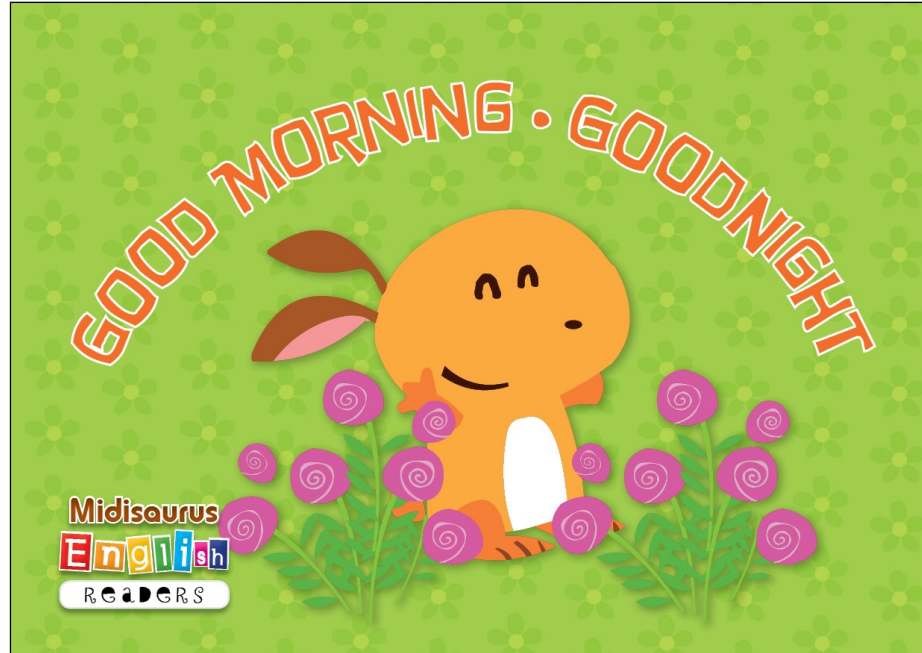


Midisaurus 
English



LESSON GUIDE

Unit 1



Objectives

1. Child learns greetings: Good Morning; Goodnight
2. Child learns to identify animals: I see a _____.
3. Child learns to question and answer: What do you see? I see a _____.
4. Child learns phonics: Word Families with Short Vowels /a/

Materials

1. eBook: Good Morning, Goodnight
2. Multimedia Library
3. Worksheets: Finger Puppets; Good Morning; Goodnight; Let's Write
4. Phonics Worksheets: Word Families with Short Vowel /a/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1: eBook</p>	<p>Greeting Song: (Tune: "London Bridge is Falling Down")</p> <p>Who are the children here today? Here to learn? Here to play? Who are the children here today? Let us name them.</p>	<p>1. Theme Song <i>What do you see out there today? I see a bunny coming out to play. What do you see out there today? I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright. What do you see out there tonight? I see my mommy hugging me tight.</i></p> <p>2. Read the eBook</p> <p>3. New Song: Oh, Mr. Sun (Tune: http://www.songsforteaching.com/folk/ohmrsun.php) Oh Mr. Sun, Sun, Mr. Golden Sun <i>Won't you please shine down on me?</i> Oh Mr. Sun, Sun, Mr. Golden Sun <i>Hiding behind the tree These little children are asking you To please come out so we can play with you</i> Oh Mr. Sun, Sun, Mr. Golden Sun <i>Won't you please shine down on me?</i></p> <p><i>Note: You can sing this song before working on the 'Good morning' worksheet.</i></p>	<p>1. Vocabulary games <i>Words: good morning, hen, squirrel, rabbit</i></p> <p>2. Worksheet: Good Morning (Page 3 & 5) <i>Create a "Good Morning" scene with coloring and cut-out pictures.</i></p> <p><i>Trace the words and match the sentences to the correct pictures.</i></p> <p><i>Read the sentences.</i></p>	<p>Review: Question & Answer</p> <p><i>Hold up a completed worksheet, and point:</i></p> <p><i>Teacher asks: "What do you see out here?"</i> <i>Children answer: "I see a _____."</i></p> <p><i>"Good morning, _____."</i></p>
<p>Part 2: Alphabet & Phonics</p>		<p>Phonics: /ab/ & /ad/</p> <p>Let's Sing: Short Vowel /a/</p> <p>(Tune: "Are You Sleeping?") <i>Where is short a? (2x) Here I am. (2x) I am in 'mad cat', also in 'fan and bag'</i> <i>/a/ - /a/ - /a/, /a/ - /a/ - /a/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ab/, /ad/ (Pg 10 & 11) <i>Form word families with /ab/ and /ad/. Read the words.</i></p> <p>Name the picture and spell: <i>Pg 10 - cab, jab, nab</i> <i>Pg 11- bad, dad, mad, sad</i></p>	<p>Goodbye Song (Tune: Are you sleeping?)</p> <p><i>School is over (2x) Time to go home (2x) I'll see you all tomorrow (2x) Wave goodbye (2x)</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>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</p> <p><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).</i></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>good morning, hen, squirrel, rabbit</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Memory Game	<p>Select these words: <u>good morning, hen, squirrel, rabbit</u></p> <p>(Add one more word as the game needs at least 5 words to play)</p> <p><i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i></p>



Multimedia Activities (Part 2: Phonics)	6. Short Vowel	/ab/ & /ad/: Listen to the words with these short vowels.
	7. Jigsaw Rimes	/ab/ & /ad/: Create and read words in the same word family.



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Song: Oh, Mr. Sun (Tune: http://www.songsforteaching.com/folk/ohmrsun.php) Oh Mr. Sun, Sun, Mr. Golden Sun Won't you please shine down on me? Oh Mr. Sun, Sun, Mr. Golden Sun Hiding behind the tree These little children are asking you To please come out so we can play with you Oh Mr. Sun, Sun, Mr. Golden Sun Won't you please shine down on me?</p> <p>3. Theme Song What do you see out there today? I see a bunny coming out to play. What do you see out there today? I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright. What do you see out there tonight? I see my mommy hugging me tight.</p>	<p>1. Read the eBook</p> <p><i>Invite children to greet and identify the animals when teacher retells the story e.g. I see a _____. Good_____, _____. (teacher pauses and waits for children to say the word.)</i></p> <p>2. New Song: Twinkle Twinkle Little Stars</p> <p><i>Twinkle, twinkle little stars How I wonder what you are Up above the world so high Like a diamond in the sky Twinkle, twinkle little stars How I wonder what you are</i></p> <p><i>Note: You can sing this song before working on the 'Goodnight' worksheet</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: good morning, hen, squirrel, rabbit</i></p> <p><i>New Words: goodnight, bat, owl, fireflies</i></p> <p>2. Worksheet: Goodnight (Page 4)</p> <p><i>Create a "Goodnight" scene with coloring and stickers.</i></p> <p><i>Trace the words and match the sentences to the correct pictures.</i></p> <p><i>Read the sentences.</i></p>	<p>Review: Question & Answer</p> <p><i>Hold up a completed worksheet, and point:</i></p> <p><i>Teacher asks: "What do you see out there?"</i> <i>Children answer: "I see a _____."</i></p> <p><i>"Goodnight, _____."</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ag/ & /am/</p> <p>Let's Sing: Short Vowel /a/ (Tune: "Are You Sleeping?") Where is short a? (2x) Here I am. (2x) I am in 'mad cat', also in 'fan and bag' /a/ - /a/ - /a/, /a/ - /a/ - /a/</p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ag/, /am/ (Page 12 & 13) <i>Form word families with /ag/ and /am/. Read the words.</i> <i>Name the picture and spell:</i> <i>Page 12 – bag, rag, wag, tag</i> <i>Page 13 – dam, ham, jam, yam</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>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</p> <p><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).</i></p>
	3. Song	Sing 'Twinkle, Twinkle, Little Stars'
	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>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>goodnight, bat, owl, fireflies</u></p> <p>Listen and invite children to repeat the words.</p>
	6. Memory Game	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>goodnight, bat, owl, fireflies</u></p> <p>(Add one more word as the game needs at least 5 words to play)</p> <p><i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i></p>



