

Midisaurus   
English



**LESSON GUIDE**

## Unit 1



### Objectives

1. Child learns to identify parts of a body.
2. Child learns to associate verbs with the nouns (parts of a body): pat-shoulder; tickle-foot; blow-ear; kiss-cheek
3. Child learns phonics: Word Families Revision; Initial & Final Blends

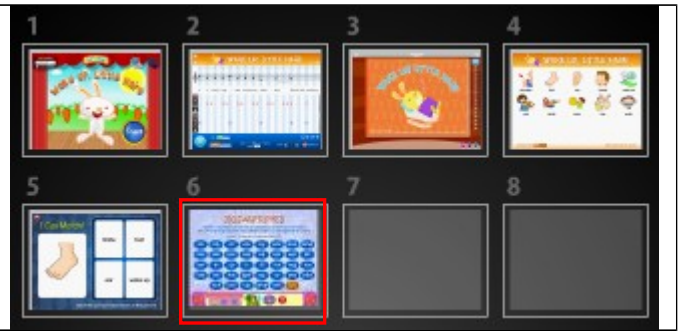
### Materials

1. eBook: Wake Up, Little Hare
2. Multimedia Library
3. Worksheets: A Beautiful Morning; Right or Left; Sequence the Story; Let's Write
4. Phonics Worksheets: Word Families Revision; Initial & Final Blends
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>Greeting Song:</p> <p><i>(Tune: The More We Get Together)</i></p> <p>Today we get together, together, together Today we get together, Back at school again. There's ____, and ____ There's ____, and ____, <i>(continue to name all children)</i> Today we get together, Back at school again.</p> <p><i>Note: Fill in the blanks with the names of different children.</i></p>	<p>1. Theme Song</p> <p><i>It is morning I pat mommy's shoulder Excuse me, mommy May I wake my baby brother up? May I kiss my baby brother's cheek?</i></p> <p><i>Mommy turns and Smiles at me and answers Of course, my dear You may do so You may tickle his tiny feet too</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games <i>Words: shoulder, foot, ear, cheek</i></p> <p>2. Worksheet: A Beautiful Morning <b>(Page 3)</b> <i>Draw a beautiful morning picture. Get some ideas from the pictures at the side.</i></p> <p><i>Trace the sentence:</i></p> <p><i>I wake up to a beautiful morning.</i></p>	<p>Review: Share &amp; Tell</p> <p><i>Invite children to talk about their drawings</i></p> <p><i>"What do you see when you wake up to a beautiful morning?"</i></p> <p><i>"I see ... .."</i></p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>Song Game: Revision - Word Families with Beginning</p> <p>Sounds &amp; Short Vowels <i>(Tune: "Do You Know the Muffin Man?")</i> <i>Do you know a word with /ab/? A word with /ab/, a word with /ab/. Do you know a word with /abl/? Will it be can or cab? (Yes, it is 'cab'.)</i></p> <p><i>Note: Repeat the song by replacing /ab/ with other short vowel family sounds learnt, e.g. en, ip, ot, up; and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: Short Vowels <b>(Page 7 - 11)</b></p> <p><i>Revision of short vowels &amp; word family words.</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Here We Go Round the Mulberry Bush")</i> <i>This is the way we say goodbye Say goodbye, say goodbye This is the way we say goodbye 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>

<b>Multimedia Activities</b> <b>(Part 1: eBook)</b>	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>shoulder, foot, ear, cheek</u></p> <p>Listen and invite children to repeat the words.</p>
	5. I Can Match	<p>Select these words: <u>shoulder, foot, ear, cheek</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 pair up the pictures with the matching words.</i></p>



<p><b>Multimedia Activities (Part 2: Phonics)</b></p>	<p>6. Jigsaw Rimes</p>	<p>Create and read words in the same word family.</p>	 <p>The image shows a grid of eight numbered thumbnails for educational activities. Thumbnail 1: A colorful cartoon rabbit in a field. Thumbnail 2: A grid of words with a blue header. Thumbnail 3: A cartoon rabbit holding a purple object. Thumbnail 4: A grid of words with a blue header. Thumbnail 5: A grid with a picture of a sock and a blue header. Thumbnail 6: A grid of words with a blue header, highlighted with a red border. Thumbnail 7: A dark grey square. Thumbnail 8: A dark grey square.</p>
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Week 2	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b> <b>eBook</b></p>	<p>1. Greeting Song (see Week 21)</p> <p>2. Theme Song <i>It is morning I pat mommy's shoulder Excuse me, mommy May I wake my baby brother up? May I kiss my baby brother's cheek? Mommy turns and Smiles at me and answers Of course, my dear You may do so You may tickle his tiny feet too</i></p> <p>Variation: Teacher can invite 1 child/ group to sing the child's part and the 2<sup>nd</sup> child/ group to sing the mother's part.</p>	<p>1. Read the eBook <i>Teacher pauses as and when appropriate and prompts children to say the next word/ phrase (especially the theme words).</i></p> <p>2. New Song: Right Hand, Left Hand <i>Raise your right hand Wave like this Raise your left hand Wave like this Raise them both up high to touch the sky Raise your both hands wave like this</i></p> <p><i>Right down, Left down La, la, la, la, la, la</i></p>	<p>1. Vocabulary games <i>Revision: shoulder, foot, ear, cheek</i></p> <p><i>New words: wake up, pats, tickles, blows, kisses, smiles</i></p> <p>2. Worksheet: Right or Left? (<b>Page 4 &amp; 5</b>)</p> <p>Learn about right and left. Write down the right and left parts of the face &amp; body.</p> <p>Tip: If possible, bring a full length mirror to class. Highlight to kids that when they are standing in a mirror, their right become their left, and vice versa.</p>	<p>Review: Point &amp; Say</p> <p><i>Give instructions for children to point to their right and left face/ body parts.</i></p>
<p><b>Part 2:</b> <b>Alphabet &amp; Phonics</b></p>		<p>1. Initial Blends: /bl/, /cl/, /fl/, /gl/, /pl/, /sl/ Blends occur when letters are combined and they each retain their own sound. <i>Initial blends are the sounds of 2 beginning letter sounds of a word e.g. <u>bl</u>ow</i></p> <p>2. Song Game: Initial Blends 1 (Tune: "Do You Know the Muffin Man?") <i>Do you know a word with /bl/? A word with /bl/, a word with /bl/. Do you know a word with /bl/?</i> <b><i>Will it be <u>blow</u> or glow?</i></b> <i>(Yes, it is '<u>blow</u>'!)</i></p> <p><i>Note: Repeat the song by replacing /bl/ with other blends: /cl/, /fl/, /gl/, /pl/, /sl/ and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p>Worksheets: Initial Blends 1 (<b>Page 12 &amp; 13</b>)</p> <p>Name the picture and listen out for the 2-letter blend. Circle it and write the word on the spaces provided.</p>	<p>Goodbye Song (see Week 1)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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	<p>Sing 'Right Hand, Left Hand'</p>
	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>wake up, pats, tickles, blows, kisses, smiles</u></p> <p>Listen and invite children to repeat the words.</p>
	6. I Can Match	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>wake up, pats, tickles, blows, kisses, smiles</u></p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>



<b>Multimedia Activities (Part 2: Phonics)</b>	7. Blends	/bl/, /cl/, /fl/, /gl/, /pl/, /sl/: Listen to the words with these blends.
	8. Whack-a-Mole	/bl/, /cl/, /fl/, /gl/, /pl/, /sl/: Listen to the word and select the correct blend.





