

Midisaurus 
English



LESSON GUIDE

Unit 1



Objectives


1. Child learns to identify creepy crawlies.
2. Child learns to identify the different meals: breakfast, lunch, tea, dinner, supper
3. Child learns about action words (verbs): work, study, cook, bathe, sleep
4. Child learns to express intentions: I've got to
5. Child learns to turn down an invitation: Well, I can't because
6. Child learns phonics: Long Vowel /a/

Materials

1. eBook: Let's Play, Little Bugs
2. Multimedia Library
3. Worksheets: Finger Puppets; The Busy Bugs; Who?; Let's Spell
4. Phonics worksheets: Long Vowel /a/
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: Invite 2 children at a time to sing the song. Fill in the blanks with the names of the children)</p> <p>(Tune: "Are You Sleeping?")</p> <p>I am _____, I am _____, Those are our names (2x)</p> <p>We are glad to be here (2x)</p> <p>At school today (2x)</p>	<p>1. Theme Song</p> <p><i>Come little <u>ants</u></i> <i>Let's go out and play</i> <i>Go out after <u>breakfast</u></i> <i>Have some fun today</i></p> <p><i>No big <u>ant</u></i> <i>We can't because we're busy</i> <i>We've got to go to <u>work</u></i> <i>And then we have to study</i></p> <p>Variation: replace 'ant(s)-breakfast-work' with 'bee(s)-lunch-school' and 'beetle(s)-dinner-for art class'</p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: ants, bees, crickets, beetles, butterflies</i></p> <p>2. Craft: Finger Puppets (Page 3)</p> <p><i>Color the finger puppets. Cut them out and tape the bottom strip to make rings.</i></p> <p>Use them for 'Share & Tell' in 'Review' session.</p>	<p>Review: Share & Tell</p> <p><u>Option 1: (easy)</u> <i>Using the finger puppets, teacher calls out a bug's name and children lift up the finger with that particular bug:</i></p> <p>Teacher: "Come, little _____, let's play." Continue likewise for the other animals.</p> <p>Idea: Invite children to give names to their finger puppets e.g. Annie Ant and teacher try to remember the names/ write them down. Then, the teacher calls for a particular finger puppet e.g. "Come, little Annie Ant, let's play", and the child with 'Annie Ant' puppet will respond</p> <p><u>Option 2: (more difficult)</u> <i>Divide the children into 5 groups, with each group representing a different bug (ant, bee, cricket, beetle, butterfly).</i> <i>A: Teacher asks.</i> <i>B: Children with the appropriate finger puppets respond (teach children the lines).</i> <i>A: Come, little <u>ants</u>. Let's play.</i> <i>B: Well, we can't because we've got to <u>work</u>.</i></p> <p>Follow the same A-B conversation pattern as above but change the underlined words with those below:</p> <ul style="list-style-type: none"> - bees; study - crickets; cook - beetles; bathe - butterflies; sleep
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: long /a/</p> <p>Sing Song: Long Vowel /a/ (Tune: "Are You Sleeping?") <i>Where is long a? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'apron', also in 'age and say'</i> <i>/a/ - /a/ - /a/, /a/ - /a/ - /a/</i></p> <p>Note: The sounds of long vowels are the same as the names of the letter.</p>	<p>Phonics Games</p> <p>Worksheet: Long /a/ (Page 8)</p> <p><i>Name the pictures.</i></p> <p><i>On the left, fill in the blanks with 'a' to complete the word. ('A' for 'April')</i> <i>Match to the correct pictures on the right and rewrite the words.</i></p>	<p>Goodbye Song</p> <p>(Tune: "Hi-Ho Hi-Ho") <i>Hi-ho, Hi-ho,</i> <i>It's off to home we go,</i> <i>We'll come and play another day</i> <i>Hi-ho, Hi-ho!</i> <i>Hi-ho, Hi-ho,</i> <i>It's off to home we go,</i> <i>We'll get on the bus without a fuss</i> <i>Hi-ho, Hi-ho!</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>ants</u>, <u>bees</u>, <u>crickets</u>, <u>beetles</u>, <u>butterflies</u></p> <p>Listen and invite children to repeat the words.</p>	
	4. Name the Picture	<p>Select these words: <u>ants</u>, <u>bees</u>, <u>crickets</u>, <u>beetles</u>, <u>butterflies</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>	
	Optional 5. Beetle/ Ladybug (Art)	<p>Color the picture with ‘Fill Color’ tool.</p>	