Multimedia Activities (Part 2: Phonics)	7. Short Vowel	/ag/ & /am/: Listen to the words with these short vowels.
	8. Jigsaw Rimes	/ag/ & /am/: Create and read words in the same word family.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Review ‘Mr. Sun’ & ‘Twinkle, twinkle little stars’ songs (see Week 2)</p> <p>3. Theme Song</p> <p><i>What do you see out there today? I see a bunny coming out to play. What do you see out there today? I see a little bird fly away. What do you see out there tonight? I see a full moon shining bright. What do you see out there tonight? I see my mommy hugging me tight</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. New Chant: Good Morning, Goodnight</p> <p><i>Good morning – 2x (teacher shouts, kids echo)</i></p> <p><i>Stand up and stretch for the sky</i></p> <p><i>Goodnight - 2x (teacher whispers, kids echo)</i></p> <p><i>Lie down and close your sleepy eyes (make snoring sounds)</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: good morning, goodnight, hen, squirrel, rabbit, bat, owl, fireflies</i></p> <p>2. Worksheet: Finger Puppets (Page 7)</p> <p>Color the animals and cut them out to make finger puppets.</p>	<p>Review: Share & Tell</p> <p>Using the finger puppets, teacher calls for a particular finger puppet e.g. “Good morning/ Goodnight, <u>hen</u>.”</p> <p>All the children lift up their ‘hen’ finger puppets and respond: Good Morning/ Goodnight, teacher.</p> <p>Continue likewise for the other animals.</p> <p>Variation: Invite children to give names to their finger puppets e.g. Harry Hen and teacher try to remember the names/ write them down. Then, the teacher calls for a particular finger puppet, e.g. “Good morning/ Goodnight, Harry Hen”, and the child with ‘Harry Hen’ puppet will respond.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /an/, /ap/ & /at/</p> <p>Let’s Sing: Short Vowel /a/ <i>(Tune: “Are You Sleeping?”)</i> <i>Where is short a? (2x)</i> <i>Here I am. (2x)</i> <i>I am in ‘mad cat’, also in ‘fan and bag’</i> <i>/a/ – /a/ – /a/, /a/ – /a/ – /a/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /an/, /ap/ & /at/ (Page 14 - 16)</p> <p><i>Form word families with /an/, /ap/ and /at/. Read the words.</i></p> <p><i>Name the picture and spell the word.</i></p> <p><i>Page 14 - fan, pan, can, van</i></p> <p><i>Page 15 – map, tap, cap, nap</i></p> <p><i>Page 16 – hat, rat, cat, pat</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>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</p> <p><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).</i></p>
	3. Song	Sing 'Twinkle, Twinkle, Little Stars'
	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. Matching Pictures with Words	<p>Select <u>all</u> the words.</p> <p><i>Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</i></p>
	7. Interactive Play	<p>Cards needed: Day & Night (2)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Hold the different cards to switch between day and night scenes.</p> <p>Talk about the sights and sounds of the day and night scenes.</p>



Multimedia Activities (Part 2: Phonics)	8. Short Vowel	/an/, /ap/ & /at/: Listen to the words with these short vowels.
	9. Jigsaw Rimes	/an/, /ap/ & /at/: Create and read words in the same word family.



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/ chant (see Week 2 & 3)</p>	<p>1. <i>Worksheet: Let's Write (Page 9)</i></p> <p><i>Write down the names of the pictures.</i></p> <p><i>Combine the given sentence structures with the vocabulary words and read.</i></p> <p><i>E.g. I see a hen.</i></p> <p>2. <i>Reader: Can you say these words? (Page 14)</i></p> <p><i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. <i>Reader: Can you read this book? (last page)</i></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>Let's Sing: Short Vowel /a/</p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short a? (2x)</i></p> <p><i>Here I am. (2x)</i></p> <p><i>I am in 'mad cat', also in 'fan and bag'</i></p> <p><i>/a/ - /a/ - /a/, /a/ - /a/ - /a/</i></p> <p>Worksheet: Revision – Listen & Spell with short vowel /a/ (Page 17-20)</p> <p>Page 17 – 18: Teacher names the pictures. Children listen and spell accordingly. Teacher may need to sound out the onset and rime (e.g. c + ab).</p> <p>Page 19 - 20: Read the short passages and match them to the correct pictures.</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>Teacher can invite children to sing the song and play percussion instruments at the same time. Two percussion tracks are provided.</p> <p><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).</i></p>
	3. Song	Sing 'Twinkle, Twinkle, Little Stars'
	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	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. Matching Pictures with Words	<i>Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</i>
	Optional 7. Drawing Tool	Invite children to create a morning and night scene with the various art tools.
	8. Interactive Play	<p>Cards needed: Day & Night (2)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Hold the different cards to switch between day and night scenes.</p> <p>Talk about the sights and sounds of the day and night scenes.</p> <p>Teacher can extend this activity by using the 'Drawing Tool' activity to draw day and night scenes, with input from the children.</p>



Multimedia Activities (Part 2: Phonics)	9. Short Vowel	/ab/, /ad/, /ag/, /am/, /an/, /ap/ & /at/: Listen to the words with these short vowels.
	10. Jigsaw Rimes	/ab/, /ad/, /ag/, /am/, /an/, /ap/ & /at/: Create and read words in the same word family.



Unit 2



Objectives

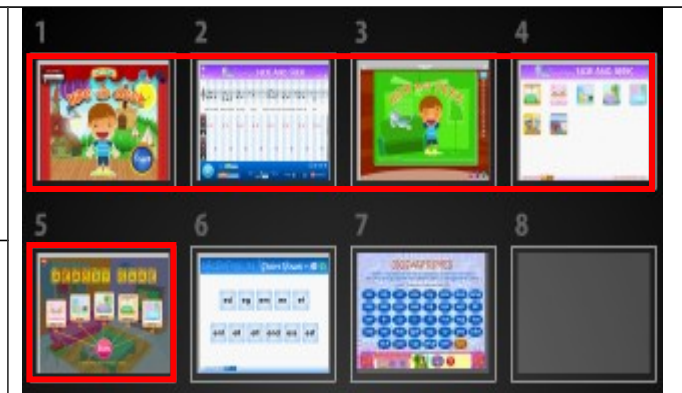
1. Child learns to identify rooms in a house: I look into the _____.
2. Child learns to use negative statements: Tom is not there.
3. Child learns that different things are found in different rooms: This is a _____. It is in the _____.
4. Child learns phonics: Word Families with Short Vowels /e/

Materials

1. eBook: Hide and Seek
2. Multimedia Library
3. Worksheets: Where is Tom?; My House; Let's Write
4. Phonics Worksheets: Word Families with Short Vowel /e/
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 1)</p>	<p>1. Theme Song:</p> <p><i>Hide & seek (2x)</i> <i>Let's go, play!</i> <i>Close your eyes</i> <i>Don't peek!</i> <i>Count to ten</i></p> <p><i>One two and three four</i> <i>Five six and seven eight</i> <i>Nine and ten</i> <i>Time to find!</i></p> <p><i>Living room, bedroom</i> <i>Where is Tom?</i> <i>Dining room, kitchen</i> <i>Where is Tom?</i></p> <p><i>Where is Tom?</i> <i>Do you know?</i> <i>Oh please tell me where he is!</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games Words: living room, dining room, kitchen, bedroom, bathroom, storeroom, garage</p> <p>2. Worksheet: Where is Tom? (Page 22 & 23) Trace the words and match the correct sentences to the pictures. Find Tom and write down where it is: Tom is in the _____.</p> <p>2. Optional Game: Hide & Seek Chant: 1 2 3 4 5 6 7 8 9 10 <i>Ready or not, here I come!</i> <i>Time's up!</i> <i>Where is _____?</i></p> <p><i>During the game, teacher can make these comments when looking for the children: E.g.</i> <i>"I look behind the cupboard.</i> <i>Sue is not there."</i> <i>"I look under the table.</i> <i>Sue is not there."</i></p>	<p>Review: Point & Say</p> <p><i>Hold up a completed worksheet and select a child to read a sentence.</i></p> <p>I look into the Tom is/ is not there.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ed/ & /eg/</p> <p>Sing: Short Vowel /e/ (Tune: "Are You Sleeping?") <i>Where is short e? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'red hen', also in 'wet men'</i> /e/ - /e/ - /e/, /e/ - /e/ - /e/</p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ed/ & /eg/ (Page 28 & 29) Form word families with /ed/ and /eg/. Name the picture and spell the word. Page 28 – wed, bed Page 29 – peg, leg</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	<p>Select these words: <u>living room, dining room, kitchen, bedroom, bathroom, storeroom & garage</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Memory Game	<p>Select these words: <u>living room, dining room, kitchen, bedroom, bathroom, storeroom & garage</u></p> <p><i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i></p>



Multimedia Activities (Phonics)	6. Short Vowel	/ed/, /eg/: Listen to the words with these short vowels.
	7. Jigsaw Rimes	/ed/, /eg/: Create and read words in the same word family.



