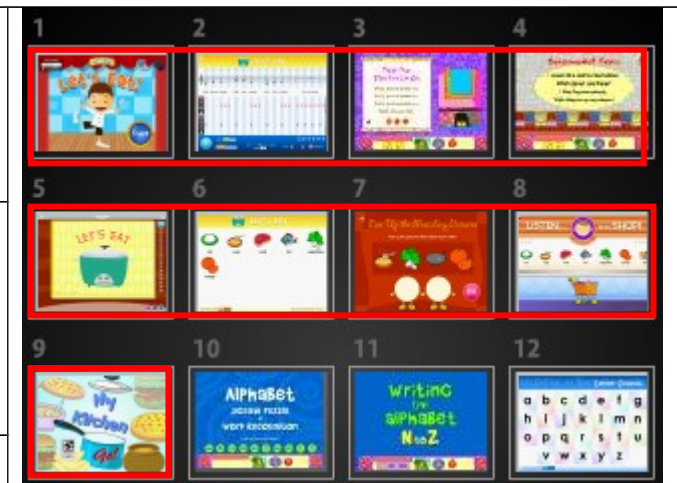


Multimedia Activities (Part 2: Phonics)	8. Alphabet Jigsaw Puzzle	'Xx': Select a <u>4-piece</u> puzzle to work with.
	9. Writing the Alphabet	'x': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	10. Letter Sounds	<p>/x/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Song: Polly, Put the Kettle On Polly, put the kettle on (3x) We'll all have tea. Sukey, take it off again (3x) They've all gone away. Blow the fire and make the toast, Put the muffins on to roast, Who is going to eat the most? We'll all have tea</p> <p>3. Theme Song <i>Get some meat / Grill the meat</i> <i>Toss the meat (Tss ... tss ...)</i> <i>Get some vegetables / Fry the vegetables</i> <i>Add some salt (Tchar ... tchar)</i> <i>Yummy food / Time to eat</i> <i>Come and eat with me</i> <i>Get some soup / Boil the soup</i> <i>Stir the soup (Bloop ... bloop ...)</i> <i>Get some oranges / Cut the oranges</i> <i>Eat the fruit (Mmm ... mmm ...)</i> <i>Yummy food / Time to eat</i> <i>Come and eat with me</i></p>	<p>1. Read the eBook</p> <p>Invite children to read the book together.</p> <p>2. New Song: Supermarket Fever</p> <p><i>I will buy some chocolates,</i> <i>What about you there?</i> <i>I like supermarkets,</i> <i>Wish they're everywhere!</i></p> <p>Ideas: replace 'chocolate' with other food</p>	<p>1. Vocabulary games</p> <p>Revision: <i>rice, soup, meat, fish, vegetables, orange, food, cook, boil, grill, steam, fry, cut, eat</i></p> <p>2. Worksheet: Let's Shop! (Page 34 & 35)</p> <p>Ask children to imagine that they are shopping in a supermarket and they can choose 5 kinds of food to buy.</p> <p><i>Cut and paste 5 food items in the supermarket cart from the next page.</i></p> <p><i>Cover with the flap (cart picture).</i></p>	<p>Review: Share & Tell</p> <p>Using the completed worksheet, children talk about the food they 'bought' and share how they would like them to be cooked/ prepared.</p> <p>Encourage them to use the words they have learnt – cook, boil, grill, steam, fry, cut.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Review the Alphabet Song</p> <p>2. Letter y & z; Sound /y/ & /z/</p> <p>Yawning yak y – y – y Zippy zebra z – z – z</p>	<p>1. Alphabet & Phonics Games</p> <p>2. Worksheet: y & z (Page 41 & 42) Trace letter 'y' & 'z' and paste pictures beginning with /y/ & /z/. Refer to the back of the activity book (after Page 80) for the picture cards (y: <i>yo-yo, yawn, yogurt</i>); (z: <i>zoo, zipper, zebra</i>).</p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. & 4. Song	Sing 'Polly, Put the Kettle On' & 'Supermarket Fever'
	5. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	6. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	7. Pair Up	Select <u>all</u> the words. Pair up the food and the way it is prepared (refer to eBook if necessary).
	8. Listen & Shop	Select <u>all</u> the words. Listen and drag the items into the trolley (accepts random order; click on the boy with the headphones to listen again). Then, match the item with its name with teacher's assistance.
	9. Interactive Play	Cards needed: Numbers 1 to 4 cards, cooking tools (5) Turn on the webcam and stand at a distance from the screen. Flip through the cookbook to select the food to cook. Invite a child to be the chef and take his/ her picture. Start cooking. Read the step-by-step instructions and display the correct number cards in the box. Use the cooking tool card to prepare the food, like cutting, rolling or frying. Teacher can make statements like: "Cut the ____.; Fry the ____.; Boil the ____;"