Multimedia Activities (Part 2: Phonics)	6. Long Vowels	/a/: Listen to the words with long vowels.	
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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>Come little <u>ants</u></i> <i>Let's go out and play</i> <i>Go out after <u>breakfast</u></i> <i>Have some fun today</i></p> <p><i>No big <u>ant</u></i> <i>We can't because we're busy</i> <i>We've got to go to <u>work</u></i> <i>And then we have to study</i></p> <p>Variation: replace 'ant(s)-breakfast-work' with 'bee(s)-lunch-school' and 'beetle(s)-dinner-for art class'</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the bugs and the meals as teacher retells the story e.g. Come, little _____, let's play after _____.(teacher pauses and waits for children to say the word).</i></p> <p>2. New song: <i>Eensy Weensy Spider</i></p> <p><i>Eensy weensy spider</i> <i>Went up the water spout</i> <i>Down came the rain</i> <i>And washed the spider out</i></p> <p><i>Out came the sun</i> <i>And dried up all the rain</i> <i>So the eensy weensy spider</i> <i>Went up the spout again</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: ants, bees, crickets, beetles, butterflies</i></p> <p><i>New Words: work, study, cook, bathe, sleep</i></p> <p>2. Worksheet: The Busy Bugs (Page 5)</p> <p><i>Trace the words and put in order the activities of the bugs by placing numbers 1-5 in the boxes provided.</i></p> <p><i>1 – breakfast</i> <i>2 – lunch</i> <i>3 – tea</i> <i>4 – dinner</i> <i>5 – supper</i></p>	<p>Review: Point & Say</p> <p>Hold up a completed worksheet and read the sentences together <u>in the correct order:</u></p> <ol style="list-style-type: none"> <i>1. The ants got to work after breakfast.</i> <i>2. The bees got to study after lunch</i> <i>3. The crickets got to cook after tea.</i> <i>4. The beetles got to bathe after dinner.</i> <i>5. The butterflies got to sleep after supper.</i>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ai/</p> <p>Sing Song: Long Vowel /a/ <i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is long a? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in 'apron', also in 'age and say'</i> <i>/a/ – /a/ – /a/, /a/ – /a/ – /a/</i></p>	<p>Phonics Games</p> <p>Worksheets: /ai/ (Page 9 - 11)</p> <p><i>Page 9 – Listen, underline and read.</i> <i>Page 10 – Fill in the blanks.</i> <i>Page 11 – Read.</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. Song	Sing 'Eency Weency Spider'
	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.</p> <p>Select these new words: <u>work, study, cook, bathe, sleep</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Name the Picture	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>work, study, cook, bathe, sleep</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 6. Butterfly (Art)	Color the picture with 'Fill Color' tool.



Multimedia Activities (Part 2: Phonics)	7. Long Vowels	/ai/: Listen to the words with long vowels.
	8. Complete the Word	/ai/ (add /a/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



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: Eensy Weensy Spider <i>Eensy weensy spider Went up the water spout Down came the rain And washed the spider out Out came the sun And dried up all the rain So the eensy weensy spider Went up the spout again</i></p> <p>3. Theme Song <i>Come little <u>ants</u> Let's go out and play Go out after <u>breakfast</u> Have some fun today No big <u>ant</u> We can't because we're busy We've got to go to <u>work</u> And then we have to study</i></p> <p>Variation: replace 'ant(s)-breakfast-work' with 'bee(s)-lunch-school' and 'beetle(s)-dinner-for art class'</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together <u>or</u> Invite one child/groups of children to read each page.</i></p> <p>2. New Song: Willow Bee</p> <p><i>This way you willow bee Oh willow bee – 2x This way you willow bee All night long</i></p> <p><i>Oh, walking down the alley, alley, alley Walking down the alley All night long</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: ants, bees, crickets, beetles, butterflies, work, study, cook, bathe, sleep</i></p> <p>New Words: breakfast, lunch, tea, dinner, supper</p> <p>2. Worksheet: Who? (Page 6)</p> <p><i>Answer the questions. The children may refer to their readers or Page 5 of the worksheet for the answers.</i></p>	<p>1. Review: Question & Answer</p> <p>Hold up a completed worksheet, teacher asks and children answer in full sentences. (Teacher teaches children to join the answer 'Little ...' with the last 3 words in the question 'got to ...')</p> <p>E.g. <i>Teacher: Who got to cook? Children: Little crickets <u>got to cook</u>.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ay/</p> <p>Sing Song: Long Vowel /a/</p> <p><i>(Tune: "Are You Sleeping?") Where is long a? (2x) Here I am. (2x)</i></p> <p><i>I am in 'apron', also in 'age and say' /a/ – /a/ – /a/, /a/ – /a/ – /a/</i></p>	<p>Phonics Games</p> <p>Worksheets: /ay/ (Page 12 – 14)</p> <p><i>Page 12 – Listen, underline and read. Page 13 – Fill in the blanks. Page 14 – Read.</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. & 3. Song	Sing 'Eency Weency Spider' & 'Willow Bee'
	4. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Revise previous week's vocabulary words. Select these new words: <u>breakfast, lunch, tea, dinner, supper</u> Listen and invite children to repeat the words.
	6. Name the Picture	Revise previous week's vocabulary words. Select these new words: <u>breakfast, lunch, tea, dinner, supper</u> <i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i>
	7. What Do I Need?	Read the sentence and click on the missing items.
	8. Aim & Catch	Listen to the sentence and click on the correct word.
	9. Interactive Play	Card needed: magnifying glass (1) Turn on the webcam and stand at a distance from the screen. Spot the differences between the two pictures. There are 3 differences in each set of pictures. Bring the card to the difference in the picture on the right, and hold for a while for the answer to be registered.