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>Hide & seek (2x)</i> <i>Let's go, play!</i> <i>Close your eyes</i> <i>Don't peek!</i> <i>Count to ten</i></p> <p><i>One two and three four</i> <i>Five six and seven eight</i> <i>Nine and ten</i> <i>Time to find!</i></p> <p><i>Living room, bedroom</i> <i>Where is Tom?</i> <i>Dining room, kitchen</i> <i>Where is Tom?</i></p> <p><i>Where is Tom?</i> <i>Do you know?</i> <i>Oh please tell me where he is!</i></p>	<p>1. Read the eBook <i>Invite children to identify the rooms as teacher retells the story e.g. I look into the _____. Tom is _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New Song: Sing a Song of Sixpence <i>Sing a song of sixpence</i> <i>A pocket full of rye</i> <i>Four and twenty blackbirds</i> <i>Baked in pie</i></p> <p><i>When the pie was open</i> <i>The birds began to sing</i> <i>Wasn't that a dainty dish</i> <i>To set before the King</i></p> <p><i>The King was in his counting house</i> <i>Counting out his money</i> <i>The Queen was in the pantry</i> <i>Eating bread and honey</i></p> <p><i>The maid was in the garden</i> <i>Hanging out the clothes</i> <i>Along there came a big black bird</i> <i>And pecked off her nose!</i></p>	<p>1. Vocabulary games <i>Revision: living room, dining room, kitchen, bedroom, bathroom, storeroom, garage</i></p> <p>2. Let's Talk: Things at Home (Note: Skip the question "What do you use it for?" Instead, ask children "Where is it?" after they can identify the item.) <i>A: What is this?</i> <i>B: This is a _____.</i> <i>A: Where is it?</i> <i>B: It is in the _____.</i></p> <p><i>This is a toothbrush. (bathroom)</i> <i>This is a towel. (bathroom)</i> <i>This is a comb. (bedroom/ bathroom)</i> <i>This is a bookcase. (living room/ *study room)</i> <i>This is a kettle. (kitchen)</i> <i>This is a knife. (kitchen)</i> <i>This is a washing machine. (kitchen/ *laundry room)</i> <i>This is a coin bank. (bedroom)</i> <i>This is a wardrobe. (bedroom)</i> <i>This is a clock. (living room/ dining room/ bedroom/ kitchen)</i></p> <p><i>Note: * are new words to be introduced if appropriate.</i></p>	<p>Review: Share & Tell</p> <p><i>Invite children to share about their favorite rooms in their homes and why.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /en/ Let's Sing: Short Vowel /e/ (Tune: "Are You Sleeping?") <i>Where is short e? (2x)</i> <i>Here I am (2x)</i> <i>I am in 'red hen', also in 'wet men'</i> <i>/e/ - /e/ - /e/, /e/ - /e/ - /e/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /en/ (Page 30) <i>Form word families with /en/.</i> <i>Name the picture and spell the word (hen, den, pen, ten).</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. 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).</i>
	3. Song	Sing 'Sing a Song of Sixpence'
	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. Memory Game	Select <u>all</u> the words. <i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i>
	7. Let's Talk	Invite children to answer the questions: "What is this?" & "Where is it?"



Multimedia Activities (Part 2: Phonics)	8. Short Vowel	/en/: Listen to the words with these short vowels.
	9. Jigsaw Rimes	/en/: Create and read words in the same word family.



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: Sing a Song of Sixpence <i>Sing a song of sixpence A pocket full of rye Four and twenty blackbirds Baked in pie When the pie was open The birds began to sing Wasn't that a dainty dish To set before the King The King was in his counting house Counting out his money The Queen was in the pantry Eating bread and honey The maid was in the garden Hanging out the clothes Along there came a big black bird And pecked off her nose!</i></p> <p>3. Theme Song: <i>Hide & seek (2x) / Let's go, play! Close your eyes / Don't peek! Count to ten / One two and three four Five six and seven eight / Nine and ten Time to find! / Living room, bedroom Where is Tom? / Dining room, kitchen Where is Tom? / Where is Tom? Do you know? / Oh please tell me where he is!</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. Let's Talk</p> <p><i>Using the eBook, invite children to identify as many things as they can in each room. Specifically highlight these items: sofa, dining table, kettle, bed, bathtub, boxes, tractor</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: living room, dining room, kitchen, bedroom, bathroom, storeroom, garage</i></p> <p>3. Worksheet: My House (Page 24 & 25)</p> <p><i>Listen and put the things in the correct rooms.</i></p> <p><i>Instructions:</i></p> <ol style="list-style-type: none"> 1. Put the <u>television</u> in the living room. 2. Put the <u>cutlery</u> in the dining room. 3. Put the <u>kettle</u> in the kitchen. 4. Put the <u>blanket</u> in the bedroom. 5. Put the <u>toothbrush</u> in the bathroom. 6. Put the <u>boxes</u> in the storeroom. 7. Put the <u>car</u> in the garage. <p><i>Label the rooms.</i></p>	<p>Review: Question and Answer</p> <p>Hold up a completed worksheet, point to the different pictures and teacher asks:</p> <p><i>Teacher: "What's this?" Children: "<u>This is a sofa. It is in the living room.</u>"</i></p> <p><i>Continue this Q & A language structure with the other rooms.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>	<p>Phonics: /et/</p> <p>Let's Sing: Short Vowel /e/ (Tune: "Are You Sleeping?") <i>Where is short e? (2x) Here I am. (2x) I am in 'red hen', also in 'wet men' /e/ - /e/ - /e/, /e/ - /e/ - /e/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /et/ (Page 31) <i>Form word families with /et/.</i></p> <p><i>Name the picture and spell the word (jet, wet, net, pet).</i></p>	<p><i>Goodbye Song (see Week 1)</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. Song	Sing 'Sing a Song of Sixpence'
	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	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. Matching Pictures with Words	<i>Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</i>
	Optional 7. Group the Household Items	<p>Click and drag the household items into the correct rooms.</p> <p>Invite children to name the household item they have selected.</p>
	8. Interactive Play	<p>Card needed: hand (1)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Look around the rooms to look for Tom, the cat. Hold the card near Tom to pick him up.</p> <p>Teacher can make statements like: "I look into the kitchen.", and encourage children to respond: "Tom is in the kitchen. It is behind the refrigerator."</p>



Multimedia Activities (Part 2: Phonics)	9. Short Vowel	/ed/, /eg/, /en/ & /et/: Listen to the words with these short vowels.
	10. Jigsaw Rimes	/ed/, /eg/, /en/ & /et/: Create and read words in the same word family.



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 7)</p>	<p>1. <i>Worksheet: Let's Write (Page 27)</i> Write down the names of the pictures. Combine the given sentence structure with the vocabulary words and read. <i>E.g. I look into the kitchen.</i></p> <p>2. <i>Reader: Can you say these words? (Page 12 & 13)</i> <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. <i>Reader: Can you read this book? (last page)</i> <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>Let's Sing: Short Vowel /e/</p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short e? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in 'red hen', also in 'wet men'</i> <i>/e/ - /e/ - /e/, /e/ - /e/ - /e/</i></p> <p>Revision – Listen & Spell with /e/ (Page 32 & 33)</p> <p>Page 32: Teacher names the pictures. Children listen and spell accordingly. Teacher may need to sound out the onset and rime (e.g. b + ed).</p> <p>Page 33: Read the short passages and match them to the correct pictures.</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. Song	Sing 'Sing a Song of Sixpence'
	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. Matching Pictures with Words	<i>Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</i>
	Optional 7. Where Do You Do This?	Invite children to answer the questions e.g. "Where do you take a shower? and then click on the correct answer.
	Optional 8. Art Composition: Bedroom (Art)	Invite children to color and decorate the room with the art tools provided. Teacher can give instructions like, "Put two pillows on the bed; Color the pillows green; Color the wall blue; ... "
	9. Interactive Play	Card needed: hand (1) Turn on the webcam and stand at a distance from the screen. Look around the rooms to look for Tom, the cat. Hold the card near Tom to pick him up. Teacher can make statements like: "I look into the kitchen.", and encourage children to respond: "Tom is in the kitchen. It is behind the refrigerator."