Multimedia Activities (Part 2: Phonics)	10. Alphabet Jigsaw Puzzle	'Yy' & 'Zz': Select a <u>4-piece</u> puzzle to work with.
	11. Writing the Alphabet	'y' & 'z': <i>Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.</i>
	12. Letter Sounds	<p>/y/ & /z/: Invite children to describe the picture/ character.</p> <p>Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb'</p> <p>Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.</p>



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Review all songs (see Week 11)</p>	<p>1. Worksheet: Let's Match (Page 37 & 38) Match the pictures to the words. Highlight to children that they can refer to the words and pictures at the side to guide them.</p> <p>2. Reader: Can you say these words? (Page 16 & 17) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i></p> <p><input type="checkbox"/> <i>I can read this book with some help.</i></p> <p><input type="checkbox"/> <i>I need more practice.</i></p> <p><i>Add remarks if necessary, e.g. write down the words that the child has difficulty with.</i></p>	
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Letters: w, x, y, z</p> <p>Sounds: /w/, /x/, /y/, /z/</p> <p>Witty walrus w – w – w</p> <p>Fox in a box x – x – x</p> <p>Yawning yak y – y – y</p> <p>Zippy zebra z – z – z</p> <p>Worksheets: (Page 43 - 45)</p> <p><i>Listen to the names of the pictures and circle the correct beginning letter sounds.</i></p> <p><i>Page 42 – water, ox, watch, box, window, fox</i></p> <p><i>Page 43 – zip, yo-yo, zero, zoo, yawn, yak</i></p> <p><i>Page 44 – yogurt, zebra, wolf, six, web, zigzag</i></p> <p>Note: Highlight to the children they will be listening for the <u>beginning</u> sound of the word; except /x/, they would have to listen for the <u>ending</u> sound of the word.</p>	<p>Goodbye Song (see Week 5)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. & 4. Song	Sing 'Polly, Put the Kettle On' & 'Supermarket Fever'
	5. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	6. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	7. Pair Up	Select <u>all</u> the words. Pair up the food and the way it is prepared (refer to eBook if necessary).
	8. Listen & Shop	Select <u>all</u> the words. Listen and drag the items into the trolley (accepts random order; click on the boy with the headphones to listen again). Then, match the item with its name with teacher's assistance.
	Optional 9. Let's Talk	Watch the making of a pizza. Highlight the action words like <i>cut, spread, arrange, put, place, serve.</i>
	10. Interactive Play	Cards needed: Numbers 1 to 4 cards, cooking tools (5) Turn on the webcam and stand at a distance from the screen. Flip through the cookbook to select the food to cook. Invite a child to be the chef and take his/ her picture. Start cooking. Read the step-by-step instructions and display the correct number cards in the box. Use the cooking tool card to prepare the food, like cutting, rolling or frying. Teacher can make statements like: " <i>Cut the ____.; Fry the ____.; Boil the ____;</i> "



Multimedia Activities (Part 2: Phonics)	11. Alphabet Jigsaw Puzzle	Revision 'Ww' to 'Zz': Select <u>9-piece</u> puzzles to work with
	12. Writing the Alphabet	Revision 'w' to 'z': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers.
	13. Letter Sounds	Revision /w/ to /z/: Invite children to describe the pictures/ characters. Sing a Rhyme: Sing to the tune of 'Mary Had a Little Lamb' Beginning Sound: Show and name all the pictures that begin with the letter sound. Emphasize on the beginning letter when the teacher reads the word. Switch on the 'Show Word' function to show the words.
	14 . Letter Stars	Revision /w/ to /z/: Listen to the letter sound and click on the correct star.