Multimedia Activities (Part 2: Phonics)	10. Long Vowels	/ay/: Listen to the words with long vowels.
	11. Complete the Word	/ay/ (add /ai/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



Week 4	Tuning-In	Revision	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Review all songs (see Week 3)</p>	<p>1. Worksheet: Let's Spell (Page 7) <i>Name the pictures and spell.</i> <i>Read the sentences.</i></p> <p>2. Reader: Can you say these words? (Page 12) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i> <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>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /a-e/</p> <p>1. Sing Song: Long Vowel /a/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is long a? (2x)</i> <i>Here I a. (2x)</i> <i>I am in 'apron', also in 'age and say'</i> <i>/a/ - /a/ - /a/, /a/ - /a/ - /a/</i></p> <p>2. Phonics Games</p> <p>3. Worksheets: /a-e/ (Page 15 – 17)</p> <p><i>Page 15 – Listen, underline and read.</i> <i>Page 16 – Fill in the blanks.</i> <i>Page 17 – Read.</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. & 3. Song	Sing 'Eency Weency Spider' & 'Willow Bee'
	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. Name the Picture	Select <u>all</u> the words. <i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i>
	7. What Do I Need?	Read the sentence and click on the missing items.
	8. Aim & Catch	Listen to the sentence and click on the correct word.
	Optional 9. Drawing Tool	Play 'Pictionary': Using the vocabulary words learnt, teacher draws and gets children to guess the words. Teacher can also invite children to draw something they have learnt in the reader.
	10. Interactive Play	Card needed: magnifying glass (1) Turn on the webcam and stand at a distance from the screen. Spot the differences between the two pictures. There are 3 differences in each set of pictures. Bring the card to the difference in the picture on the right, and hold for a while for the answer to be registered.



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	/a-e/: Listen to the words with long vowels.
	12. Complete the Word	/a-e/ (add /ay/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.
	13. Unscramble the Word	/a-e/ (add /ay/ as the game needs at least 2 sounds to play): Unscramble the letters and spell the word correctly.



Unit 2



Objectives

1. Child learns to identify parts of a car.
2. Child learns the apostrophe 's: to mean 'as belonging to' – e.g. Dad's.
3. Child learns descriptive words (adjectives): big, bright, long, heavy, loud
4. Child learns phonics: Long Vowel /e/

Materials

1. eBook: Dad's Big Car
2. Multimedia Library
3. Worksheets: Fix the Parts; Whose Car?; My Toy; Let's Spell
4. Phonics worksheets: Long Vowel /e/
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 (see Week 1)</p>	<p>1. Theme Song</p> <p><i>Dad brought me to the car showroom We took a big car out for a test drive Getting faster Fast, fast, fast The car was really powerful Vroom! Beep, beep Bop, bop Beep, beep, bop The horn was really very loud Bop! Left, right Squeak, squeak Left, right, squeak The wipers were really very long Squeak!</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: car, lights, wipers, wheels, horn</i></p> <p>2. Worksheet: Fix the Parts (Page 19)</p> <p><i>Draw the missing parts of the car and write their names in the boxes.</i></p>	<p>1. Review: Point & Say</p> <p><i>Hold up a completed worksheet, point to the parts of the car and say (children to repeat after teacher):</i></p> <p><i>“Dad’s big car has lights.” “Dad’s big car has wipers.” “Dad’s big car has wheels.” “Dad’s big car has a horn.”</i></p>
<p>Part 2: Alphabet & Phonics</p>		<p>Phonics: long /e/</p> <p>Sing Song: Long Vowel /e/</p> <p><i>(Tune: “Are You Sleeping?”) Where is long e? (2x) Here I am. (2x) I am in ‘emu’, also in ‘eve and leaf’ /e/ – /e/ – /e/, /e/ – /e/ – /e/</i></p>	<p>Phonics Games</p> <p>Worksheets: Long /e/ (Page 23)</p> <p><i>Name the pictures. On the left, fill in the blank with ‘e’ to complete the word. (‘E’ for ‘Egypt’)</i></p> <p><i>Match to the correct pictures on the right and rewrite the words.</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. 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>car</u>, <u>lights</u>, <u>wipers</u>, <u>wheels</u>, <u>horn</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Name the picture	<p>Select these words: <u>car</u>, <u>lights</u>, <u>wipers</u>, <u>wheels</u>, <u>horn</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 6. Color Me (Art)	<p>Teacher gives instructions to paint on a particular part of the car: e.g. Color the car red; ... the wheels black; ... the seats yellow;</p>