Multimedia Activities (Part 2: Phonics)	10. Short Vowel	/et/: Listen to the words with these short vowels.
	11. Jigsaw Rimes	/et/: Create and read words in the same word family.



Unit 3



Objectives

1. Child learns to identify different kinds of food.
2. Child learns to express his own likes and dislikes: I like to eat _____. But I do not like to eat _____.
3. Child learns to express other child's likes and dislikes: He/ She likes to eat _____. But he/she does not like to eat _____.
4. Child learns another way of expressing likes: My favorite snack/ drink is _____.
5. Child learns phonics: Word Families with Short Vowels /i/

Materials

1. eBook: Food We Like
2. Multimedia Library
3. Worksheets: True or False?; Food I Like/ Do Not Like; Food My Friend Likes/ Does Not Like; My Favorite Food; Let's Write
4. Phonics Worksheets: Word Families with Short Vowel /i/
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>(Note: Fill in the blanks with the names of the children)</p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p>Where is _____ ? Where is _____ ? Here I am. Here I am.</p> <p>How are you today? Very well, thank you. Yes indeed. (2x)</p>	<p>1. Theme Song</p> <p><i>I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas But I do not like fleas Oh I like noodles And I like to giggle! I like to eat chicken But I do not like kittens I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!</i></p> <p>2. Read the eBook</p> <p>3. Learn song: Hot Cross Buns</p> <p><i>Hot cross buns – 2x One a penny, two a penny Hot cross buns Give them to your daughters Give them to your sons One a penny, two a penny Hot cross buns</i></p>	<p>1. Vocabulary games</p> <p><i>Words: bread, rice, noodles, fish, chicken. beef</i></p> <p>2. Worksheet: True or False? (Page 35)</p> <p><i>Read the sentence and circle the correct answer.</i></p> <p><i>Refer to the eBook to check the answers, if necessary.</i></p>	<p>Review: Point & Say</p> <p><i>Hold up a completed worksheet and select a child to read a sentence.</i></p> <p>If the sentence is incorrect, invite the child to change it and say the correct sentence.</p> <p><i>E.g. Sentence 2: He likes to eat beef. X He does not like to eat beef. ✓</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p><i>Phonics: /id/ & /ig/</i></p> <p><i>Let's Sing: Short Vowel /i/ (Tune: "Are You Sleeping?")</i></p> <p>Where is short i? (2x) Here I am. (2x) I am in 'big kid', also in 'fit and zip' <i>/i/ – /i/ – /i/, /i/ – /i/ – /i/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /id/ & /ig/ (Page 40 & 41)</p> <p><i>Form word families with /id/ and /ig/.</i></p> <p><i>Name the picture and spell the word.</i></p> <p><i>Pg 40 – kid, lid</i> <i>Pg 41 – pig, big, dig, wig</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Farmer in the Dell")</i></p> <p><i>It's time to say goodbye (2x) Hi Ho the Derry-O It's time to say goodbye</i></p> <p><i>Tip: Vary the song by replacing "say" with "wave"; "kiss"; "hug".</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. 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>
	3. Lesson: Vocabulary	<p>Select these words: <u>bread, rice, noodles, fish, chicken, beef</u></p> <p>Listen and invite children to repeat the words.</p>
	4. Memory Game	<p>Select these words: <u>bread, rice, noodles, fish, chicken, beef</u></p> <p>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</p>



Multimedia Activities (Part 2: Phonics)	5. Short Vowel	/id/ & /ig/: Listen to the words with these short vowels.
	6. Jigsaw Rimes	/id/ & /ig/: Create and read words in the same word family.

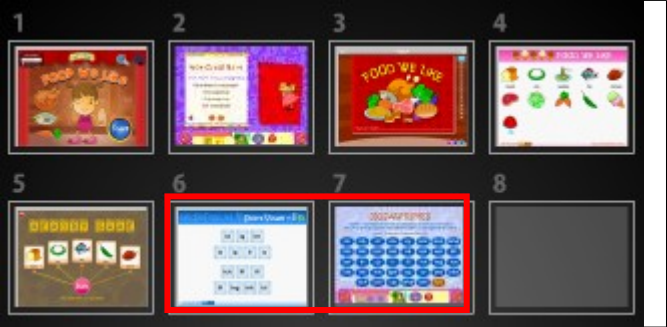


Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. Theme Song</p> <p><i>I like to eat rice But I do not like mice I like to eat sweets But I do not like meat I like to eat peas But I do not like fleas Oh I like noodles And I like to giggle!</i></p> <p><i>I like to eat chicken But I do not like kittens I like to eat carrots But I do not like parrots I like to eat cabbage But I do not like garbage Oh I like ice cream and I like to scream!</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the food as teacher retells the story, e.g. I like to eat ____ . I like to eat ____ . But I do not like to eat ____ . (teacher pauses and waits for children to say the word).</i></p> <p>2. New song: Hot Cross Buns</p> <p><i>Hot cross buns – 2x One a penny Two a penny Hot cross buns</i></p> <p><u>Give them to your daughters</u> <i>Give them to your sons One a penny Two a penny Hot cross buns</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: bread, rice, noodles, fish, chicken, beef</i></p> <p><i>New words: cabbage, carrots, peas, ice cream, jello</i></p> <p>2. Worksheet: Food I/ My Friend Like(s) & Do(es) Not Like (Page 36 & 37)</p> <p>Page 35: Get children to write down their names and name one kind of food each that they like and dislike</p> <p><i>Page 36: Get children to interview one of their friends the food that they like and do not like to eat. Write down their names.</i></p> <p><i>Teach them to ask: What food do you like to eat? What food do you not like/ dislike to eat?</i></p>	<p>Review: Share & Tell</p> <p><i>Invite children to read what they have written in the worksheet.</i></p> <p><i>I am ____. I like to eat ____. But I do not like to eat ____.</i></p> <p><i>My friend is ____. He/ She likes to eat ____. But I do not like to eat ____.</i></p> <p>Optional: If there is extra time, encourage children to share more about the food they choose. (<i>Why do you like to eat ____? What else do you like to eat? Why do you not like to eat ____? What else do you not like to eat?)</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /im/ & /in/</p> <p><i>Let's Sing: Short Vowel /i/</i></p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short i? (2x) Here I am. (2x) I am in 'big kid', also in 'fit and zip' /i/ – /i/ – /i/, /i/ – /i/ – /i/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /im/ & /in/ (Page 42 & 43) <i>Form word families with /im/ and /in/.</i></p> <p>Name the picture and spell the word</p> <p><i>Pg 42 – dim, him Pg 43 – win, tin, pin, fin</i></p>	<p>Goodbye Song (see Week 9)</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. Song	Sing 'Hot Cross Buns'
	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>Revise the previous week's vocabulary words.</p> <p>Select these new words: <u>cabbage, carrots, peas, ice cream, jello</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Memory Game	<p>Revise the previous week's vocabulary words.</p> <p>Select these new words: <u>cabbage, carrots, peas, ice cream, jello</u></p> <p>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</p>