Objectives

1. Learn greetings: Goodbye, till we meet again next time.
2. Child learns about things one can do in a park: I want to _____.; I want to play on the _____.
3. Child learns about action words (verbs): go, walk, jog, cycle, play, rollerblade
4. Child learns to match lowercase with uppercase letters Aa to Zz.
5. Child revises letter sequence Aa to Zz and letter sounds /a/ to /z/.


Materials

1. eBook: Fun in the Park
2. Multimedia Library
3. Worksheets: Color by Number; Charade Cards; At a Park; Let's Match
4. Alphabet & Phonics: a to z
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song:</p> <p><i>(Tune: Are you Sleeping?)</i></p> <p><i>Stand up ____, Stand up ____, Stand up ____, Stand up ____. Wave your hands up high now. Can you reach the sky now? Now sit down. Now sit down</i></p>	<p>1. Theme Song</p> <p><i>I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk I want to sing, sing, sing I want to play, play, play Throughout the day, day, day I want to have fun in the park</i></p> <p><i>Variation: Sing this song slowly at first and then gradually increase the speed.</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: park, swing, slide, sandpit, seesaw</i></p> <p>2. Worksheet: Color by Number (Page 47)</p> <p><i>Color by number the picture of the park.</i></p> <p><i>1 – blue 2 – yellow 3 – red 4 – green 5 – orange 6 – purple 7 – brown</i></p>	<p>Review: Point & Say</p> <p>Hold up a worksheet and get children to repeat after the teacher when she points to the playground equipments:</p> <p><u>I want to play on the swing.</u></p> <p><u>I want to play on the slide.</u></p> <p><u>I want to play on the sandpit.</u></p> <p><u>I want to play on the seesaw.</u></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Lowercase and uppercase letters Aa to Zz</p> <p>2. Letter sequencing Aa to Zz</p>	<p>1. Alphabet games</p> <p>2. Worksheet (Page 52 - 60)</p> <p><i>Page 52 - 54 - Aa to Gg Page 55 - 57 - Hh to Pp Page 58 - 60 - Qq to Zz</i></p> <p><i>- Trace the letters; - Match uppercase and lowercase letters; - Sequence the letters.</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Here We Go Round the Mulberry Bush")</i></p> <p><i>Let's shake hands and say goodbye Say goodbye, say goodbye Let's shake hands and say goodbye Till we meet again next time!</i></p> <p><i>Variation: Let's bump our hips; ... give hi-10; ... join our hands.</i></p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select these words: <u>park, swing, slide, sandpit, seesaw</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select these words: <u>park, swing, slide, sandpit, seesaw</u></p> <p><i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>
	Optional 6. Playground (Art)	<p>Compose and color a playground. Talk about the picture.</p>



Multimedia Activities (Part 2: Phonics)	7. & 8. Writing the Alphabet	Revision 'Aa' to 'Zz': Learn the correct strokes of the alphabet. Invite a child each time to trace the moving letter with their index and middle fingers. (Note: Select only the letters that children have difficulty in writing.)	
	9. Matching Capital & Small Letters	'Aa' to 'Zz': Match the uppercase letters with the lowercase letters.	
	10. What Comes Next	'Aa' to 'Zz': Put in order the sequence of the alphabet	

Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Theme Song</p> <p><i>I want to walk, walk, walk</i> <i>I want to swing, swing, swing</i> <i>I want to talk, talk, talk</i> <i>I want to sing, sing, sing</i> <i>I want to play, play, play</i></p> <p>Throughout the day, day, day <i>I want to have fun in the park</i></p> <p>Variation: Sing this song slowly at first and then gradually increase the speed.</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the playground equipment/ activity at the park as teacher retells the story, e.g. I want to _____. I want to play on the _____. (teacher pauses and waits for children to say the word(s)).</i></p> <p>2. New song: Seven Steps</p> <p><i>1 2 3 4 5 6 Run!</i> <i>Then return, have lots of fun!</i> <i>Run right in, run right out</i> <i>Wish your partner, turn around</i> <i>Run right in, run right out</i> <i>Wish your partner, turn around</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: park, swing, slide, sandpit, see-saw</i></p> <p><i>New words: walk, jog, cycle, rollerblade, play, fun</i></p> <p>2. Worksheet: At a Park (Page 48)</p> <p>Teacher to help children to write about their favorite activity at the park.</p> <p>What do you want to do? I want to _____.</p>	<p>Review: Share & Tell</p> <p>Children share about their picture and their favorite activity at a park.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Revision: Letter sounds /a/ to /g/</p> <p><i>Angry ant /a/ - /a/ - /a/</i> <i>Bouncing bunny /b/ - /b/ - /b/</i> <i>Cunning camel /c/ - /c/ - /c/</i> <i>Dancing dolphin /d/ - /d/ - /d/</i> <i>Empty eggshell /e/ - /e/ - /e/</i> <i>Fancy fishes /f/ - /f/ - /f/</i> <i>Gorgeous guppy /g/ - /g/ - /g/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheets: /a/ to /g/ (Page 61 & 62)</p> <p>Name the pictures and fill in the missing beginning letter sounds.</p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. Song	Sing 'Seven Steps'.
	4 eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Revise previous week's vocabulary words. Select these new words: <u>walk, jog, cycle, rollerblade, play, fun</u> Listen and invite children to repeat the words.
	6. Odd One Out	Revise previous week's vocabulary words. Select these new words: <u>walk, jog, cycle, rollerblade, play, fun</u> <i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i>
	Optional 7. Art Composition: Playground (Art)	Compose and color a playground. Talk about the picture.



Multimedia Activities (Part 2: Phonics)	8. Matching the Beginning Sounds	/a/ to /g/: Revision of the beginning sounds	
	9. Fill in the Sound	/a/ to /g/: Revision of the beginning sounds	

Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song (see Week 13)</p> <p>2. Song: Seven Steps 1 2 3 4 5 6 Run! Then return, have lots of fun! Run right in, run right out Wish your partner, turn around Run right in, run right out Wish your partner, turn around</p> <p>3. Theme Song I want to walk, walk, walk I want to swing, swing, swing I want to talk, talk, talk I want to sing, sing, sing I want to play, play, play Throughout the day, day, day I want to have fun in the park</p> <p>Variation: Sing this song slowly at first and then gradually increase the speed.</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. Let's Talk: Park</p> <p><i>Let's go on the slide. Let's play on the merry-go-round. Let's play on the swing. Let's build a sandcastle.</i></p> <p><i>Invite children to share:</i></p> <p>1. What do you want do at a park?</p> <p>2. What don't you want to do at a park?</p>	<p>1. Vocabulary games:</p> <p><i>Revision: park, swing, slide, sandpit, see-saw, walk, jog, cycle, roller-blade, play, fun</i></p> <p>2. Worksheet: Charade Cards (Page 49)</p> <p>- Get the children to draw 2 more activities they can do at a park on the empty charade cards.(Teacher may want to help the children to write down the name of the activities)</p> <p>- <i>Teacher tears out the charade cards and pick one card each time to do the actions. Children guess the action.</i></p> <p>- <i>Next, pair up the children – one child acts and the other guess</i></p>	<p>Review: Point & Say</p> <p>Hold up the charade cards and get children to repeat after the teacher when she points to the activities:</p> <p><u>I want to walk.</u> <u>I want to jog.</u> <u>I want to cycle.</u> <u>I want to rollerblade.</u></p> <p>Gather the charade cards that the children drew and use the language structure 'I want to ...' to introduce the other activities.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Revision: Letter sounds /h/ to /p/</p> <p><i>Hungry hippo /h/ - /h/ - /h/ Itchy insect /i/ - /i/ - /i/ Jumping joey /j/ - /j/ - /j/ Kissing koalas /k/ - /k/ - /k/ Laughing lion /l/ - /l/ - /l/ Mighty monkey /m/ - /m/ - /m/ Noisy nurses /n/ - /n/ - /n/ Orange otter /o/ - /o/ - /o/ Peeping panda p – p – p</i></p>	<p>1. Phonics Games</p> <p>2. Worksheets: /h/ to /p/ (Page 63 & 64)</p> <p><i>Name the pictures and fill in the missing beginning letter sounds.</i></p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. Song	Sing 'Seven Steps'
	4. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	5. Lesson: Vocabulary	<p>Select <u>all</u> the words.</p> <p>Listen and invite children to repeat the words.</p>
	6. What is Missing?	Select the missing items.
	7. Let's Talk	<p>Highlight these phrases: <i>Let's go ... ; Let's play ... ; Let's build ...</i></p> <p>Invite children to role-play.</p>
	8. Interactive Play	<p>Turn on the webcam and stand at a distance from the screen.</p> <p>Invite 2 children to play each time. Compete in the race by running on the spot as fast as they can.</p>