Week 3	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 21)</p> <p>2. Song: Right Hand, Left Hand  <i>Raise your right hand / Wave like this</i>  <i>Raise your left hand / Wave like this</i>  <i>Raise them both up high to touch the sky</i>  <i>Raise your both hands wave like this</i>  <i>Right down, Left down / La, la, la, la, la, la, la</i></p> <p>3. Theme Song  <i>It is morning / I pat mommy's shoulder</i>  <i>Excuse me, mommy / May I wake my baby brother up?</i>  <i>May I kiss my baby brother's cheek?</i>  <i>Mommy turns and / Smiles at me and answers</i>  <i>Of course, my dear / You may do so</i>  <i>You may tickle his tiny feet too</i></p> <p>Variation: Teacher can invite 1 child/ group to sing the child's part and the 2<sup>nd</sup> child/ group to sing the mother's part.</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. New Song: If You're Happy and You Know It</p> <p><i>If You're Happy and You Know It, clap your hands (2x)</i></p> <p><i>If You're Happy and You Know It,</i>  <i>Then your face will surely show it,</i>  <i>If you're happy and you know it clap your hands</i></p> <p><i>(Variations: stamp your feet, click your tongue, move your shoulders, pull your ears, pinch your cheeks)</i></p>	<p>1. Vocabulary games  <i>Revision: shoulder, foot, ear, cheek, wake up, pats, tickles, blows, kisses, smiles</i></p> <p>2. Worksheet: Sequence the Story (<b>Page 5</b>)</p> <p><i>Review the story quickly and tell children to remember the sequence.</i></p> <p><i>Refer to the worksheet, read the sentences and put them in the right order, from 1 to 6. Then, match them to the correct pictures.</i></p>	<p>Review: Story Retell</p> <p>Use the eBook and invite children to retell the story in their own words.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. Initial Blends: /br/, /cr/, /dr/, /fr/, /gr/, /tr/ &amp; /sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw//br/, /cr/, /dr/, /fr/, /gr/, /tr/ &amp; /sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw/  Blends occur when letters are combined and they each retain their own sound. <i>Initial blends are the sounds of 2 beginning letter sounds of a word e.g. <u>br</u>ag</i></p> <p>2. Song Game: Initial Blends 2  (Tune: "Do You Know the Muffin Man?")  <i>Do you know a word with /br/?</i>  <i>A word with /br/, a word with /br/.</i>  <i>Do you know a word with /br/?</i>  <i>Will it be <b>brag</b> or <b>drag</b>? (Yes, it is '<b>brag</b>!)</i></p> <p><i>Note: Repeat the song by replacing /br/ with other blends: /cr/, /dr/, /fr/, /gr/, /tr/; /sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw/, and the underlined words accordingly (select some of the sounds to play this game if it is not possible to sing all the sounds; refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p>Worksheets: Initial Blends 2 (<b>Page 14 &amp; 15</b>)</p> <p>Name the picture and listen out for the 2-letter blend. Circle it and write the word on the spaces provided.</p>	<p>Goodbye Song (see Week 1)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Left Hand, Right Hand' & 'If You're Happy'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 1. Listen to the word and click on the correct picture. Spell the word.</i>
	8. Aim & Catch	Listen to the sentence and click on the correct word.
	9. Interactive Play	Card needed: Feather (1)  Turn on the webcam and stand at a distance from the screen. Move the card and perform the actions as instructed, e.g. "Tickle her left hand". When all actions are performed, the hare will wake up.  Teacher can invite children to say: "I tickle Baby Hare's ____ ____ . She is still sleeping. / She is awake"



<b>Multimedia Activities (Part 2: Phonics)</b>	10. Blends	/br/, /cr/, /dr/, /fr/, /gr/, /tr/ & /sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw/: Listen to the words with these blends.
	11. Whack-a-Mole	/br/, /cr/, /dr/, /fr/, /gr/, /tr/: Listen to the word and select the correct blend.
	12. Complete the Word	/sc/, /sk/, /sm/, /sn/, /sp/, /st/, /sw/: Listen to the word and fill in the missing blend.



Week 4	Tuning-In	Revision	Closing
<b>Part 1:</b>  <b>eBook</b>	1. Greeting Song (see Week 1)  2. Review all songs (see Week 3)	<p>1. <b>Worksheet: Let's Write (Page 6)</b>  <i>Trace the words, fill in the blanks and match with the correct pictures. Combine the given sentence structure with the vocabulary words and read. E.g. <u>Father Hare</u> pats her foot.</i></p> <p>2. <b>Reader: Can you say these words? (Page 16 &amp; 17)</b>  <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. <b>Reader: Can you read this book? (last page)</b>  <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>  <input type="checkbox"/> <i>I can read this book with some help.</i>  <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>	
<b>Part 2:</b>  <b>Alphabet &amp; Phonics</b>		<p>Phonics: /ck/, /ft/, /mp/, /nd/, /nk/, /sk/, /st/</p> <p>Song Game: Final Blends          (Tune: "Do You Know the Muffin Man?")  <i>Do you know a word with /ck/?</i>  <i>A word with /ck/, a word with /ck/.</i>  <i>Do you know a word with /ck/?</i>  <b>Will it be <u>clock</u> or <u>stomp</u>?</b>  <i>(Yes, it is 'clock'!)</i></p> <p><i>Note: Highlight to children to listen to the ending sound of the word. Repeat the song by replacing /ck/ with other blends: /ft/, /mp/, /nd/, /nk/, /sk/, /st/, and the underlined words accordingly (select some of the sounds to play this game if it is not possible to sing all the sounds).</i></p> <p><b>Worksheet: Final Blends (Page 16 &amp; 17)</b></p> <p>Highlight to the children to listen for the final blends. Circle it and write the word on the spaces provided.</p>	Goodbye Song (see Week 1)

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Left Hand, Right Hand' & 'If You're Happy'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 2. Listen to the word and click on the correct picture. Spell the word.</i>
	8. Aim & Catch	Listen to the sentence and click on the correct word.
	Optional 9. Drawing Tool	Teacher draws the outline of a body and invite children to fill in the parts by giving the following instructions, e.g.: "Draw the right ear/ left ear; right hand/ left hand; right leg/ left leg; ..."
	10. Interactive Play	Card needed: Feather (1) Turn on the webcam and stand at a distance from the screen. Move the card and perform the actions as instructed, e.g. "Tickle her left hand". When all actions are performed, the hare will wake up. Teacher can invite children to say: "I tickle Baby Hare's ____ _____. She is still sleeping. / She is awake"



<b>Multimedia Activities (Part 2: Phonics)</b>	11. Final Sounds	/ck/, /ft/, /mp/, /nd/, /nk/, /sk/, /st/: Listen to the words with these final blends.
	12. What's the Final Sound?	/ck/, /ft/, /mp/, /nd/, /nk/, /sk/, /st/: Listen to the word and click on the final blend.
	13. Fill in the Sound	/ck/, /ft/, /mp/, /nd/, /nk/, /sk/, /st/: Listen to the word and fill in the missing blend.



## Unit 2



### Objectives

1. Child learns to identify tools used for cleaning up.
2. Child learns to associate things: leaves-rake; rubbish-broom; sand-vacuum cleaner; dust-duster; mud-mop; crumbs-cloth; food-tooth-brush
3. Child learns about asking for help and receiving a positive response: Can \_\_\_\_\_, please? Yes, I can.
4. Child learns phonics: Digraphs /ch/, /ph/, /sh/, /th/, /wh/