Multimedia Activities (Part 2: Phonics)	6. Short Vowel	/im/ & /in/: Listen to the words with these short vowels.
	7. Jigsaw Rimes	/im/ & /in/: Create and read words in the same word family.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. <i>Song: Hot Cross Buns</i> <i>Hot cross buns – 2x</i> <i>One a penny, two a penny</i> <i>Hot cross buns</i> <i>Give them to your daughters</i> <i>Give them to your sons</i> <i>One a penny, two a penny</i> <i>Hot cross buns</i></p> <p>3. Theme Song <i>I like to eat rice</i> <i>But I do not like mice</i> <i>I like to eat sweets</i> <i>But I do not like meat</i> <i>I like to eat peas</i> <i>But I do not like fleas</i> <i>Oh I like noodles</i> <i>And I like to giggle!</i> <i>I like to eat chicken</i> <i>But I do not like kittens</i> <i>I like to eat carrots</i> <i>But I do not like parrots</i> <i>I like to eat cabbage</i> <i>But I do not like garbage</i> <i>Oh I like ice cream and I like to scream!</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. Let's Talk: Favorite Snacks <i>Page 1-3</i></p> <p><i>A: It's time for snacks. Are you hungry?</i> <i>B: Yes, I'm hungry.</i></p> <p><i>A: My favorite snack is popcorn.</i> <i>What is your favorite snack?</i> <i>B: My favorite snack is cheese crackers.</i></p> <p><i>A: My favorite drink is orange juice.</i> <i>What is your favorite drink?</i> <i>B: My favorite drink is chocolate milk.</i></p> <p><i>Explain that snacks are light meals that we take in-between main meals when we feel hungry or when we feel like eating – it can include sweets, crackers, nuts and fruit. Also highlight that another way of saying "I like to eat ..." is "My favorite food is ...".</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: bread, rice, noodles, fish, chicken, beef, cabbage, carrots, peas, ice-cream, jello</i></p> <p>2. <i>Worksheet: My Favorite Food (Page 38)</i></p> <p>Choose one favorite food from each category to color/ draw.</p>	<p>Review: Share & Tell</p> <p>Invite each child to talk about their favorite fruit, vegetable, drink and snack.</p> <p>My favorite ___ is ___. (because it is sweet; because it is crunchy; because it is healthy; etc)</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p><i>Phonics: /ip/ & /it/</i></p> <p><i>Let's Sing: Short Vowel /i/ (Tune: "Are You Sleeping?")</i> <i>Where is short i? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'big kid', also in 'fit and zip'</i> <i>/i/ – /i/ – /i/, /i/ – /i/ – /i/</i></p>	<p>1. Phonics Games</p> <p>2. <i>Worksheet: /ip/ & /it/ (Page 44 & 45)</i> <i>Form word families with /ip/ & /it/.</i></p> <p>Name the picture and spell the word. <i>Pg 44 – hip, tip, lip, zip</i> <i>Pg 45 – fit, sit, lit, hit</i></p>	<p>Goodbye Song (see Week 9)</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. Song	Sing 'Hot Cross Buns'
	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	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Matching Pictures with Words	Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.
	6. Let's Talk	pg 1 – 3 only: Highlight the phrase "My favorite ... is". Invite children to role-play.
	7. Interactive Play	Cards needed: Numbers 1 to 4 (4) Turn on the webcam and stand at a distance from the screen. Get the food by displaying the correct number cards. Teacher can ask: "What do you like to eat?" and encourage children to say: "I like to eat ____." as they play the game. Get as much food as possible within the given time.



Multimedia Activities (Part 2: Phonics)	8. Short Vowel	/ip/ & /it/: Listen to the words with these short vowels.
	9. Jigsaw Rimes	/ip/ & /it/: Create and read words in the same word family.



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. Review all songs (see Week 11)</p>	<p>1. <i>Worksheet: Let's Write (Page 39)</i> Write down the names of the pictures. Combine the given sentence structure with the vocabulary words and read. E.g. <i>I like to eat rice.</i></p> <p>2. <i>Reader: Can you say these words? (Page 14 to 17)</i> Award stickers for identifying pictures or reading words on the list</p> <p>3. <i>Reader: Can you read this book? (last page)</i> Read through the book with each child. Tick accordingly: <input type="checkbox"/> <i>I can read this book by myself.</i> <input type="checkbox"/> <i>I can read this book with some help.</i> <input type="checkbox"/> <i>I need more practice.</i></p> <p>Add remarks if necessary e.g. write down the words that the child has difficulty with.</p>	
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p><i>Let's Sing: Short Vowel /i/</i></p> <p><i>(Tune: "Are You Sleeping?")</i> Where is short i? (2x) Here I am. (2x) I am in 'big kid', also in 'fit and zip' <i>/i/ - /i/ - /i/, /i/ - /i/ - /i/</i></p> <p>Worksheet: Listen & Spell with /i/ (Page 46 – 48)</p> <p>Page 46 & 47: Teacher names the pictures. Children listen and spell accordingly. Teacher may need to sound out the onset and rime (e.g. k + id).</p> <p>Page 48: Read the short passages and match them to the correct pictures.</p>	<p>Goodbye Song (see Week 9)</p>

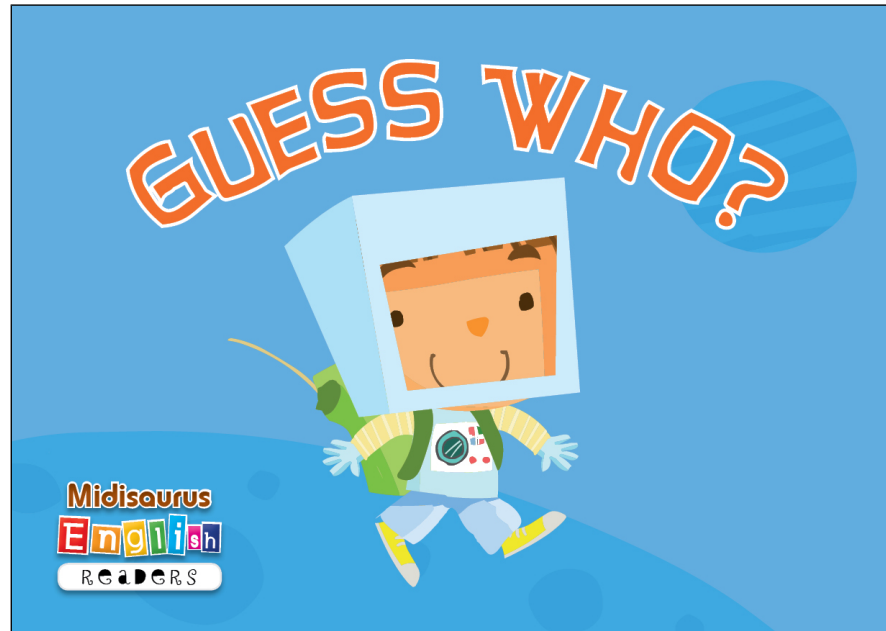
Multimedia Activities (Part 1: eBook)	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Song	Sing 'Hot Cross Buns'
	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	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Matching Pictures with Words	Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.
	6. 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.
	7. Interactive Play	Cards needed: Numbers 1 to 4 (4) Turn on the webcam and stand at a distance from the screen. Get the food by displaying the correct number cards. Teacher can ask: "What do you like to eat?" and encourage children to say: "I like to eat ____." as they play the game. Get as much food as possible within the given time.



Multimedia Activities (Part 2: Phonics)	8. Short Vowel	/id/, /ig/, /im/, /in/, /ip/ & /it/: Listen to the words with these short vowels.
	9. Jigsaw Rimes	/id/, /ig/, /im/, /in/, /ip/ & /it/: Create and read words in the same word family.



Unit 4



Objectives

1. Child learns to identify work people do: You are a _____. (He is a _____. She is a _____.)
2. Child learns to question & answer: What do you want to be when you grow up? I want to be _____ when I grow up.
3. Child learns phonics - Word Families with Short Vowels /o/

Materials

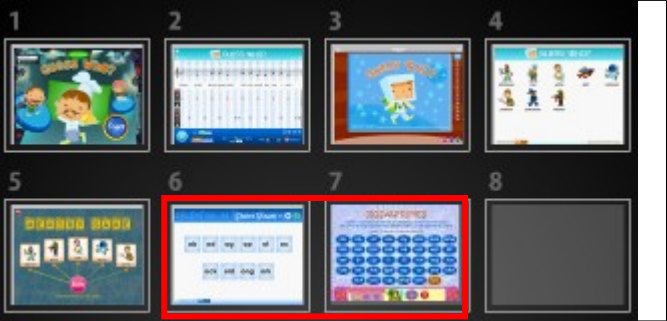
1. eBook: Guess Who?
2. Multimedia Library
3. Occupation Tools Picture Cards
4. Worksheets: Who Am I?; What Do They Need? Stick Puppets; When I Grow Up; Let's Write!
5. Occupation Tool Cards
6. Phonics Worksheets: Word Families with Short Vowels /o/
7. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song (see Week 9)</p>	<p>1. Theme Song</p> <p><i>Guess who?</i> <i>Quick guess who?</i> <i>Tell me what's the job I do?</i></p> <p><i>Guess who?</i> <i>Quick guess who?</i> <i>Don't tell me</i> <i>You have no clue</i></p> <p>Note: Sing this song with picture cards. Teacher shows pictures of tools that people use when they do their job and children guess the occupation – You are a ____.</p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: hairdresser, chef, waiter, pilot</i></p> <p>3. Worksheet: Who am I? (Page 50 & 51); What do they need? (Page 52)</p> <p>Page 50 & 51: Trace the words and read the sentences.</p> <p>Circle the correct answer.</p> <p>If the sentence is wrong, rewrite the occupation in the space provided.</p> <p>Page 52: Match the items to the correct occupations.</p>	<p>Review: Point & Say</p> <p><i>Hold up a completed worksheet (Page 52, point to the first picture (occupation) and say:</i></p> <p><i>You are a hairdresser.</i> <i>You work with a/ an ____.</i> <i>(hairdryer)</i></p> <p><i>Teacher teaches children to continue likewise with the other pictures.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ob/ & /od/</p> <p>Let's Sing: Short Vowel /o/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is short o? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'hotdog', also in 'lots of cops'</i> <i>/o/ - /o/ - /o/, /o/ - /o/ - /o/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ob/ & /od/ (Page 59 & 60) <i>Form word families with /ob/ & /od/.</i></p> <p>Name the picture and spell the word <i>Page 59 – cob, sob, hob, rob</i> <i>Page 60 – pod, rod</i></p>	<p>Goodbye Song (see Week 9)</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	Select these words: <u>hairdresser, chef, waiter, pilot</u> Listen and invite children to repeat the words.
	5. Memory Game	Select these words: <u>hairdresser, chef, waiter, pilot</u> (Add one more word as the game needs at least 5 words to play) <i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click ‘Play again’ to repeat the game.</i>