Multimedia Activities (Part 2: Phonics)	9. Matching the Beginning Sounds	/h/ to /p/: Revision of the beginning sounds
	10. Fill in the Sound	/h/ to /p/: Revision of the beginning sounds



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Review all songs (see Week 15)</p>	<p>1. Worksheet: Let's Match (Page 51)</p> <p><i>Match the pictures to the words. Highlight to children that they can refer to the words and pictures at the side to guide them.</i></p> <p>2. Reader: Can you say these words? (Page 12 to 14)</p> <p><i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page)</p> <p><i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i></p> <p><input type="checkbox"/> <i>I can read this book with some help.</i></p> <p><input type="checkbox"/> <i>I need more practice.</i></p> <p><i>Add remarks if necessary e.g. write down the words that the child has difficulty with.</i></p>	
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Revision: Letter sounds /q/ to /z/</p> <p><i>Quiet quail q – q – q</i></p> <p><i>Rowdy rooster r – r – r</i></p> <p><i>Silly seahorse s – s – s</i></p> <p><i>Tired turtle t – t – t</i></p> <p><i>Upset uncle u – u – u</i></p> <p><i>Vulgar vulture v – v – v</i></p> <p><i>Witty walrus w – w – w</i></p> <p><i>Fox in a box x – x – x</i></p> <p><i>Yawning yak y – y – y</i></p> <p><i>Zippy zebra z – z – z</i></p> <p>1. Phonics Games</p> <p>2. Worksheets: /q/ to /z/ (Page 65 & 66)</p> <p><i>Name the pictures and fill in the missing beginning letter sounds.</i></p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. Song	Sing 'Seven Steps'
	4. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. What is Missing?	Select the missing items.
	7. Listen & Shop	Select <u>all</u> the words. Listen and drag the items into the trolley (accepts random order; click on the boy with the headphones to listen again). Then, match the item with its name with teacher's assistance.
	Optional 8. Picture Talk	Invite children to talk about the picture. Suggested questions are included.
	9. Interactive Play	Turn on the webcam and stand at a distance from the screen. Invite 2 children to play each time. Compete in the race by running on the spot as fast as they can.



Multimedia Activities (Part 2: Phonics)	10. Matching the Beginning Sounds	/q/ to /z/: Revision of the beginning sounds	
	11. Fill in the Sound	/q/ to /z/: Revision of the beginning sounds	

Unit 5



Objectives

1. Child learns to identify things in a classroom: You can see ____.
2. Child learns about words to describe things: old/new; clean/dirty; small/big; short/long; round/square; working/broken
3. Child learns Final Consonants (ending letter sounds) & Short Vowels (middle letter sounds).