Multimedia Activities (Phonics)	7. Long Vowels	/e/: Listen to the words with long vowels.
	8. Complete the Word	/e/ (add /a/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



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>Dad brought me to the car showroom We took a big car out for a test drive Getting faster Fast, fast, fast The car was really powerful Vroom! Beep, beep Bop, bop Beep, beep, bop The horn was really very loud Bop! Left, right Squeak, squeak Left, right, squeak The wipers were really very long Squeak!</i></p>	<p>1. Read the eBook <i>Invite children to identify the parts of the car as teacher retells the story, e.g. Dad's big car has bright _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New song: London Bridge is Falling Down <i>London Bridge is falling down, falling down, falling down London Bridge is falling down My fair lady Build it up with wood and clay, wood and clay, wood and clay Build it up with wood and clay My fair lady Wood and clay will wash away, wash away, wash away Wood and clay will wash away My fair lady Build it up with bricks and mortar, bricks and mortar, bricks and mortar Build it up with bricks and mortar My fair lady</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: lights, wipers, wheels, horn, car</i></p> <p><i>New words: bright, long, heavy, loud, powerful</i></p> <p>2. Worksheet: Whose Car? (Page 20)</p> <p>Trace the words and tick the correct answers.</p>	<p>1. Review: Question & Answer</p> <p>Hold up a completed worksheet, teacher asks and children answer in full sentences. (Teacher teaches children to join the answer 'Dad's/ My car' with the words after 'Whose car' in the question):</p> <p>E.g. Teacher: Whose car has bright lights? Children: Dad's car <u>has bright lights</u>.</p> <p>Teacher: Whose car does not have heavy wheels? Children: My car <u>does not have heavy wheels</u>.</p> <p>IMPORTANT: Tell children to bring a toy vehicle to school for 'Show & Tell' during the next lesson. If children do not have vehicle toys, they can bring any of their favorite toys.)</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ea/</p> <p>Sing Song: Long Vowel /e/ (Tune: "Are You Sleeping?") <i>Where is long e? (2x) Here I am. (2x) I am in 'emu', also in 'eve and leaf' /e/ - /e/ - /e/, /e/ - /e/ - /e/</i></p>	<p>Phonics Games</p> <p>Worksheets: /ea/ (Page 24 – 26)</p> <p><i>Page 24 – Listen, underline and read. Page 25 – Fill in the blanks. Page 26 – Read.</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 'London Bridge is Falling Down'
	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>bright, long, heavy, loud, powerful</u></p> <p>Listen and invite children to repeat the words.</p>
	6. Name the picture	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>bright, long, heavy, loud, powerful</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 7. Car (Art)	Use the 'Pencil' or 'Draw Shapes' tools to complete the car picture. Color it with 'Fill Color'.

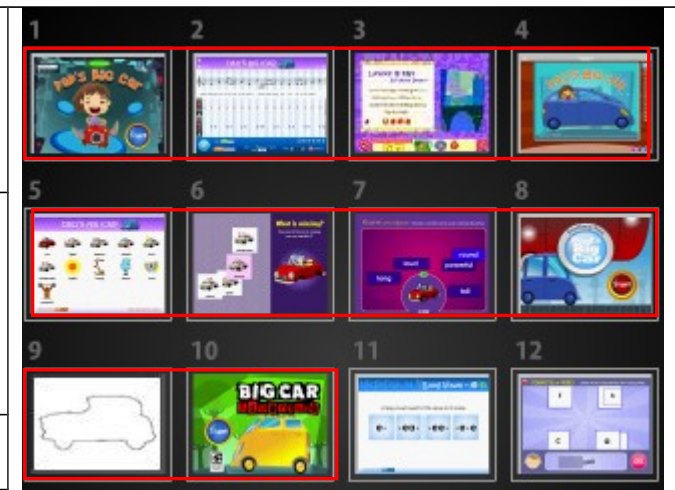


Multimedia Activities (Part 2: Phonics)	8. Long Vowels	/ea/: Listen to the words with long vowels.
	9. Complete the Word	/ea/ (add /ai/ or any other sounds learnt earlier as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.