### Materials

1. eBook: Clean Up
2. Multimedia Library
3. Worksheets: Word Search 1 & 2; Can You?; Trace & Match; Let's Write
4. Phonics Worksheets: Digraphs /ch/, /ph/, /sh/, /th/, /wh/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>Greeting Song</p> <p>(Tune: "Farmer in the Dell")</p> <p>_____ 's here today</p> <p>_____ 's here today</p> <p>Let's all <u>clap our hands</u> and <u>shout</u></p> <p>Hip Hip Hooray!</p> <p><u>Vary actions:</u> Let's all tap our knees ..., Let's all shake hands, Let's all pull our ears, ...</p>	<p>1. Theme Song</p> <p><i>There are dry leaves on the ground</i> <i>There is rubbish all around</i> <i>There are breadcrumbs on the chair</i> <i>Dust is everywhere</i> <i>Can Adam clean it up?</i> <i>Can Betty clean it up?</i> <i>Children can you clean it up?</i> <i>Yes, we can!</i> <i>No more dry leaves on the ground</i> <i>No more rubbish all around</i> <i>No more breadcrumbs on the chair</i> <i>No dust anywhere</i> <i>Yeah</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: ground, floor, carpet, bookcase, tiles, table</i></p> <p>2. Worksheet: Word Search (<b>Page 19</b>)</p> <p>Spell these words and color in the boxes: <i>ground, floor, carpet, bookcase, tiles, table, teeth</i></p> <p><i>Next, look at the picture and fill in the blank:</i></p> <p><i>There are leaves on the _____.</i></p>	<p>Review: Question &amp; Answer</p> <p><i>Prepare some leaves or other object(s). Place the leaves at different parts of the room. Each time, invite children to tell you where they are:</i></p> <p><i>There are leaves on the _____.</i></p> <p>Suggested places to place the leaves: - floor, table, chair, bookcase/ cupboard/ cabinet, cushion, carpet/mat/rug, computer, etc</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. Digraphs: /ph/, /sh/ <i>Digraphs occur when 2 letters are combined and they make a single new sound. e.g. <u>photo</u>; /ph/ sounds like /f/</i></p> <p>2. Song Game: Digraphs /ph/, /sh/ (Tune: "Do You Know the Muffin Man?") <i>Do you know a word with /ph/?</i> <i>A word with /ph/, a word with /ph/.</i> <i>Do you know a word with /ph/?</i> <b><i>Will it be <u>photo</u> or <u>shop</u>?</i></b> <i>(Yes, it is '<u>photo</u>'!)</i></p> <p><i>Note: Repeat the song by replacing /ph/ with /sh/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p>Worksheet: Digraphs (<b>Page 24 &amp; 25</b>)</p> <p>Listen carefully as the teacher read the words. Use a red color pencil to underline the letters in the words that give the /ph/ and /sh/ sounds.</p>	<p>Goodbye Song</p> <p>(Tune: Hi Ho, Hi Ho)</p> <p><i>Goodbye, Goodbye,</i> <i>It's off to home we go.</i> <i>We've worked and played</i> <i>And had a good day.</i> <i>Goodbye, Goodbye.</i></p>



<b>Multimedia Activities</b> <b>(Part 1: eBook)</b>	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>ground, floor, carpet, bookcase, tiles, table</u></p> <p>Listen and invite children to repeat the words.</p>
	5. I Can Match	<p>Select these words: <u>ground, floor, carpet, bookcase, tiles, table</u></p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>



<b>Multimedia Activities (Phonics)</b>	6. Digraphs	/ph/, /sh/: Listen to the words with these digraphs.
	7. Match the Digraphs	/ph/, /sh/: Listen to the words and match the correct digraphs.



Week 2	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Theme Song</p> <p><i>Teacher sings:</i>  <i>There are dry leaves on the ground</i>  <i>There is rubbish all around</i>  <i>There are breadcrumbs on the chair</i>  <i>Dust is everywhere</i></p> <p><i>Can Adam clean it up?</i>  <i>Can Betty clean it up?</i>            Children can you clean it up?</p> <p>Children sing:  <i>Yes, we can!</i>  <i>No more dry leaves on the ground</i>  <i>No more rubbish all around</i>  <i>No more breadcrumbs on the chair</i>  <i>No dust anywhere</i>  <i>Yeah</i></p>	<p>1. Read the eBook  <i>Teacher pauses as and when appropriate and prompts children to say the next word/ phrase (especially the theme words).</i></p> <p>2. <i>New Song: Here We Go Round the Mulberry Bush</i>            Here we go round the mulberry bush            The mulberry bush (2x)            Here we go round the mulberry bush            On a cold and frosty morning            This is the way we wash our clothes            Wash our clothes, wash our clothes            This is the way we wash our clothes            On a cold and frosty morning</p> <p><i>Variation: This is the way we rake the leaves, ... sweep the floor, ... vacuum the carpet, ... dust the bookcase, ... mop the tiles, ... clean the table, ... brush our teeth</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: ground, floor, carpet, bookcase, tiles, table</i></p> <p><i>New: rake, broom, vacuum cleaner, duster, mop, cloth, toothbrush</i></p> <p>2. Worksheet: Word Search (<b>Page 22</b>)</p> <p>Spell these words and color in the boxes:  <i>rake, broom, vacuum cleaner, duster, mop, cloth, toothbrush</i></p> <p><i>Next, look at the picture and fill in the blank:</i></p> <p><i>Can you bring the ____ and clean up, please?</i></p>	<p>Review: Riddle Time</p> <p><i>E.g.</i>            Adam uses me to clean up the leaves. What am I? (You are a rake.)</p> <p>Note: Teacher can point to the correct picture to prompt the child.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. Digraphs: /ph/, /sh/  <i>Digraphs occur when 2 letters are combined and they make a single new sound. e.g. <u>ph</u>oto; /ph/ sounds like /f/</i></p> <p>2. <i>Song Game: Digraphs /ph/, /sh/</i>            (Tune: "Do You Know the Muffin Man?")  <i>Do you know a word with /ph/?</i>  <i>A word with /ph/, a word with /ph/.</i>  <i>Do you know a word with /ph/?</i>  <b><i>Will it be <u>ph</u>oto or <u>sh</u>op?</i></b>  <i>(Yes, it is '<u>ph</u>oto'!)</i></p> <p><i>Note: Repeat the song by replacing /ph/ with /sh/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: Digraphs (<b>Page 26 &amp; 27</b>)</p> <p><i>Name the picture, circle the correct digraph and complete the word.</i></p>	<p>Goodbye Song (see Week 5)</p>

<b>Multimedia Activities</b> <b>(Part 1: eBook)</b>	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 'Here We Go Round the Mulberry Bush'
	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>rake, broom, vacuum cleaner, duster, mop, cloth, toothbrush</u></p> <p>Listen and invite children to repeat the words.</p>
	6. I Can Match	<p>Revise previous week's vocabulary words.</p> <p><i>Select these new words: <u>rake, broom, vacuum cleaner, duster, mop, cloth, toothbrush</u> Teacher invites the children to pair up the pictures with the matching words.</i></p>



<b>Multimedia Activities (Part 2: Phonics)</b>	7. Digraphs	/ph/, /sh/: Listen to the words with these digraphs.
	8. Match the Digraphs	/ph/, /sh/: Listen to the words and match the correct digraphs.



Week 3	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b> <b>eBook</b></p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Song: <i>Here We Go Round the Mulberry Bush</i> (see Week 6)</p> <p>3. Theme Song <i>Teacher sings:</i> <i>There are dry leaves on the ground</i> <i>There is rubbish all around</i> <i>There are breadcrumbs on the chair</i> <i>Dust is everywhere</i> <i>Can Adam clean it up?</i> <i>Can Betty clean it up?</i> Children can you clean it up?</p> <p>Children sing: <i>Yes, we can!</i> <i>No more dry leaves on the ground</i> <i>No more rubbish all around</i> <i>No more breadcrumbs on the chair</i> <i>No dust anywhere / Yeah</i></p>	<p>1. Read the eBook <i>Invite children to read the book together.</i></p> <p>2. New Song: I Can Do Many Things  (Tune: Are you sleeping? <a href="http://kids.niehs.nih.gov/lyrics/frere.htm">http://kids.niehs.nih.gov/lyrics/frere.htm</a>)</p> <p><i>I can _____ (2x)</i> <i>Yes, I can (2x)</i></p> <p><i>I can do many things (2x)</i> <i>Yes, I can (2x)</i></p> <p><i>Note: This is an easy song to sing. Select a child to sing each time and fill in the blank with what he/she can do.</i></p>	<p>1. Vocabulary games <i>Revision: ground, floor, carpet, bookcase, tiles, table, rake, broom, vacuum cleaner, duster, mop, cloth, toothbrush</i></p> <p>2. Worksheet: Can You? (<b>Page 21</b>) Before the start of the activity, teacher introduces the following question: "Can you use a _____ to clean up?" (fill in the blank with the name of the tool)</p> <p><i>The children will have 2 possible answers and they need to answer verbally:</i> <i>"Yes, I can." or</i> <i>"No, I can't."</i> <i>Tell them that they have to ask and answer in this manner.</i></p> <p><i>Put a tick in the box below each tool if the child knows how to use it. If not, leave it blank. Each child shall Interview 2 of his friends too.</i></p>	<p>Review: <i>Teacher tell children that she will be asking them questions from the 'Can You' survey:</i></p> <p>Give each child at least an opportunity to answer one question.</p> <p>Teacher asks: "Can you/ (name of friend) use a _____ to clean up, please?" and teach the child to answer the question based on their findings?</p> <p><i>Note: The child might need to use "Yes/No, <b>he/she</b> can/ can't." (he/she has already been introduced earlier)</i></p> <p><i>E.g.</i> <i>Fukai, can Xiaoling use a rake to clean up?</i> <i>No, she can't.</i></p>
<p><b>Part 2:</b> <b>Alphabet &amp; Phonics</b></p>		<p>1. Digraphs: /ch/, /th/, /wh/ <i>Digraphs occur when 2 letters are combined and they make a single new sound. e.g. <u>ch</u>air</i></p> <p>2. Song Game: Digraphs /ch/, /th/, /wh/ (Tune: "Do You Know the Muffin Man?") <i>Do you know a word with /ch/?</i> <i>A word with /ch/, a word with /ch/.</i> <i>Do you know a word with /ch/?</i> <b><i>Will it be <u>chip</u> or <u>whip</u>?</i></b> <i>(Yes, it is '<u>chip</u>'!)</i></p> <p><i>Note: Repeat the song by replacing /ch/ with other /th/ and /wh/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>1. Phonics Games</p> <p>2. Worksheet: Digraphs (<b>Page 28 - 30</b>)</p> <p>Listen carefully as the teacher read the words. Use a red color pencil to underline the letters in the words that give the /ch/, /th/ and /wh/ sounds.</p>	<p>Goodbye Song (see Week 5)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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/ show) or at a different pitch (high/ low).</i></p>
	3. Song	Sing 'Here We Go Round the Mulberry Bush'
	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. Catch & Spell	<p><i>Select <u>all</u> the words. Select Level 1.</i></p> <p><i>Listen to the word and click on the correct picture. Spell the word.</i></p>
	7. Aim & Catch	Listen to the sentence and click on the correct word.
	8. Interactive Play	<p>Cards needed: broom, cloth, duster, mop, rake (5)</p> <p>Turn on the webcam and stand at a distance from the screen.</p> <p>Clean up the mess by holding up the right cleaning tool card. If the wrong card is displayed, nothing happens.</p> <p>Teacher can invite a child by saying: "Can ____ (name) bring the ____ (cleaning tool) and clean up, please?" Child responds by saying: "Yes, I can."</p>