Materials

1. eBook: Welcome to My Classroom
2. Multimedia Library
3. Worksheets: What Comes Next?; Opposites; What Comes Next?; Let's Match
4. Phonics: Final Consonants & Short Vowels
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song (see Week 13)</p>	<p>1. Theme Song</p> <p><i>Let me show you my classroom One new desk, two old ones One working computer, two broken ones What can you see in your classroom</i></p> <p><i>Let me show you my classroom One clean chair, two dirty ones One round sharpener, two square ones What can you see in your classroom</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: desk, chair, book, pencil, sharpener, computer</i></p> <p>2. Worksheet: What Comes Next? (Page 68)</p> <p>Circle the item that completes the sequence in each row.</p>	<p>1. Review: Point & Say</p> <p>Hold up a worksheet and get children to repeat after the teacher when she points to the classroom items:</p> <p><u>You can see</u> one desk. <u>You can see</u> two chairs. <u>You can see</u> one book. <u>You can see</u> two books. <u>You can see</u> one sharpener. <u>You can see</u> one computer.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Final Consonants 1 – Ending letter sounds (d, k, n, p, x,)</p>	<p>1. Phonics Games</p> <p>2. Worksheets: Final Consonants (Page 72 & 73)</p> <p>Listen for the ending sound, circle the correct ending sound and write the word.</p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	<p>Select these words: <u>desk</u>, <u>chair</u>, <u>book</u>, <u>pencil</u>, <u>sharpener</u>, <u>computer</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Odd One Out	<p>Select these words: <u>desk</u>, <u>chair</u>, <u>book</u>, <u>pencil</u>, <u>sharpener</u>, <u>computer</u></p> <p><i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i></p>
	Optional 6. Art Composition: Bus (Art)	<p>Compose and color the picture. Teach children how to draw lines with the 'Draw Line' tool. Suggestion: Use the letter stamps to write out the school's name on the bus.</p>

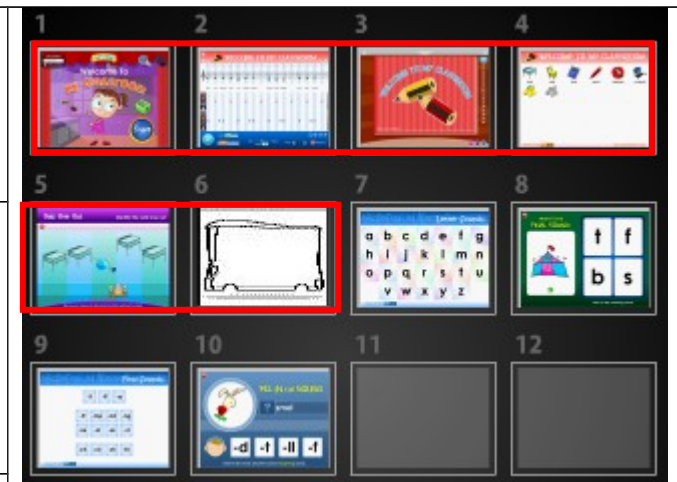


Multimedia Activities (Part 2: Phonics)	7. Letter Sounds	/d/, /k/, /n/, /p/, /x/: Listen to the 'Final Sound' examples.
	8. What's the Final Sound?	/d/, /k/, /n/, /p/, /x/: Listen and select the final sound of the word.
	9. Fill in the Sound	/d/, /k/, /n/, /p/, /x/: Listen and select the final sound of the word.



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Theme Song</p> <p><i>Let me show you my classroom One new desk, two old ones One working computer, two broken ones What can you see in your classroom</i></p> <p><i>Let me show you my classroom One clean chair, two dirty ones One round sharpener, two square ones What can you see in your classroom</i></p> <p>Variation: Teacher can invite 1 child/ group to sing the first stanza and the 2nd child/ group to sing the second stanza.</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the items that can be found in the classroom as teacher retells the story, e.g. One new _____ and two old ones . (teacher pauses and waits for children to say the word).</i></p> <p>2. New Chant: Ready for School</p> <p><i>Two little houses all closed up tight (make fists)</i></p> <p><i>Open up the window and let in the light (open fist)</i></p> <p><i>Ten little finger people tall and straight (ten fingers)</i></p> <p><i>Ready for school at half past eight (walk with fingers)</i></p>	<p>1. Vocabulary games:</p> <p><i>Revision: desk, chair, book, pencil, sharpener, computer</i></p> <p><i>New words: new, old, clean, dirty, small, big, short, long, round, square, working, broken</i></p> <p>2. Worksheet: Opposites (Page 69)</p> <p><i>Draw lines to join the opposites.</i></p>	<p>1. Review: Question and Answer</p> <p><i>Teacher says a word and the children respond with the opposite word:</i></p> <p><i>new - old clean - dirty big - small long - short round - square working - broken</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Final Consonants 1 – Ending letter sounds <i>(b, f, g, l, s, t; ff, ll, ss)</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: Final Consonants (Page 74 - 76)</p> <p>Listen for the ending sound, circle the correct ending sound and write the word.</p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. <i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i> In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).
	3. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	4. Lesson: Vocabulary	Revise previous week's vocabulary words. Select these new words: <u>new, old, clean, dirty, small, big, short, long, round, square, working, broken</u> Listen and invite children to repeat the words.
	5. Odd One Out	Revise previous week's vocabulary words. Select these new words: <u>new, old, clean, dirty, small, big, short, long, round, square, working, broken</u> <i>Teacher invites the children to name all the pictures from left to right first and then click on the odd picture.</i>
	Optional 6. Art Composition: Bus (Art)	Compose and color the picture. Teach children how to draw lines with the 'Draw Line' tool. Suggestion: Use the letter stamps to write out the school's name on the bus.