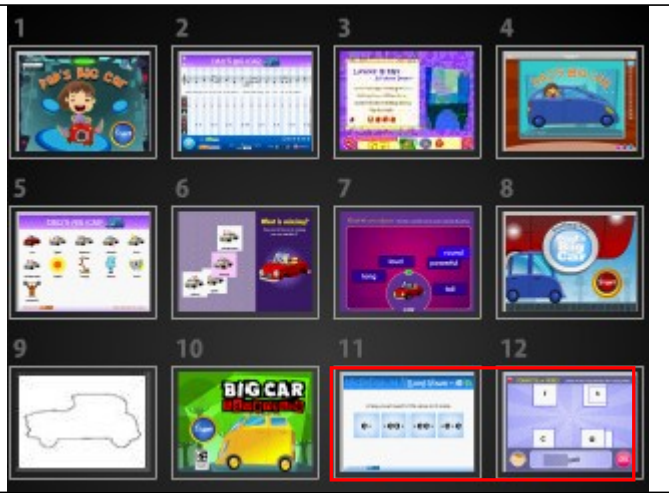


Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 1)</p> <p>2. Review songs (see Week 6)</p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together or Invite one child/groups of children to read each page.</i></p> <p>2. Show and Tell</p> <p><i>1. Get children to describe their toy vehicle/ other toy.</i></p> <p><i>2. Follow up: Teacher rephrases the children’s description of their toys in the following sentence structures:</i></p> <p><i>E.g. Tim’s car has small wheels.</i> <i>His wheels are really small.</i></p> <p>Note: Teacher brings some toy vehicles or picture cards for children who do not own one for show and tell.</p>	<p>1. Vocabulary games</p> <p><i>Revision: lights, wipers, wheels, horn, car, bright, long, heavy, loud, powerful</i></p> <p>2. Worksheet: My Toy (Page 21)</p> <p>After the show and tell, children draw their toys and teacher helps them to record down their description of their toys.</p> <p><i>E.g.</i> <i>My truck has bright lights.</i> <i>My doll has pretty clothes.</i></p>	<p>1. Review: Share & Tell</p> <p>Invite children to ask their friends to share more information about their favorite toy: ‘</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> - Does your toy have a name? - Why do you like the toy? - Who bought it for you? - Where did you get/ buy it? - What can the toy do?
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ee/ and /e-e/</p> <p>Sing Song: Long Vowel /e/ (Tune: “Are You Sleeping?”) <i>Where is long e? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in ‘emu’, also in ‘eve and leaf’</i> <i>/e/ – /e/ – /e/, /e/ – /e/ – /e/</i></p>	<p>Phonics Games</p> <p>Worksheet: /ee/ and /e-e/ (Page 27-30)</p> <p><i>Page 27 – Listen, underline and read.</i> <i>Page 28 & 29 – Fill in the blanks.</i> <i>Page 30 – Read.</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. 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 'London Bridge is Falling Down'
	4. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. What is Missing?	<i>Select the missing items.</i>
	7. Match the Correct Adjective	Match the correct adjectives to the pictures.
	8. Sorting Fun	Click and drag to rearrange the sentences correctly.
	Optional 9. Car (Art)	Use the 'Pencil' or 'Draw Shapes' tools to complete the car picture. Color it with 'Fill Color'. Describe the car by writing with the 'Pencil' or 'Stamps' tool: e.g. This is a powerful car.
	10. Interactive Play	Cards needed: engine, lights, wipers, wheel, horn (5) Turn on the webcam and stand at a distance from the screen. Display the correct card to solve the car's problem when it encounters a situation.



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	/ee/ & /e-e/: Listen to the words with long vowels.
	12. Complete the Word	/ee/ & /e-e/: Listen to the words and fill in the missing long vowels.



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 6)</p>	<p>1. Worksheet: Let's Spell (Page 22)</p> <p><i>Describe the pictures and spell.</i></p> <p><i>Combine the given sentence structure with the vocabulary words and read.</i></p> <p><i>E.g. <u>Dad's big car has bright lights.</u></i></p> <p>2. Reader: Can you say these words? (Page 14 to 16)</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>1. Phonics Games Revision: Long /a/ & /e/</p> <p>2. Worksheets: Revision (Page 31-33)</p> <p><i>Page 31: /ai/ & /ee/</i></p> <p><i>Page 32: /ay/ & /ea/</i></p> <p><i>Page 33: /a-e/ & /e-e/</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. 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. Song	Sing 'London Bridge is Falling Down'
	4. eBook	<i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i> If the computer is equipped with a computer microphone, teacher can record the children's reading with the recording and saving functions available.
	5. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	6. What is Missing?	<i>Select the missing items.</i>
	7. Match the Correct Adjective	Match the correct adjectives to the pictures.
	8. Sorting Fun	Click and drag to rearrange the sentences correctly.
	9. Getting to Know the Car (Optional)	Learn more about the parts of a car.
	10. Interactive Play	Cards needed: engine, lights, wipers, wheel, horn (5) Turn on the webcam and stand at a distance from the screen. Display the correct card to solve the car's problem when it encounters a situation.