Multimedia Activities (Part 2: Phonics)	6. Short Vowel	/ob/ & /od/: Listen to the words with these short vowels.
	7. Jigsaw Rimes	/ob/ & /od/: Create and read words in the same word family.

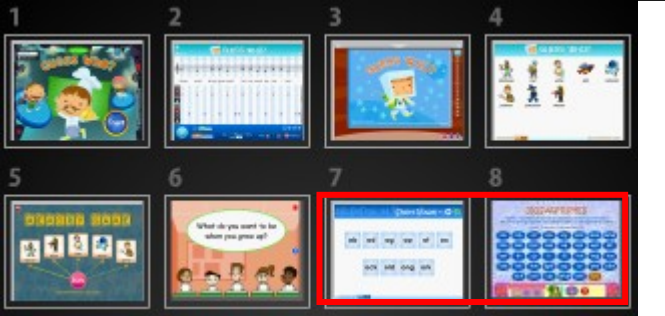


Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. Theme Song</p> <p><i>Guess who?</i> <i>Quick guess who?</i> <i>Tell me what's the job I do?</i></p> <p><i>Guess who?</i> <i>Quick guess who?</i> <i>Don't tell me</i> <i>You have no clue</i></p> <p>Note: Sing this song with picture cards. Teacher show pictures of tools that people use when they do their job and children guess the occupation – You are a ____.</p>	<p>1. Read the eBook Invite children to begin the book with the chant. Invite children to identify the occupation as teacher retells the story e.g. You are a _____. (teacher pauses and waits for children to say the word).</p> <p>2. <i>Let's Talk Page 1-3</i> A: What do you want to be when you grow up? B: I want to be a firefighter. I will put out fires and save people. C: I want to be a soldier. I will protect my country. Invite children to talk about what they would like to be when they grow up.</p> <p>3. <i>New Fingerplay: Brave Fireman</i> This brave fireman is going to bed (hold up right thumb) Down on the pillow he lays his head (put right thumb on open left palm) Wraps himself in his blanket tight (curl fingers around thumb) And plans to sleep this way all night (close eyes) But the fire alarm rings! He opens his eyes! (open eyes) Quickly he's dressed and down the pole he slides (right thumb slides down left arm) Then he climbs on the truck to go, go, go. (hands steer imaginary steering wheel)</p>	<p>1. Vocabulary games: <i>Revision: hairdresser, chef, waiter, pilot</i> <i>New words: astronaut, postman, policeman, fireman</i></p> <p>2. Craft: Stick Puppets (Page 53 & 55)</p> <p>Each child selects at least 4 stick puppets to make.</p> <p>Color and cut the figures.</p> <p>Attach them to plastic spoons or ice-cream sticks.</p> <p>Use them to play the riddle game during 'Review'.</p>	<p>Review: Riddle Time</p> <p><i>Teacher/ Children can give riddles.</i></p> <p><i>E.g. You'll look for me when you need a haircut. Who am I?</i></p> <p><i>Children lift up their stick puppets and say:</i></p> <p><i>"You are a _____."</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /og/ & /op/</p> <p>Let's Sing: Short Vowel /o/ (Tune: "Are You Sleeping?") <i>Where is short o? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'hotdog', also in 'lots of cops'</i> <i>/o/ - /o/ - /o/, /o/ - /o/ - /o/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /og/ & /op/ (Page 61 & 62) <i>Form word families with /og/ & /op/.</i> Name the picture and spell the word <i>Page 61 – log, dog</i> <i>Page 62 – cop, mop, hop, top</i></p>	<p>Goodbye Song (see Week 9)</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> <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).</i>
	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>astronaut</u> , <u>postman</u> , <u>policeman</u> , <u>fireman</u> Listen and invite children to repeat the words.
	5. Memory Game	Revise previous week's vocabulary words. Select these new words: <u>astronaut</u> , <u>postman</u> , <u>policeman</u> , <u>fireman</u> (Add one more word as the game needs at least 5 words to play) <i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i>
	6. Let's Talk	Pg 1 - 3 only: Invite children to role-play and talk about what they would like to be when they grow up.



Multimedia Activities (Part 2: Phonics)	7. Short Vowel	/og/ & /op/: Listen to the words with these short vowels.
	8. Jigsaw Rimes	/og/ & /op/: Create and read words in the same word family.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. <i>Finger Play: Brave Fireman</i> This brave fireman is going to bed (hold up right thumb) Down on the pillow he lays his head (put right thumb on open left palm) Wraps himself in his blanket tight (curl fingers around thumb) And plans to sleep this way all night (close eyes) But the fire alarm rings! He opens his eyes! (open eyes) Quickly he's dressed and down the pole he slides (right thumb slides down left arm) Then he climbs on the truck to go, go, go. (hands steer imaginary steering wheel)</p> <p>3. Theme Song <i>Guess who? Quick guess who?</i> <i>Tell me what's the job I do?</i> <i>Guess who? Quick guess who?</i> <i>Don't tell me you have no clue</i></p> <p>Note: Sing this song with picture cards. Teacher shows pictures of tools that people use when they do their job and children guess the occupation – You are a ____.</p>	<p>1. Read the eBook</p> <p>Invite children to read the book together.</p> <p>2. Let's Talk Page 1-6</p> <p>A: What do you want to be when you grow up? B: I want to be a firefighter. I will put out fires and save people. C: I want to be a soldier. I will protect my country. D: I want to be an artist. I will paint beautiful pictures. E: I want to be a nurse. I will take care of the sick. F: I want to be a scientist. I will invent cool stuff.</p> <p><i>Invite children to role-play.</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: hairdresser, chef, waiter, pilot, astronaut, postman, policeman, fireman</i></p> <p>2. Worksheet: When I Grow Up (Page 57)</p> <p><i>Teacher asks the children: What do you want to be when you grow up?</i></p> <p><i>Children draw their dream occupation and teacher helps them to fill in the occupation's name.</i></p> <p><i>I want to be a/an ____.</i></p>	<p>Review: Question & Answer</p> <p><i>Hold up the children's drawings and ask:</i></p> <p><i>Teacher: What do you want to be when you grow up?</i> <i>Child: I want to be a ____.</i></p> <p>Note: Encourage children to share more about their dream occupation e.g. why do you like to be a ____?</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ot/</p> <p>Let's Sing: Short Vowel /o/ (Tune: "Are You Sleeping?") Where is short o? (2x) Here I am. (2x) I am in 'hotdog', also in 'lots of cops' /o/ – /o/ – /o/, /o/ – /o/ – /o/</p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ot/ (Page 63) Form word families with /ot/.</p> <p>Name the picture and spell the word. Page 63 – dot, pot, hot, rot</p>	<p>Goodbye Song (see Week 9)</p>