<b>Multimedia Activities (Part 2: Phonics)</b>	9. Digraphs	/ch/, /th/, /wh/: Listen to the words with these digraphs.
	10. Complete the Word	/ch/, /th/, /wh/: Listen to the words and fill in the missing digraphs.





Week 4	Tuning-In	Revision	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Review all songs (see Week 6 &amp; 7)</p>	<p>1. <i>Worksheet: Trace &amp; Match; Let's Write (Page 22 &amp; 23)</i></p> <p><i>Page 22: Trace the words, fill in the blanks and match with the correct pictures. Combine the given sentence structure with the vocabulary words and read. E.g. <u>There are</u> leaves <u>on the</u> ground.</i></p> <p><i>Page 23: Write down the names of the pictures. Combine the given sentence structure with the vocabulary words and read. E.g. <u>Can you bring the</u> cloth <u>and clean up, please?</u></i></p> <p>2. <i>Reader: Can you say these words? (Page 16 &amp; 17)</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> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>I can read this book by myself.</i></li> <li><input type="checkbox"/> <i>I can read this book with some help.</i></li> <li><input type="checkbox"/> <i>I need more practice.</i></li> </ul> <p><i>Add remarks if necessary e.g. write down the words that the child has difficulty with.</i></p>	
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. <i>Song Game: Digraphs /ch/, /th/, /wh/ (Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /ch/?</i>  <i>A word with /ch/, a word with /ch/.</i>  <i>Do you know a word with /ch/?</i>  <b><i>Will it be <u>chip</u> or <u>whip</u>?</i></b>  <i>(Yes, it is '<u>chip</u>'!)</i></p> <p><i>Note: Repeat the song by replacing /ch/ with other /th/ and /wh/, and the underlined words accordingly (refer to activity book for the words).</i></p> <p>2. <i>Worksheet: Digraphs (Page 31 &amp; 32)</i>  <i>Name the picture, circle the correct digraph and complete the word.</i></p>	<p>Goodbye Song (see Week 5)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. Song	Sing 'Here We Go Round the Mulberry Bush'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 2. Listen to the word and click on the correct picture. Spell the word.</i>
	7. The Correct Match	Click on the item that can be used to clean up the mess.
	8. Aim & Catch	Listen to the sentence and click on the correct word.
	9. Interactive Play	Cards needed: broom, cloth, duster, mop, rake (5)  Turn on the webcam and stand at a distance from the screen. Clean up the mess by holding up the right cleaning tool card. If the wrong card is displayed, nothing happens.  Teacher can invite a child by saying: "Can ____ (name) bring the ____ (cleaning tool) and clean up, please?" Child responds by saying: "Yes, I can."



<b>Multimedia Activities (Part 2: Phonics)</b>	10. Digraphs	/ch/, /th/, /wh/: Listen to the words with these digraphs.
	11. Complete the Word	/ch/, /th/, /wh/: Listen to the words and fill in the missing digraphs.



## Unit 3



### Objectives

1. Child learns what a party is about: It's all about \_\_\_\_\_.
2. Child learns to use descriptive words to describe party fun: yummy; colorful; exciting; great
3. Child learns to make an invitation: Would you like to come to my birthday party?
4. Child learns phonics: Word families with blends and digraphs on /a/

### Materials

1. eBook: Great Party Fun
2. Multimedia Library
3. Worksheets: Word Search 1 & 2; Party Fun; Let's Write
4. Phonics Worksheets: Word families with blends and digraphs on /a/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b> <b>eBook</b></p>	<p>Greeting Song (see Week 5)</p>	<p>1. Theme Song</p> <p><i>It's all about yummy food</i> <i>Exciting games</i> <i>Colorful balloons</i> <i>Great presents too</i> <i>So come on in</i> <i>My dearest friends</i> <i>The party's ready to begin</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: food, drinks, balloons, party hats, games, friends, presents, fun</i></p> <p>2. Worksheet: Word Search (<b>Page 34</b>)</p> <p>Spell these words and color in the boxes: <i>food, drinks, balloons, party hats, games, friends, presents, fun</i></p> <p>Next, look at the picture and fill in the blank:</p> <p><i>It's all about yummy _____.</i></p>	<p>Review: Riddle Time</p> <p><i>Teacher plays charade with the children using the sentences in the eBook.</i></p> <p><i>Children ask:</i> <i>What's a party about?</i></p> <p><i>Teacher responds:</i> <i>"It's all about yummy _____", and pretend to eat something.</i></p> <p><i>Children guess:</i> <i>"It's all about yummy <u>food</u>."</i></p> <p><i>Invite the children to do the acting if they want to.</i></p>
<p><b>Part 2:</b> <b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ab/ &amp; /am/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i> <i>Do you know a word with /ab/?</i> <i>A word with /ab/, a word with /ab/.</i> <i>Do you know a word with /ab/?</i> <b><i>Will it be <u>crab</u> or <u>clam</u>?</i></b> <i>(Yes, it is '<u>crab</u>'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ab/ with /am/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p>Worksheets: /ab/, /am/ <b>(Page 38 &amp; 39)</b></p> <p><i>Form word families with the blends/digraphs with /ab/ and /am/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together.</i></p>	<p>Goodbye Song (see Week 5)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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 <u>all</u> the words.</p> <p>Listen and invite children to repeat the words.</p>
	5. I Can Match	<p>Select <u>all</u> the words.</p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>



<b>Multimedia Activities (Part 2: Phonics)</b>	6. Short Vowels	/ab/ & /am/: Listen to the words with these short vowels.
	7. Complete the Words	/ab/ & /am/ (add /id/ and /ig/ as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.