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	Revision – All Long /a/ & /e/: Listen to the words with long vowels.
	12. Identify the Long Vowel Sound	Revision – All Long /a/ & /e/: Listen to the words and click on the long vowel sound that the words share.
	13. Complete the Word	Revision – All Long /a/ & /e/: Listen to the words and fill in the missing long vowels.
	14. Unscramble the Word	Revision – All Long /a/ & /e/: Unscramble the letters and spell the word correctly.



Unit 3



Objectives

1. Child review vocabulary words on shapes.
2. Child learns ways to describe a shape: Here's a _____. It has/ can _____.
3. Child learns phonics: Long Vowel /i/

Materials

1. eBook: Getting into Shapes
2. Multimedia Library
3. Shape picture cards
4. Worksheets: The Other Half; What am I?; My Shapes Picture; Let's Write
5. Phonics worksheets: Long Vowel /i/
6. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song</p> <p>(Note: Fill in the blanks with the name of the child)</p> <p><i>Hickety Pickety Bumble Bee</i></p> <p>Who will say their names for me?</p> <p><i>Child responds: _____</i></p> <p><i>Let's all say it</i> <i>(all repeat name)</i></p> <p><i>Let's all clap it</i> <i>(all repeat name and clap out the syllables)</i></p>	<p>1. Theme song</p> <p><i>Here's a circle</i> <i>How can you tell?</i> <i>It goes round and round</i> <i>I can bounce it off the ground</i></p> <p><i>Here's a square and</i> <i>How can you tell?</i> <i>It has four equal sides</i> <i>Make a diamond if you like</i></p> <p><i>Here's a rectangle</i> <i>How can you tell?</i> <i>It has four sides and Two sides are wide</i></p> <p><i>Here's a triangle</i> <i>How can you tell?</i> <i>It has three sides</i> <i>I can use it as a slide</i></p> <p><i>Here's an oval</i> <i>How can you tell?</i> <i>It looks like an egg</i> <i>I can roll it down my leg</i></p> <p><i>Here is a star</i> <i>How can you tell?</i> <i>It has five points</i> <i>See how they join</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: circle, square, rectangle, triangle, oval, star</i></p> <p>3. Worksheet: The Other Half (Page 35)</p> <p>Draw the other half of the shapes and write the names.</p> <p>Read the sentences.</p>	<p>1. Review: Game - Shape Hunt</p> <p><i>Teacher prepares shape picture cards and cut into half.</i></p> <p><i>Hide one half of the picture cards around the room.</i></p> <p><i>Give children the other halves and get them to find the matching halves in the room.</i></p> <p><i>When they have found the complete shape, get them to shout:</i></p> <p><i>Here's a ___! (name of shape).</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: long /i/</p> <p>Sing Song: Long Vowel /i/</p> <p><i>(Tune: "Are You Sleeping?")</i> <i>Where is long i? (2x)</i> <i>Here I am. (2x)</i></p> <p><i>I am in 'island', also in 'sigh and hide'</i> <i>/i - /i/ - /i/, /i/ - /i/ - /i/</i></p>	<p>Phonics Games</p> <p>Worksheet: Long /i/ (Page 39)</p> <p><i>Name the pictures.</i> <i>On the left, fill in the blank with 'i' to complete the word.</i> <i>Match to the correct pictures on the right and rewrite the words.</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Mary Had a Little Lamb")</i> <i>All day long we worked and played,</i> <i>Worked and played, worked and played.</i> <i>All day long we worked and played,</i> <i>Now our day is done.</i> <i>Wave goodbye, to all your friends,</i> <i>All your friends, all your friends,</i> <i>Wave goodbye, to all your friends.</i> <i>Until we meet again.</i></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. 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></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 these words: <u>circle, square, rectangle, triangle, oval, star</u>. Listen and invite children to repeat the words.</p>
	5. I Can Match	<p>Select these words: <u>circle, square, rectangle, triangle, oval, star</u>. <i>Teacher invites the children to pair up the pictures with the matching words.</i></p>
	Optional 6. Drawing Faces Using Shapes	<p>Form faces with the given shapes. Invite children to name the shapes.</p>