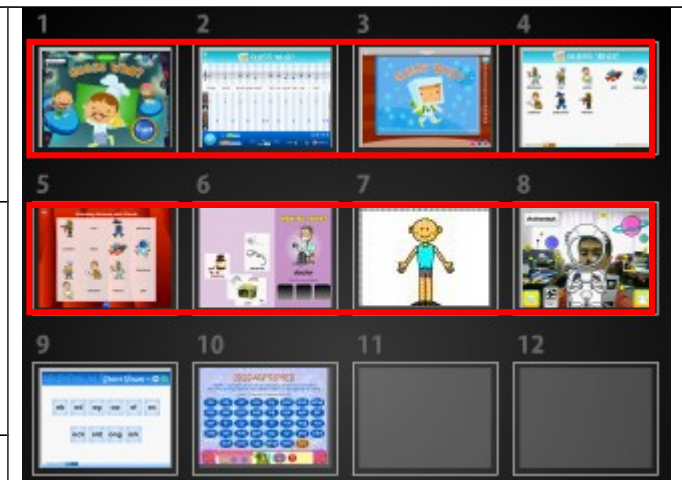
Multimedia Activities (Part 1: eBook)	1. Theme Song	<p>Invite children to sing and move along with the song.</p> <p><i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i></p>
	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. Listen and invite children to repeat the words.</p>
	5. Matching Pictures with Words	<p>Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</p>
	6. Let's Talk	<p>Pg 1 - 6: Invite children to role-play and talk about what they would like to be when they grow up.</p>
	7. Interactive Play	<p>Card needed: Outfit (1)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Invite a child to hold the card and position his face and body to fit into the outfit.</p> <p>Invite another child to change the uniform/ headgear (by clicking on the uniform/ headgear pictures) so that the headgear matches the uniform. After a correct match is done, all the other children can say "You are a _____!"</p>



Multimedia Activities (Part 2: Phonics)	8. Short Vowel	/ot/: Listen to the words with these short vowels.	
	9. Jigsaw Rimes	/ot/: Create and read words in the same word family.	

Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. Review all songs (see Week 15)</p>	<p>1. <i>Worksheet: Let's Write (Page 58)</i> Write down the names of the pictures. Combine the given sentence structure with the vocabulary words and read. <i>E.g. You are a hairdresser.</i></p> <p>2. <i>Reader: Can you say these words? (Page 15 to 18)</i> <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. <i>Reader: Can you read this book? (last page)</i> <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><i>Let's Sing: Short Vowel /o/</i></p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p>Where is short o? (2x) <i>Here I am. (2x)</i> <i>I am in 'hotdog', also in 'lots of cops'</i> <i>/o/ – /o/ – /o/, /o/ – /o/ – /o/</i></p> <p>Worksheet: Revision – Listen & Spell with /o/ (Page 64 & 65)</p> <p>Page 64: Teacher names the pictures. Children listen and spell accordingly. Teacher may need to sound out the onset and rime (e.g. c + ob).</p> <p>Page 65: Read the short passages and match them to the correct pictures.</p>	<p>Goodbye Song (see Week 9)</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> 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. Listen and invite children to repeat the words.</p>
	5. Matching Pictures with Words	<p>Select <u>all</u> the words. Click on the ‘hint’ button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</p>
	6. What Do I Need?	<p>Select the correct items.</p>
	Optional 7. Dress Me Up (Art)	<p>Invite children to dress up the character with the uniforms and headgears.</p> <p>Alternatively, teacher can specify an occupation and invite a child to dress up the character as specified.</p>
	8. Interactive Play	<p>Card needed: Outfit (1)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Invite a child to hold the card and position his face and body to fit into the outfit. Invite another child to change the uniform/ headgear (by clicking on the uniform/ headgear pictures) so that the headgear matches the uniform. After a correct match is done, all the other children can say “You are a _____!”</p>



Multimedia Activities (Part 2: Phonics)	9. Short Vowel	<i>/ob/, /od/, /og/, /op/ & /ot/</i> : Listen to the words with these short vowels.
	10. Jigsaw Rimes	<i>/ob/, /od/, /og/, /op/ & /ot/</i> : Create and read words in the same word family.



Unit 5



Objectives

1. Child learns to identify different types of weather: It is a ____ day.
2. Child learns to express what he likes to do on certain weather conditions: If it is a ____ day, I will go for a ____.
3. Child learns phonics - Word Families with Short Vowels /u/

Materials

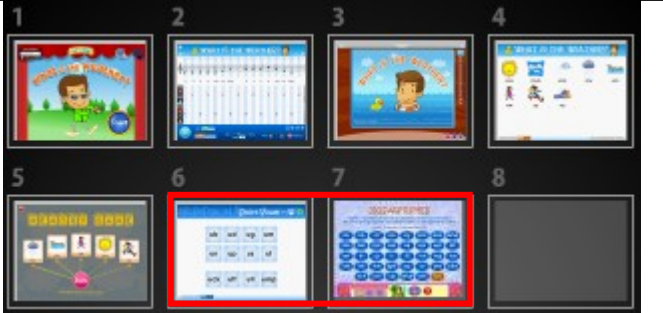
1. eBook: What Is the Weather?
2. Multimedia Library
3. Worksheets: What's the Weather?; Let's Do This; What Do You Like to Do?; Let's Write
4. Phonics Worksheets: Word Families with Short Vowels /u/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song:</p> <p>Note: Fill in the blanks with the names of the children.</p> <p><i>(Tune: The More We Get Together)</i> <i>Today we get together, together, together</i> <i>Today we get together</i> <i>Back at school again</i> <i>There's _____, and _____</i> <i>There's _____, and _____,</i> <i>(continue to name all children)</i> <i>Today we get together</i> <i>Back at school again.</i></p>	<p>1. Theme Song <i>If it is a sunny day (3x)</i> <i>What will you do?</i> <i>I will go for a swim today</i> <i>I will go for a run today</i> <i>I will have some fun today</i> <i>'Cos it is a sunny day</i></p> <p>2. Read the eBook</p> <p>3. Learn song: What's the weather? <i>(Tune: Clementine)</i> What's the weather? – 2x What's the weather, everyone? Is it windy Is it cloudy Is there rain, or Is there sun?</p>	<p>1. Vocabulary games <i>Words: sunny, cloudy, windy, rainy</i></p> <p>2. Worksheet: What's the Weather? (Page 67)</p> <p>Trace the words and match the pictures.</p> <p>Read the sentences</p> <p>Record the weather: Today is a _____ day.</p>	<p>Review: Point & Say</p> <p><i>Hold up a completed worksheet and select a child to read a sentence:</i></p> <p><i>It is a sunny day.</i> <i>It is a cloudy day.</i> <i>It is a windy day.</i> <i>It is rainy day.</i></p> <p><i>Today is a _____ day.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ub/ & /ud/</p> <p><i>Let's Sing: Short Vowel /u/</i> <i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short u? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in 'cut a bun', also in 'tub and sun'.</i></p> <p><i>/u/ – /u/ – /u/, /u/ – /u/ – /u/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ub/ & /ud/ (Page 71 & 72)</p> <p><i>Form word families with /ub/ & /ud/.</i></p> <p>Name the picture and spell the word.</p> <p><i>Page 71 – tub, cub</i> <i>Page 72 – bud, mud</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Here We Go Round the Mulberry Bush")</i></p> <p><i>This is the way we say goodbye</i> <i>Say good-bye, say goodbye</i> <i>This is the way we say goodbye</i> <i>Till we meet again next time</i></p> <p>Tips: Invite children to give ideas on how to vary the actions e.g. waving, hugging, shaking hands</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/ 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	<p>Select these words: <u>sunny, cloudy, windy, rainy</u> Listen and invite children to repeat the words.</p>
	5. Memory Game	<p>Select these words: <u>sunny, cloudy, windy, rainy</u> (Add one more word as the game needs at least 5 words to play) <i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the items after they have arranged them correctly. Click 'Play again' to repeat the game.</i></p>



Multimedia Activities (Part 2: Phonics)	6. Short Vowel	/ub/ & /ud/: Listen to the words with these short vowels.
	7. Jigsaw Rimes	/ub/ & /ud/: Create and read words in the same word family.