Week 2	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Theme Song</p> <p><i>It's all about yummy food</i>  <i>Exciting games</i>  <i>Colorful balloons</i>  <i>Great presents too</i>  <i>So come on in</i>  <i>My dearest friends</i>  <i>The party's ready to begin</i></p>	<p>1. Read the eBook:</p> <p><i>Invite children to identify the party words when teacher retells the story e.g. It's all about yummy _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New Song: Looby Loo</p> <p><i>Here we go looby-loo,</i>  <i>Here we go looby light.</i>  <i>Here we go looby loo,</i>  <i>All on a Saturday night.</i>  <i>You put your left hand in,</i>  <i>You put your left hand out.</i>  <i>You shake it a little, a little, a little,</i>  <i>And turn yourself about.</i></p>	<p>1. Vocabulary games:</p> <p><i>Revision: food, drinks, balloons, party hats, games, friends, presents, fun</i></p> <p>2. Worksheet: Word Search (<b>Page 35</b>)</p> <p>Spell these words and color in the boxes:  <i>yummy, colorful, exciting, great</i></p> <p><i>Next, look at the picture and fill in the blank:</i></p> <p><i>It's all about _____ balloons.</i></p>	<p>Review: Story Retell</p> <p>Use the eBook and invite children to retell the story in their own words.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ad/ &amp; /an/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /ad/?</i>  <i>A word with /ad/, a word with /ad/.</i>  <i>Do you know a word with /ad/?</i>  <b><i>Will it be <u>clan</u> or <u>clad</u>?</i></b>  <i>(Yes, it is 'clad'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ad/ with /an/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p>Worksheets: /ad/, /an/ (<b>Page 40 &amp; 41</b>)</p> <p><i>Form word families with the blends/digraphs and /ad/ and /an/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together</i></p>	<p>oodbye Song (see Week 5)</p>



<b>Multimedia Activities (Part 1: eBook)</b>	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 'Looby Loo'
	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. I Can Match	<p>Select <u>all</u> the words.</p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>



<b>Multimedia Activities (Part 2: Phonics)</b>	7. Short Vowels	/ad/ & /an/: Listen to the words with these short vowels.
	8. Complete the Words	/ad/ & /an/ (add /ab/ and /am/ (revision) as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.



Week 3	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 5)</p> <p>2. Song: Looby Loo Here we go looby-loo, Here we go looby light. Here we go looby loo, All on a Saturday night. You put your left hand in, You put your left hand out. You shake it a little, a little, a little, And turn yourself about.</p> <p>3. Theme Song <i>It's all about yummy food</i> <i>Exciting games</i> <i>Colorful balloons</i> <i>Great presents too</i> <i>So come on in</i> <i>My dearest friends</i> <i>The party's ready to begin</i></p>	<p>1. Read the eBook <i>Read the book together.</i></p> <p>2. Let's Talk: <i>First, listen through the whole conversation.</i> <i>Then, highlight the conversation on Page 2 – 3 and role-play.</i> <i>A: Would you like to come to my birthday party?</i> <i>B: I love parties! Count me in!</i> <i>A: Great!</i></p> <p>3. New Song: Birthday Bash <i>Gather here and celebrate</i> <i>Midisaurus' Birthday Bash</i> <i>Let us sing a birthday song</i> <i>Sing a happy one today!</i> <i>Join us now and celebrate</i> <i>Midisaurus' Birthday Bash</i> <i>Watch him as he makes a wish</i> <i>May it all come true today!</i></p>	<p>1. Vocabulary games</p> <p>Revision: <i>food, drinks, balloons, party hats, games, friends, presents, fun</i></p> <p>2. Worksheet: Party Fun (<b>Page 36</b>)</p> <p><i>Color the party picture.</i></p>	<p>Review: Share and Tell</p> <p><i>Referring to the completed worksheet, talk about what's yummy, colorful, exciting and great in the picture.</i></p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ag/, /ap/ &amp; /at/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i> <i>Do you know a word with /ag/?</i> <i>A word with /ag/, a word with /ag/.</i> <i>Do you know a word with /ag/?</i> <b><i>Will it be <u>drag</u> or <u>clap</u>?</i></b> <i>(Yes, it is 'drag'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ag/ with /ap/ &amp; /at/, and the underlined words accordingly (refer to activity book for the words).</i></p>	<p>Phonics Games</p> <p><i>Worksheets: /ag/, /ap/ &amp; /at/ (Page 42 - 44)</i></p> <p><i>Form word families with the blends/digraphs and /ag/, /ap/ and /at/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together</i></p>	<p>Goodbye Song (see Week 5)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Looby Loo' & 'Birthday Bash'
	5. Let's Talk	Listen through the complete conversation and highlight the conversation pg 2 & 3 only to role-play.
	6. 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> <i>If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.</i>
	7. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	8. Catch & Spell	<i>Select all the words. Select Level 1.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	9. The Correct Match	<i>Select all the words. Match the correct adjective to the given word.</i>
	10. Sorting Fun	Click and drag to rearrange the sentences correctly.
	11. Interactive Play	Turn on the webcam and stand at a distance from the screen. Select the correct party items as instructed by waving your hands within the top-left, top-middle or top-right sensor zones in the video frame. Wave fast and long enough for the answer to be registered.



<b>Multimedia Activities (Part 2: Phonics)</b>	12. Short Vowels	<i>/ag/, /ap/ &amp; /at/:</i> Listen to the words with these short vowels.
	13. Complete the Words	<i>/ag/, /ap/ &amp; /at/ (add /ad/ and /an/ (revision) as the game needs at least 4 sounds to play):</i> Complete the words with the correct short vowels.



Week 4	Tuning-In	Revision	Closing
<b>Part 1:</b>  <b>eBook</b>	1. Greeting Song (see Week 5)  2. Review all songs (see Week 11)	1. Worksheet: Trace & Match ( <b>Page 37</b> ) <i>Trace the words and fill in the blanks (names of the pictures).            Combine the given sentence structure with the vocabulary words and read.            E.g. It's all about yummy food.</i>  2. Reader: Can you say these words? ( <b>Page 12 &amp; 13</b> ) <i>Award stickers for identifying pictures or reading words on the list</i>  3. Reader: Can you read this book? ( <b>last page</b> ) <i>Read through the book with each child. Tick accordingly:</i> <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> <i>Add remarks if necessary, e.g. write down the words that the child has difficulty with.</i>	
<b>Part 2:</b>  <b>Alphabet &amp; Phonics</b>		1. Song Game: Blends and Digraphs with /ack/, /and/ & /ass/  <i>(Tune: "Do You Know the Muffin Man?")            Do you know a word with /ack/,            A word with /ack/, a word with /ack/?            Do you know a word with /ack/?            Will it be <u>stand</u> or <u>stack</u>?            (Yes, it is 'stack'!)</i>  <i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ack/ with /and/ &amp; /ass/, and the underlined words accordingly. Refer to activity book for the words.</i>  2. Phonics Games  3. Worksheets: /ack/, /and/ & /ass/ <b>(Page 45 - 47)</b> <i>Form word families with the blends/ digraphs and /ack/, /and/ and /ass/.            Read the words.            Read the short passages together.</i>	Goodbye Song (see Week 5)

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Looby Loo' & 'Birthday Bash'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 2.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	8. The Correct Match	<i>Select <u>all</u> the words. Match the correct adjective to the given word.</i>
	Optional 9. Drawing Tool	Invite children to draw a party scene. Each child can contribute and draw something to add to the whole picture.
	10. Sorting Fun	Click and drag to rearrange the sentences correctly.
	11. Interactive Play	Turn on the webcam and stand at a distance from the screen. Select the correct party items as instructed by waving your hands within the top-left, top-middle or top-right sensor zones in the video frame. Wave fast and long enough for the answer to be registered.