Multimedia Activities (Part 2: Phonics)	7. Long Vowels	/i/: Listen to the words with long vowels.
	8. Complete the Word	/i/ (add /e/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Wk 9)</p> <p>2. Theme song</p> <p><i>Here's a circle</i> <i>How can you tell?</i> <i>It goes round and round</i> <i>I can bounce it off the ground</i></p> <p><i>Here's a square and</i> <i>How can you tell?</i> <i>It has four equal sides</i> <i>Make a diamond if you like</i></p> <p><i>Here's a rectangle</i> <i>How can you tell?</i> <i>It has four sides and</i> <i>Two sides are wide</i></p> <p><i>Here's a triangle</i> <i>How can you tell?</i> <i>It has three sides</i> <i>I can use it as a slide</i></p> <p><i>Here's an oval</i> <i>How can you tell?</i> <i>It looks like an egg</i> <i>I can roll it down my leg</i></p> <p><i>Here is a star</i> <i>How can you tell?</i> <i>It has five points</i> <i>See how they join</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the shape as teacher retells the story e.g. Here's a _____. (teacher pauses and waits for children to say the word).</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: circle, square, rectangle, triangle, oval, star</i></p> <p><i>New words: bounce, wide, slide, roll</i></p> <p>2. Worksheet: What am I? (Page 36)</p> <p>Tick the correct answers to the riddles.</p>	<p>Review: Question and Answer</p> <p><i>Using the completed worksheet, teacher asks the riddle accordingly:</i></p> <p><i>E.g.</i> <i>Teacher: I can bounce off the ground. Who am I?</i></p> <p><i>Children answer the question in this manner:</i></p> <p><i><u>I am a circle.</u></i> <i>I can bounce off the ground.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /y/</p> <p>Sing Song: Long Vowel /i/ (Tune: "Are You Sleeping?") <i>Where is long i? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'island', also in 'sigh and hide'</i> <i>/i - /i/ - /i/, /i/ - /i/ - /i/</i></p>	<p>Phonics Games</p> <p>Worksheets: /y/ (Page 40-42) <i>Pg 40 - Listen, underline and read.</i> <i>Pg 41 - Fill in the blanks.</i> <i>Pg 42 - Read.</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. 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>Revise previous week's vocabulary words.</p> <p>Select these new words: <u><i>bounce, wide, slide, roll</i></u></p> <p>Listen and invite children to repeat the words.</p>
	5. Name the picture	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u><i>bounce, wide, slide, roll</i></u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 6. Drawing Animals Using Shapes	<p>Form animals with the given shapes. Invite children to name the shapes.</p>



Multimedia Activities (Part 2: Phonics)	7. Long Vowels	/y/: Listen to the words with long vowels.
	8. Complete the Word	/y/ (add /i/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



Week 3	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>Here's a circle</i> <i>How can you tell?</i> <i>It goes round and round</i> <i>I can bounce it off the ground</i></p> <p><i>Here's a square and</i> <i>How can you tell?</i> <i>It has four equal sides</i> <i>Make a diamond if you like</i></p> <p><i>Here's a rectangle</i> <i>How can you tell?</i> <i>It has four sides and Two sides are wide</i></p> <p><i>Here's a triangle</i> <i>How can you tell?</i> <i>It has three sides</i> <i>I can use it as a slide</i></p> <p><i>Here's an oval</i> <i>How can you tell?</i> <i>It looks like an egg</i> <i>I can roll it down my leg</i></p> <p><i>Here is a star</i> <i>How can you tell?</i> <i>It has five points</i> <i>See how they join</i></p>	<p>1. Read the eBook <i>Invite children to read the book together or Invite one child/groups of children to read each page.</i></p> <p>2. New Chant: Shapes <u>Source: www.littlegiraffes.com</u></p> <p>A B C D E <i>Draw a circle now with me. (draw a circle in the air)</i></p> <p>F G H I J <i>Can you draw a square this way? (draw a square)</i></p> <p>K L M N O <i>A triangle has 3 points you know. (draw a triangle)</i></p> <p>P Q R S T <i>A rectangle looks like this, you see. (draw a rectangle)</i></p> <p>U V W X Y Z <i>Drawing shapes is fun for me!</i></p> <p><i>Idea: Other than drawing in the air, get children to draw on a blank piece of paper or on the multimedia drawing tool.</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: circle, square, triangle, oval, star, bounce, wide, slide, roll</i></p> <p>2. Worksheet: My Shapes Picture (Page 37)</p> <p><i>Can you make something out of the given shapes?</i></p> <p><i>Ideas:</i> <i>circle – flower, head</i> <i>triangle – party hat, roof of a house</i> <i>rectangle – truck, book</i></p>	<p>1. Review: Share & Tell</p> <p>Invite children to share what they have created with the shapes.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /igh/</p> <p>Sing Song: Long Vowel /i/ (Tune: "Are You Sleeping?") <i>Where is long i? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'island', also in 'sigh and hide'</i> <i>/i – /i/ – /i/, /i/ – /i/ – /i/</i></p>	<p>Phonics Games</p> <p>Worksheets: /igh/ (Page 43-45)</p> <p><i>Page 43 - Listen, underline and read.</i> <i>Page 44 – Fill in the blanks.</i> <i>Page 45 – Read</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. 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. eBook	<p><i>Click on the speaker icon on the top left-hand corner of the book to listen to the reading of the eBook.</i></p> <p>If the computer is equipped with a computer microphone, teacher can record the children’s reading with the recording and saving functions available.</p>
	4. Lesson: Vocabulary	Select <u>all</u> the words. Listen and invite children to repeat the words.
	5. Name the picture	<p>Select <u>all</u> the words.</p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	6. Matching Shapes	Level 3: Find and name the shape.
	7. Sorting Fun	Click and drag to rearrange the sentences correctly.
	8. Draw People Using Shapes (Optional)	<i>Form people with the given shapes. Invite children to name the shapes.</i>
	9. Interactive Play	<p>Turn on the webcam and stand at a distance from the screen.</p> <p>Display any shape card and describe it with as many details as possible.</p> <p>E.g. “It is a triangle. It has 3 sides. I can use it as a slide.”</p>