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 17)</p> <p>2. Theme Song</p> <p><i>If it is a sunny day (3x)</i> <i>What will you do?</i></p> <p><i>I will go for a swim today</i> <i>I will go for a run today</i> <i>I will have some fun today</i> <i>'Cos it is a sunny day</i></p> <p>Variation: Change the weather conditions and invite children to share and sing what they'll do.</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the weather as teacher retells the story e.g. If it is a _____ day,... ... (teacher pauses and waits for children to say the word).</i></p> <p>2. New Song: What's the weather?</p> <p>What's the weather? (3x) Everyone</p> <p>Is it windy, is it cloudy, Is there rain, or <i>Is there sun?</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: sunny, cloudy, windy, rainy</i></p> <p><i>New words: swim, walk, jog, nap</i></p> <p>2. Worksheet: <i>Let's Do This!</i> (Page 68)</p> <p><i>Trace the words and match to the correct pictures.</i></p> <p><i>Read the sentences.</i></p> <p><i>Fill in the blanks: I will go for a _____ today.</i></p>	<p>Review: Point & Say</p> <p><i>Hold up a completed worksheet and select a child to read a sentence:</i></p> <p><i>I will go for a swim.</i> <i>I will go for a walk.</i> <i>I will go for a jog.</i> <i>I will take a nap.</i></p> <p><i>Invite all children to read what they have written: I will go for a _____ today.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p><i>Phonics: /ug/ & /um/</i></p> <p><i>Let's Sing: Short Vowel /u/</i></p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short u? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in 'cut a bun', also in 'tub and sun'.</i></p> <p><i>/u/ - /u/ - /u/, /u/ - /u/ - /u/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /ug/ & /um/ (Page 73 & 74)</p> <p><i>Form word families with /ug/ & /um/.</i></p> <p>Name the picture and spell the word</p> <p><i>Page 73 – jug, rug, bug, hug</i> <i>Page 74 – hum, gum, bum, sum</i></p>	<p>Goodbye Song (see Week 17)</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>Revise previous week’s vocabulary words. Select these new words: <u>swim, walk, jog, nap</u> Listen and invite children to repeat the words.</p>
	5. Memory Game	<p>Revise previous week’s vocabulary words. Select these new words: <u>swim, walk, jog, nap</u> (Add one more word as the game needs at least 5 words to play) <i>Teacher invites the children to remember the positions of the items, in order from left to right. Children call out the names of the item after they have arranged them correctly. Click ‘Play again’ to repeat the game.</i></p>



Multimedia Activities (Part 2: Phonics)	6. Short Vowel	/ug/ & /um/: Listen to the words with these short vowels.	
	7. Jigsaw Rimes	/ug/ & /um/: Create and read words in the same word family.	

Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 17)</p> <p>2. Song: What's the weather? What's the weather? (3x) Everyone Is it windy, is it cloudy, Is there rain, or <i>Is there sun?</i></p> <p>3. Theme Song <i>If it is a sunny day (3x)</i> <i>What will you do?</i> <i>I will go for a swim today</i> <i>I will go for a run today</i> <i>I will have some fun today</i> <i>'Cos it is a sunny day</i></p> <p>Variation: Change the weather conditions and invite children to share and sing what they'll do.</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. New Song: Happy Wanderer</p> <p><i>I love to go a-wandering Along the mountain track And as I go, I love to sing My knapsack on my back</i></p> <p><i>Valderi Valdera, Valdera Valdeha-ha-ha-ha Valderi Valdera My knapsack on my back</i></p>	<p>1. Vocabulary games <i>Revision: sunny, cloudy, windy, rainy, swim, walk, jog, nap</i></p> <p>2. Let's Talk Talk about what one can do on the different weather conditions: sunny, cloudy, windy and rainy. (Introduce 'snowy day' if appropriate.) E.g. sunny day – eat an ice ream, play basketball</p> <p>2. Worksheet: What Do You Like to Do? (Page 69) Get children to draw a picture of what they will like to do on a particular weather condition (can include snowy day if they choose to).</p> <p>Teacher help children to fill in the blanks: <i>If it is a _____, I will _____.</i></p>	<p>Review: Share & Tell</p> <p><i>Children talk about their drawings.</i></p> <p><i>If it is a _____ day, I will _____.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p><i>Phonics: /un/, /up/ & /ut/</i></p> <p><i>Let's Sing: Short Vowel /u/ (Tune: "Are You Sleeping?")</i> <i>Where is short u? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'cut a bun', also in 'tub and sun'.</i> <i>/u/ – /u/ – /u/, /u/ – /u/ – /u/</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: /un/, /up/ & /ut/ (Page 75 - 77) Form word families with /un, /up/ & /ut/. Name the picture and spell the word. <i>Page 75 – fun, run, sun, bun</i> <i>Page 76 – cup, pup</i> <i>Page 77 – cut, nut, hut</i></p>	<p>Goodbye Song (see Week 17)</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 'The Happy Wanderer'
	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	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. Matching Pictures with Words	<p><i>Select <u>all</u> the words.</i></p> <p>Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.</p>
	7. Interactive Play	<p>Cards needed: sunny, cloudy, windy, rainy, rainbow (5)</p> <p>Turn on the webcam and stand at a distance from the screen. Hold the appropriate cards to create a virtual weather condition in the classroom. Invite children to share what they would like to do in different weather conditions and make statements like: "If it is a _____ day, I will go for a _____/ take a _____."</p>

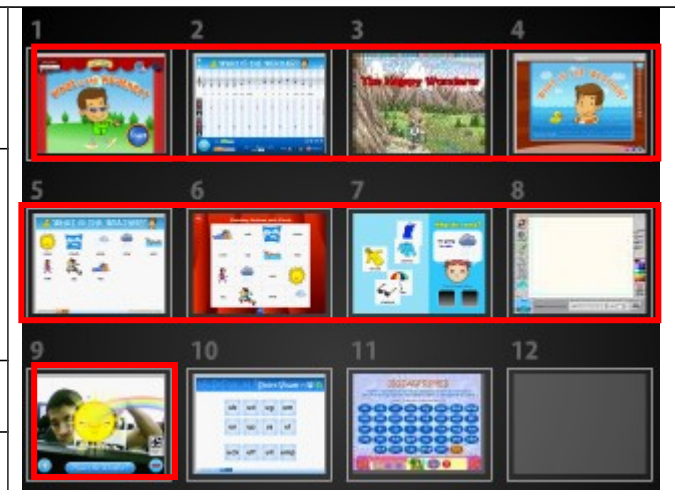


Multimedia Activities (Part 2: Phonics)	8. Short Vowel	<i>/un/, /up/, /ut/: Listen to the words with these short vowels.</i>
	9. Jigsaw Rimes	<i>/un/, /up/, /ut/: Create and read words in the same word family.</i>



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 17)</p> <p>2. Review all songs (see Week 19)</p>	<p>1. <i>Worksheet: Let's Write (Page 70)</i></p> <p>Fill in the blanks and read the sentences.</p> <p>2. Reader: Can you say these words? (Page 12 & 13)</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><i>Let's Sing: Short Vowel /u/</i></p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is short u? (2x)</i></p> <p><i>Here I am. (2x)</i></p> <p><i>I am in 'cut a bun', also in 'tub and sun'.</i></p> <p><i>/u/ - /u/ - /u/, /u/ - /u/ - /u/</i></p> <p>Worksheet: Revision – Listen & Spell with /u/ (Page 78 – 81)</p> <p>Page 78 & 79: Teacher names the pictures. Children listen and spell accordingly. Teacher may need to sound out the onset and rime (e.g. c + ub).</p> <p>Page 80 & 81: Read the short passages and match them to the correct pictures.</p>	<p>Goodbye Song (see Week 17)</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 'The Happy Wanderer'
	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. Matching Pictures with Words	Select <u>all</u> the words. Click on the 'hint' button and ask children to remember the positions of the pictures and words. Invite children to match the pictures and words.
	7. What Do I Need?	Select the correct items.
	Optional 8. Drawing Tool	Invite children to draw the different weather conditions: sunny day (sun), rainy day (rain drops, lightning), windy day (kite, leaves), cloudy day (thick clouds)
	9. Interactive Play	Cards needed: sunny, cloudy, windy, rainy, rainbow (5) Turn on the webcam and stand at a distance from the screen. Hold the appropriate cards to create a virtual weather condition in the classroom. Invite children to share what they would like to do in different weather conditions and make statements like: "If it is a ____ day, I will go for a ____/ take a ____." <i>Other ideas:</i> (a) Teacher can display the different weather cards randomly and invite children to role-play (with reference from the eBook). E.g. sunny day - swim.; cloudy day – walk, windy day – jog; rainy day - nap (b) Children can also make up what they would like to do in the different weather conditions and get their friends to guess: "If it is a ____ day, you will _____."



Multimedia Activities (Part 2: Phonics)	10. Short Vowel	<i>/ub/, /ud/, /ug/, /um/, /un/, /up/ & /ut/: Listen to the words with these short vowels.</i>
	11. Jigsaw Rimes	<i>/ub/, /ud/, /ug/, /um/, /un/, /up/ & /ut/: Create and read words in the same word family.</i>