Multimedia Activities (Part 2: Phonics)	7. Letter Sounds	/b/, /f/, /g/, /l/, /s/, /t/: Listen to the 'Final Sound' examples.
	8. What's the Final Sound?	/b/, /f/, /g/, /l/, /s/, /t/: Listen and select the final sound of the word.
	9. Final Sounds	/ff/, /ll/, /ss/: Listen to the double final sounds examples.
	10. Fill in the Sound	/ff/, /ll/, /ss/: Listen and select the double final sounds of the word.

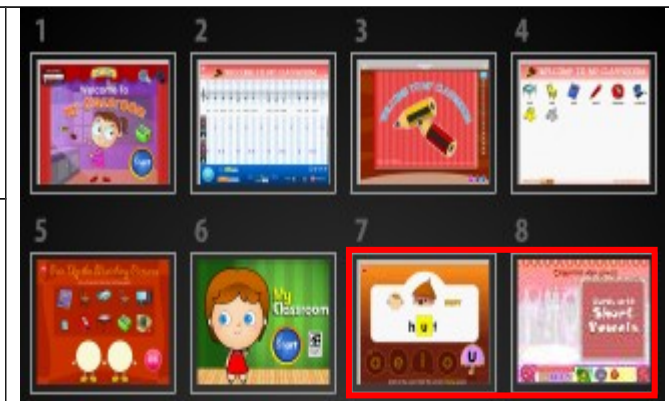


Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Chant: Ready for School <i>Two little houses all closed up tight (make fists)</i> <i>Open up the window and let in the light (open fist)</i> <i>Ten little finger people tall and straight (ten fingers)</i> <i>Ready for school at half past eight (walk with fingers)</i></p> <p>3. Theme Song <i>Let me show you my classroom</i> <i>One new desk, two old ones</i> <i>One working computer, two broken ones</i> <i>What can you see in your classroom</i> <i>Let me show you my classroom</i> <i>One clean chair, two dirty ones</i> <i>One round sharpener, two square ones</i> <i>What can you see in your classroom</i></p> <p>Variation: Teacher can invite 1 child/ group to sing the first stanza and the 2nd child/ group to sing the second stanza</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. New Song: The More We Get Together</p> <p>(Tune: http://kids.niehs.nih.gov/lyrics/moreweget.htm)</p> <p><i>The more we get together, together,</i> <i>together.</i> <i>The more we get together,</i> <i>The happier we'll be.</i> <i>For your friends are my friends,</i> <i>And my friends are your friends.</i> <i>The more we get together,</i> <i>The happier we'll be.</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: desk, chair, book, pencil, sharpener, computer, new, old, clean, dirty, small, big, short, long, round, square, working, broken</i></p> <p>2. Worksheet: What Comes Next? (Opposites) (Page 70)</p> <p>Circle the item that completes the sequence in each row.</p>	<p>1. Review: Game</p> <p><i>Teacher gets children to look around the room and bring you things that you can use with these adjectives:</i></p> <p><i>e.g. old towel; long pencil; round table</i></p> <p><i>new, old</i> <i>clean, dirty</i> <i>big, small</i> <i>long, short</i> <i>round, square</i> <i>working, broken</i></p> <p>Introduce more opposite words, if deem appropriate: e.g. up/down; right/left; fat/thin</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Short Vowels 1 – Middle letter sounds (/a/, /e/, /i/, /o/, /u/)</p> <p><u>Short Vowels Song</u></p> <p>(Tune: "Bingo")</p> <p><i>The vowels of the alphabet</i> <i>I know them all by name-o</i> <i>a, e, i, o, u (3x)</i> <i>I know them all by name-o</i> <i>The vowels of the alphabet</i> <i>I know them all by sound-o</i> <i>/a/, /e/, /i/, /o/, /u/ (3x)</i> <i>I know them all by sound-o</i></p>	<p>1. Phonics Games</p> <p>2. Worksheets (Page 77 & 78)</p> <p><i>Name the picture and fill in the correct middle sound.</i></p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children’s reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Pair up the opposites. Say out the opposites: ‘long’ & ‘short’
	6. Interactive Play	<p>Card needed: hand (1)</p> <p>Turn on the webcam and stand at a distance from the screen. Read and memorize the list of items to find (move the hand card over ‘LIST’ to refresh memory).</p> <p>Move the hand card around the room to look for the listed item. If an item is found, hold the card on the item for a while for it to be registered. Then, click on the right/ left arrows to move on to the other rooms to look for the other items. (there is one item to be found in each room).</p>