<b>Multimedia Activities (Part 2: Phonics)</b>	12. Short Vowels	<i>/ack/, /and/ &amp; /ass/: Listen to the words with these short vowels.</i>
	13. Complete the Words	<i>/ack/, /and/ &amp; /ass/ (add /ag/, /ap/ and /at/ (revision) as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.</i>





## Unit 4



### Objectives

1. Child learns to describe his own actions: I smile. I laugh. I frown. I dance.
2. Child learns to describe a 2<sup>nd</sup> person's actions: He smiles. He laughs. He frowns. He dances.
3. Child learns about subject-verb agreement (using plural or singular tense for verbs).
5. Child learns phonics: Word families with blends and digraphs on /e/ & /i/

### Materials

1. eBook: Who's In the Mirror?
2. Multimedia Library
3. Worksheets: What's in the Mirror?; My Expressions; Let's Write
4. Phonics Worksheets: Word families with blends and digraphs on /e/ & /i/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>Greeting Song:</p> <p><i>(Tune: If You're Happy and You Know It)</i></p> <p>_____ 's here today, shout hurray!</p> <p>_____ 's here today, shout hurray!</p> <p>_____ 's here today, they will learn and laugh and play, Oh _____ 's here today, today, shout hurray!</p>	<p>1. Theme Song</p> <p><i>When I look into the mirror I see someone just like me He follows everything I do Can you do that too?</i></p> <p><i>I smile, he smiles I laugh, he laughs I frown, he frowns I cry, he cries</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: look, smile, laugh, frown, cry</i></p> <p>2. Worksheet: What's in the Mirror? <b>(Page 49)</b></p> <p>Can you write out the words in mirror image? He smiles. He laughs. He frowns. He cries.</p> <p>Read the sentences.</p>	<p>Review: Song Game</p> <p><i>(Tune: Skip to My Lou</i> <a href="http://kids.niehs.nih.gov/lyrics/skipto.htm">http://kids.niehs.nih.gov/lyrics/skipto.htm</a>)</p> <p><i>Smile, smile, smile like me (3x)</i> <i>Little mirror, just like me</i></p> <p>Fill in the blanks with action words learnt – smile, laugh, frown, cry.</p> <p>Invite children to be the mirror and when the teacher does an action, the children will copy.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ed/ &amp; /ess/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i> <i>Do you know a word with /ed/,</i> <i>A word with /ed/, a word with /ed/?</i> <i>Do you know a word with /ed/?</i> <b><i>Will it be <u>bled</u> or <u>bless</u>?</i></b> <i>(Yes, it is '<u>bled</u>'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ed/ with /ess/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p><i>Worksheets: /ed/ &amp; /ess/ (Page 52 &amp; 53)</i></p> <p><i>Form word families with blends/digraphs and /ed/ &amp; /ess/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together.</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Skip to My Lou")</i></p> <p><i>Wave to your friends and say goodbye (3x)</i> <i>Till we meet again next time</i></p> <p>Tip: You can replace "Wave to your friends" with "Jump up high"; "Skip around"; "Shake your hips".</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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 <u>all</u> the words.</p> <p>Listen and invite children to repeat the words.</p>
	5. I Can Match	<p><i>Word list similar to 4. Lesson: Vocabulary</i></p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>
	Optional 6. Mirror, Mirror on the Wall	<p>Find the correct mirror image.</p>



<b>Multimedia Activities (Part 2: Phonics)</b>	7. Short Vowels	<i>/ed/ &amp; /ess/: Listen to the words with these short vowels.</i>
	8. Complete the Words	<i>/ed &amp; /ess/ (add /id/ and /im/ as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.</i>



Week 2	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Theme Song</p> <p><i>When I look into the mirror I see someone just like me He follows everything I do Can you do that too?</i></p> <p><i>I smile, he smiles I laugh, he laughs I frown, he frowns I cry, he cries</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the actions as teacher retells the story e.g. When I smile, he _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. Learn Song: If You're Happy</p> <p><i>If You're Happy and You Know It, clap your hands. If You're Happy and You Know It, clap your hands. If You're Happy and You Know It, your face will surely show it. If You're Happy and You Know It, clap your hands.</i></p> <p><i>Note: Make up additional verses with other feelings; such as; If You're Happy and You Know It, give a smile; If it is funny and you know it, laugh out loud; If you're angry and you know it, frown like this; If you're sad and you know it, cry out loud</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: look, smile, laugh, frown, cry</i></p> <p>2. Worksheet: My Expressions (<b>Page 50</b>)</p> <p>Read and draw the expressions in the mirrors (refer to the pictures at the bottom for reference).</p> <p>For the last box, think of an expression, name and draw it.</p>	<p>Review: Share &amp; Tell</p> <p>Teacher invites children to talk about emotions/ feelings and how facial expressions can tell us about someone's feelings.</p> <p>Children can make facial expressions and get their friends to guess their feeling.</p> <p>Teacher can also refer to Week 13 Review song game.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /id/ &amp; /im/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i></p> <p><i>Do you know a word with /id/, A word with /id/, a word with /id/? Do you know a word with /id/?</i></p> <p><b>Will it be <u>slim</u> or <u>skid</u>?</b></p> <p><i>(Yes, it is 'skid'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /id/ with /im/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p><i>Worksheets: /id/ &amp; /im/ (Page 54 &amp; 55)</i></p> <p><i>Form word families with blends/ digraphs and /id/ &amp; /im/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together</i></p>	<p>Goodbye Song (see Week 13)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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 'If You're Happy'
	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. I Can Match	<p><i>Word list similar to 4. Lesson: Vocabulary</i></p> <p><i>Teacher invites the children to pair up the pictures with the matching words.</i></p>
	Optional 7. Facial Expressions (Art)	Invite children to create faces of different expressions.



<b>Multimedia Activities (Part 2: Phonics)</b>	8. Short Vowels	<i>/id/ &amp; /im/: Listen to the words with these short vowels.</i>
	9. Complete the Words	<i>/id &amp; /im/ (add /ed/ and /ess/ (revision) as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.</i>



Week 3	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Song: If You're Happy  <i>If You're Happy and You Know It, clap your hands.</i>  <i>If You're Happy and You Know It, clap your hands.</i>  <i>If You're Happy and You Know It, your face will surely show it.</i>  <i>If You're Happy and You Know It, clap your hands.</i></p> <p><i>Note: Make up additional verses with other feelings; such as; If You're Happy and You Know It, give a smile; If it is funny and you know it, laugh out loud; If you're angry and you know it, frown like this; If you're sad and you know it, cry out loud</i></p> <p>3. Theme Song  <i>When I look into the mirror</i>  <i>I see someone just like me</i>  <i>He follows everything I do</i>  <i>Can you do that too?</i>  <i>I smile, he smiles</i>  <i>I laugh, he laughs</i>  <i>I frown, he frowns</i>  <i>I cry, he cries</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. Learn Poem: Feelings</p> <p><i>When I am sad, I want to cry. (rub eyes)</i>  <i>When I am afraid, I want to hide. (cover eyes)</i></p> <p>When I am angry, I frown all day. (frown)  When I am excited, I shout 'hooray'!</p> <p>When I am bored, I like to yawn. (yawn)  <i>When I am happy, I sing a song.</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: look, smile, laugh, frown, cry</i></p> <p>2. Craft</p> <p><i>Refer to the 'Feelings' poem and draw the expressions on cut-out paper circles (template provided) and stick them on craft sticks.</i></p> <p><i>You can refer to Page 50 of the activity book for some ideas.</i></p> <p><i>Recite the poem with the craft sticks again.</i></p>	<p>Review: Share and Tell</p> <p>Invite each child to choose a craft stick expression, and ask them what they would do if they feel that way.</p> <p>E.g.  When I am silly, I ...</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ip/ &amp; /ick/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /ip/,</i>  <i>A word with /ip/, a word with /ip/?</i>  <i>Do you know a word with /ip/?</i>  <b><i>Will it be <u>click</u> or <u>clip</u>?</i></b>  <i>(Yes, it is 'chip'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ip/ with /ick/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p><i>Worksheets: /ip/ &amp; /ick/ (Page 56 &amp; 57)</i></p> <p><i>Form word families with blends/digraphs and /ip/ &amp; /ick/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together</i></p>	<p>Goodbye Song (see Week 13)</p>



<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. Song	Sing 'If You're Happy'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 1.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	7. Identify the Word	Listen to the sentence and click on the correct word.
	Optional 8. Art Composition: Faces (Art)	Invite children to create faces of different expressions.
	9. Interactive Play	Turn on the webcam and stand at a distance from the screen. Look into the broken mirror and figure out the distorted image. Click on the correct answer.



<b>Multimedia Activities (Part 2: Phonics)</b>	10. Short Vowels	<i>/ip/ &amp; /ick/:</i> Listen to the words with these short vowels.
	11. Complete the Words	<i>/ip &amp; /ick/ (add /id/ &amp; /im/ (revision) as the game needs at least 4 sounds to play):</i> Complete the words with the correct short vowels.



Week 4	Tuning-In	Revision	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Review all songs (see Week 15)</p>	<p>1. Worksheet: Let's Write (<b>Page 51</b>)  <i>Trace the words and fill in the blanks (add an 's'). Match the sentences to the correct pictures.</i></p> <p>2. Reader: Can you say these words? (<b>Page 10</b>)  <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (<b>last page</b>)  <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>  <input type="checkbox"/> <i>I can read this book with some help.</i>  <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><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. Song Game: Blends and Digraphs with /ill/, /ing/ &amp; /ink/</p> <p><i>(Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /ill/,</i>  <i>A word with /ill/, a word with /ill/?</i>  <i>Do you know a word with /ill/?</i>  <b><i>Will it be <u>still</u> or <u>sting</u>?</i></b>  <i>(Yes, it is '<u>still</u>'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ill/ with /ing/ &amp; /ink/, and the underlined words accordingly. Refer to activity book for the words.</i></p> <p>2. Phonics Games</p> <p>3. Worksheets: /ill/, /ing/, /ink/ (<b>Page 58 - 60</b>)  <i>Form word families with blends/ digraphs and /ill/,/ing/ &amp; /ink/.</i>  <i>Read the words.</i>  <i>Read the short passages together.</i></p>	<p>Goodbye Song (see Week 13)</p>

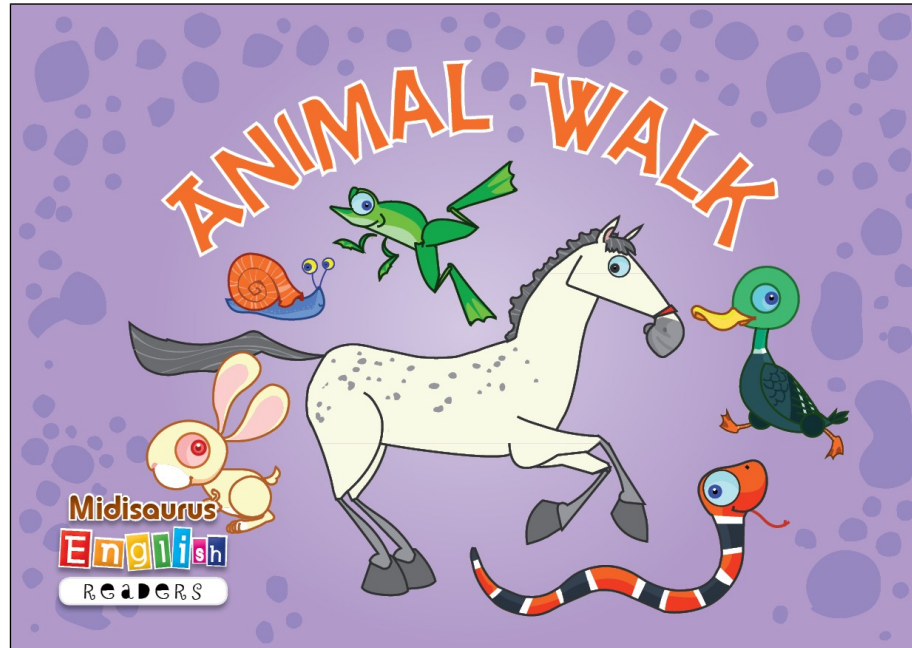
<b>Multimedia Activities (Part 1: eBook)</b>	1. Theme Song	Invite children to sing and move along with the song. <i>If the computer is equipped with a webcam, the teacher can enable the webcam so that children can see themselves as they sing and move along with the character(s) in the song.</i>
	2. Music <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	This is the theme song in music notation. 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).</i>
	3. Song	Sing 'If You're Happy'
	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.
	5. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. Catch & Spell	<i>Select <u>all</u> the words. Select Level 2.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	7. Identify the Word	Listen to the sentence and click on the correct word.
	Optional 8. Facial Expressions (Art) 9. Faces (Art)	Invite children to create faces of different expressions and ask them to describe the expression.
	10. Interactive Play	Turn on the webcam and stand at a distance from the screen. Look into the broken mirror and figure out the distorted image. Click on the correct answer.



<b>Multimedia Activities (Part 2: Phonics)</b>	11. Short Vowels	<i>/ill/, /ing/ &amp; /ink/: Listen to the words with these short vowels.</i>
	12. Complete the Words	<i>/ill/, /ing/ &amp; /ink/ (add /ip/ and /ick/ (revision) as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.</i>



## Unit 5



### Objectives

1. Child learns to identify animals.
2. Child learns how animals move: horse-gallop; frog-leap; snail-crawl; snake-slither; duck-waddle; rabbit-hop
3. Child learns to use 'and' to join sentences.
4. Child learns to express intentions: I'll go for a walk over there.
5. Child learns phonics: Word Families with blends and digraphs on /o/ & /u/

### Materials

1. eBook: Animal Walk
2. Multimedia Library
3. Worksheets: How Many Legs?; Finger Puppets; Word Search; My Picture; Let's Write
4. Phonics Worksheets: Word Families with blends and digraphs on /o/ & /u/
5. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>Greeting Song (see Week 13)</p>	<p>1. Theme Song  <i>Hop, hop, hop</i>  <i>Rabbit jumps up high</i>  <i>Leap, leap, leap</i>  <i>How far can Frog leap?</i>  <i>Gallop, gallop here</i>  <i>Gallop, gallop there</i>  <i>Horse can run very fast like wind</i>  <i>Waddle, waddle here</i>  <i>Waddle, waddle there</i>  <i>This is how Duck goes home</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games  <i>Words: horse, frog, snail, snake, duck, rabbit</i></p> <p>2. Worksheet: How Many Legs? (<b>Page 62</b>) Finger Puppets (<b>Page 63</b>)</p> <p>Page 62: Observe the animals and figure out the number of legs they have.</p> <p>After the activity, discuss with the children how the animals move with their legs (or their bodies for snail and snake). They can act out the movements.</p> <p>Page 63: Color the animals. Cut them out and tape the bottom strip to make finger puppets.</p> <p>Use the puppets for 'Story Retell' in the 'Review' session.</p>	<p>Review: Story Retell</p> <p><i>Read the story and children use the finger puppets to act out the actions.</i></p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /og/ &amp; /op/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /og/,</i>  <i>A word with /og/, a word with /og/?</i>  <i>Do you know a word with /og/?</i>  <i>Will it be <u>'frog or flop?</u></i>  <i>(Yes, it is <u>'frog'!</u>)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /og/ with /op/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p>Worksheets: /og/ &amp; /op/ (<b>Page 68 &amp; 69</b>)</p> <p>Form word families with blends/ digraphs and /og/ &amp; /op/.</p> <p>Read the words.</p> <p><i>Read the short passages together.</i></p>	<p>Goodbye Song (see Week 13)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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>horse, frog, snail, snake, duck, rabbit</u></p> <p>Listen and invite children to repeat the words.</p>
	5. I Can Match	<p>Select these words: <u>horse, frog, snail, snake, duck, rabbit</u></p> <p>Teacher invites the children to pair up the pictures with the matching words.</p>
	Optional: 6. Snake (Art)	<p>Trace the lines to draw a snake. Invite children to copy and draw on a piece of a paper. Then write a sentence below the picture: "A snake slithers."</p>





<b>Multimedia Activities (Part 2: Phonics)</b>	7. Short Vowels	<i>/og/ &amp; /op/: Listen to the words with these short vowels.</i>
	8. Complete the Words	<i>/og/ &amp; /op/ (add /ill/, /ing/ and /ink/ (revision) as the game needs at least 4 sounds to play): Complete the words with the correct short vowels.</i>