Multimedia Activities (Part 2: Phonics)	7. Identify the Short Vowels	/a/, /e/, /i/, /o/, /u/: Select 2 or 3 combinations of the short vowels to play each time. Avoid selecting /a/ and /e/ in the same activity. Listen to the word and select the missing middle sound.
	8. Short Vowels	/a/, /e/, /i/, /o/, /u/: Listen to the word and select the missing middle sound.



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Review all songs (see Week 19)</p>	<p>1. Worksheet: Trace & Match (Page 71) <i>Match the pictures to the words. Highlight to children that they can refer to the words and pictures at the side to guide them.</i></p> <p>2. Reader: Can you say these words? (Page 15 to 17) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i></p> <p><input type="checkbox"/> <i>I can read this book with some help.</i></p> <p><input type="checkbox"/> <i>I need more practice.</i></p> <p><i>Add remarks if necessary e.g. write down the words that the child has difficulty with</i></p>	
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Short Vowels 2 – Middle letter sounds (/a/, /e/, /i/, /o/, /u/)</p> <p><u>Short Vowels Song</u> <i>(Tune: “Bingo”)</i> <i>The vowels of the alphabet</i> <i>I know them all by name-o</i> <i>a, e, i, o, u</i> <i>a, e, i, o, u</i> <i>a, e, i, o, u</i> <i>I know them all by name-o</i> <i>The vowels of the alphabet</i> <i>I know them all by sound-o</i> <i>/a/, /e/, /i/, /o/, /u/</i> <i>/a/, /e/, /i/, /o/, /u/</i> <i>/a/, /e/, /i/, /o/, /u/</i> <i>I know them all by sound-o</i></p> <p>Worksheet (Page 79 & 80) <i>Name the picture and fill in the correct middle sound.</i></p>	<p>Goodbye Song (see Week 13)</p>

Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	2. Music	<p>This is the theme song in music notation.</p> <p><i>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</i></p> <p>In addition, teacher can teach the children to sing in solfege (do-re-mi), at a different tempo (fast/ show) or at a different pitch (high/ low).</p>
	3. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Pair Up	Pair up the opposites. Say out the opposites: 'long' & 'short'
	Optional 6. Picture Talk	Invite children to talk about the picture. Suggested questions are included.
	7. Interactive Play	<p>Card needed: hand (1)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Read and memorize the list of items to find (move the hand card over 'LIST' to refresh memory).</p> <p>Move the hand card around the room to look for the listed item. If an item is found, hold the card on the item for a while for it to be registered. Then, click on the right/ left arrows to move on to the other rooms to look for the other items. (there is one item to be found in each room).</p>



Multimedia Activities (Part 2: Phonics)	8. Identify the Short Vowels	/a/, /e/, /i/, /o/, /u/: Select 2 or 3 combinations of the short vowels to play each time. Avoid selecting /a/ and /e/ in the same activity. Listen to the word and select the missing middle sound.
	9. Short Vowels	/a/, /e/, /i/, /o/, /u/: Listen to the word and select the missing middle sound.