Week 2	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Theme Song</p> <p><i>Hop, hop, hop</i>  <i>Rabbit jumps up high</i>  <i>Leap, leap, leap</i>  <i>How far can Frog leap?</i>  <i>Gallop, gallop here</i>  <i>Gallop, gallop there</i>  <i>Horse can run very fast like wind</i>  <i>Waddle, waddle here</i>  <i>Waddle, waddle there</i>  <i>This is how Duck goes home</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the animals as teacher retells the story e.g. ... said _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New Song: Hopity Hopity</p> <p><i>Hopity, hopity,</i>  <i>Hop (3x)</i>  <i>All the little bunnies playing on the hill.</i>  <i>Hopity, hopity,</i>  <i>Hop (3x)</i>  <i>See who hops the furthest down the hill!</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: horse, frog, snail, snake, duck, rabbit</i></p> <p><i>New words: gallop, leap, crawl, slither, waddle, hop, walk</i></p> <p>2. Worksheet: Word Search (<b>Page 65</b>)</p> <p><i>Find the words of animal names and color in the boxes.</i></p> <p><i>Next, look at the picture and fill in the blank:</i></p> <p><i>The _____ waddled there.</i></p>	<p>Review: Riddle Time</p> <p><i>Teacher acts out the movements of animals and invite children to guess the names of the animals:</i></p> <p><i>gallop(horse), leap(frog), crawl(snail), slither(snake), waddle(duck), hop(rabbit), walk</i></p> <p><i>Invite the children to act if they want to.</i></p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ot/ &amp; /ock/</i></p> <p><i>(Tune: "Do You Know the Muffin Man?")</i>  <i>Do you know a word with /ot/,</i>  <i>A word with /ot/, a word with /ot/?</i>  <i>Do you know a word with /ot/?</i>  <i>Will it be <u>'clock or clot?</u></i>  <i>(Yes, it is <u>'clot'</u>!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ot/ with /ock/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p>Worksheets: /ot/ &amp; /ock/ (<b>Page 70 &amp; 71</b>)</p> <p><i>Form word families with blends/digraphs and /ot/ &amp; /ock/.</i></p> <p><i>Read the words.</i></p> <p><i>Read the short passages together</i></p>	<p>Goodbye Song (see Week 13)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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/ show) or at a different pitch (high/ low).</i></p>
	3. Song	Sing 'Hopity Hopity'
	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>
	5. Lesson: Vocabulary	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>gallop, leap, crawl, slither, waddle, hop, walk</u></p> <p>Listen and invite children to repeat the words.</p>
	6. I Can Match	<p><i>Word list similar to 4. Lesson: Vocabulary</i></p> <p>Teacher invites the children to pair up the pictures with the matching words.</p>
	Optional: 7. Snail (Art)	Trace the lines to draw a snail. Invite children to copy and draw on a piece of a paper. Then write a sentence below the picture: "A snail crawls."



<b>Multimedia Activities (Part 2: Phonics)</b>	8. Short Vowels	<i>/ot/ &amp; /ock/:</i> Listen to the words with these short vowels.
	9. Complete the Words	<i>/ot/ &amp; /ock/ (add /og/ and /op/ (revision) as the game needs at least 4 sounds to play):</i> Complete the words with the correct short vowels.



Week 3	Tuning-In	Lesson	Activity	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Song: Hopity Hopity</p> <p><i>Hopity, hopity, Hop (3x)</i>  <i>All the little bunnies playing on the hill.</i>  <i>Hopity, hopity, Hop (3x)</i>  <i>See who hops the furthest down the hill!</i></p> <p>3. Theme Song</p> <p><i>Hop, hop, hop / Rabbit jumps up high</i>  <i>Leap, leap, leap / How far can Frog leap?</i>  <i>Gallop, gallop here / Gallop, gallop there</i>  <i>Horse can run very fast like wind</i>  <i>Waddle, waddle here / Waddle, waddle there</i>  <i>This is how Duck goes home</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together.</i></p> <p>2. New Song: Prancing Ponies</p> <p><i>Round and round the circus' ring.</i>  <i>The ponies have been galloping!</i>  <i>I wonder if their hooves were full of spring!</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: horse, frog, snail, snake, duck, rabbit, hop, waddle, gallop, leap, crawl, slither, walk</i></p> <p>2. Worksheet: Sequence the Story  <b>(Page 66)</b></p> <p><i>Review the story quickly and tell children to remember the sequence.</i></p> <p><i>Refer to the worksheet, trace the words and read the sentences and put them in the right order, from 1 to 7.</i></p>	<p>Review: Story Retell</p> <p>Refer to the eBook and Invite children to retell the story in their own words.</p>
<p><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p><i>Song Game: Blends and Digraphs with /ub/, /ug/ &amp; /um/</i></p> <p>(Tune: "Do You Know the Muffin Man?")  <i>Do you know a word with /ub/,</i>  <i>A word with /ub/, a word with /ub/?</i>  <i>Do you know a word with /ub/?</i>  <b><i>Will it be 'club or plum?'</i></b>  <i>(Yes, it is 'club'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /ub/ with /ug/ &amp; /um/, and the underlined words accordingly. Refer to activity book for the words.</i></p>	<p>Phonics Games</p> <p><i>Worksheets: /ub/, /ug/ &amp; /um/ (Page 72 - 74)</i></p> <p>Form word families with blends/digraphs and /ub/, /ug/ &amp; /um/. Read the words.</p> <p><i>Read the short passages together</i></p>	<p>Goodbye Song (see Week 13)</p>

<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Hopity Hopity' & 'Prancing Ponies'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 1.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	Optional: 9. Horse (Art)	Trace the lines to draw a horse. Invite children to copy and draw on a piece of a paper. Then write a sentence below the picture: "A horse gallops."
	10. 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.



<b>Multimedia Activities (Part 2: Phonics)</b>	11. Short Vowels	<i>/ub/, /ug/ &amp; /um/:</i> Listen to the words with these short vowels.
	12. Complete the Words	<i>/ub/, /ug/ &amp; /um/ (add /ot/ &amp; /ock/ (revision) as the game needs at least 4 sounds to play):</i> Complete the words with the correct short vowels.



Week 4	Tuning-In	Revision	Closing
<p><b>Part 1:</b></p> <p><b>eBook</b></p>	<p>1. Greeting Song (see Week 13)</p> <p>2. Review all songs (see Week 19)</p>	<p>1. Worksheet: Let's Write (<b>Page 67</b>) Fill in the blanks and read the sentences.</p> <p>2. Reader: Can you say these words? (<b>Page 16 &amp; 17</b>) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (<b>last page</b>) <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><b>Part 2:</b></p> <p><b>Alphabet &amp; Phonics</b></p>		<p>1. Song Game: Blends and Digraphs with /uck/, /uff/ &amp; /ump/</p> <p><i>(Tune: "Do You Know the Muffin Man?")</i></p> <p><i>Do you know a word with /uck/,</i> <i>A word with /uck/, a word with /uck/?</i> <i>Do you know a word with /uck/?</i></p> <p><b><i>Will it be 'stuck or stuff?</i></b> <i>(Yes, it is 'stuck'!)</i></p> <p><i>Note: Highlight to the children to listen to the ending sounds. Repeat the song by replacing /uck/ with /uff/ &amp; /ump/, and the underlined words accordingly. Refer to activity book for the words.</i></p> <p>2. Phonics Games</p> <p>3. Worksheets: /uck/, /uff/, /ump/ (<b>Page 75 - 77</b>)</p> <p>Form word families with blends/ digraphs and /uck/, /uff/ &amp; /ump/. Read the words. <i>Read the short passages together.</i></p>	<p>Goodbye Song (see Week 13)</p>



<b>Multimedia Activities (Part 1: eBook)</b>	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. 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).</i>
	3. & 4. Song	Sing 'Hopity Hopity' & 'Prancing Ponies'
	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. Catch & Spell	<i>Select <u>all</u> the words. Select Level 2.</i> <i>Listen to the word and click on the correct picture. Spell the word.</i>
	8. Pair Up	Pair the animals to the way they move.
	9. Identify the Word	Listen to the sentence and click on the correct word.
	Optional 10. Drawing Tool	Teacher draws an animal or invite children to draw and write down the way they move.
	11. 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.



<b>Multimedia Activities (Part 2: Phonics)</b>	12. Short Vowels	<i>/uck/, /uff/ &amp; /ump/:</i> Listen to the words with these short vowels.
	13. Complete the Words	<i>/uck/, /uff/ &amp; /ump/ (add /ub/, /ug/ and /um/ (revision) as the game needs at least 4 sounds to play):</i> Complete the words with the correct short vowels.