Multimedia Activities (Part 2: Phonics)	10. Long Vowels	/igh/: Listen to the words with long vowels.
	11. Complete the Words	/igh/ (add /y/ as the game needs at least 2 sounds to play): Listen to the words and fill in the missing long vowels.



Week 4	Tuning-In	Revision	Closing
<p>Part 1: eBook</p>	<p>1. Greeting Song (see Week 9)</p> <p>2. Review all song/ chant (see Week 11)</p>	<p>1. Worksheet: Let's Write (Page 38) <i>Fill in the blanks by choosing the correct rhyming words.</i> <i>Read the sentences.</i></p> <p>2. Reader: Can you say these words? (Page 14 to 16) <i>Award stickers for identifying pictures or reading words on the list.</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i> <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>Part 2: Alphabet & Phonics</p>		<p>Phonics: /ie/ & /i-e/</p> <p>1. Sing Song: Long Vowel /i/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is long i? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'island', also in 'sigh and hide'</i> <i>/i - /i/ - /i/, /i/ - /i/ - /i/</i></p> <p>2. Phonics Games</p> <p>3. Worksheets /ie/ & /i-e/ (Page 46 – 49)</p> <p><i>Page 46 - Listen, underline and read.</i> <i>Page 47 & 48 – Fill in the blanks.</i> <i>Page 49 – Read</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. 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. 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. Name the picture	Select <u>all</u> the words. <i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i>
	6. Matching Shapes	Level 3: Find and name the shape.
	7. Sorting Fun	Click and drag to rearrange the sentences correctly.
	Optional 8. 9. & 10. Imagination Art	Invite children to imagine and draw pictures out of these basic shapes: oval, rectangle, triangle. Color the picture by using the 'Fill Color' tool.
	11. Interactive Play	Turn on the webcam and stand at a distance from the screen. Display any shape card and describe it with as many details as possible. E.g. "It is a triangle. It has 3 sides. I can use it as a slide."



Multimedia Activities (Part 2: Phonics)	12. Long Vowels	Long /ie/ & /i-e/: Listen to the words with long vowels.
	13. Identify the Long Vowel Sound	Revision - All Long /a/, /e/ & /i/: Listen to the words and click on the long vowel sound that the words share.
	14. Complete the Word	Revision - All Long /a/, /e/ & /i/: Listen to the words and fill in the missing long vowels.
	15. Unscramble the Word	Revision - All Long /a/, /e/ & /i/: Unscramble the letters and spell the word correctly.



Unit 4



Objectives

1. Child learns about helpful animals: ____ are helpful animals. They
2. Child learns about action words (verbs): bring, pick, carry, guide, save
3. Child learns about descriptive words (adjectives): hungry, itchy, injured, heavy, blind, dangerous
4. Children learns pronouns and contractions: I'm, He's, She's, We're, They're, You're
5. Child learns phonics: Long Vowel /o/

Materials

1. eBook: Helpful Animals
2. Multimedia Library
3. Animal Masks
4. Worksheets: What Happened?: I'm Helpful Too!; Let's Spell
5. Phonics worksheets: Long Vowel /o/
6. Vocabulary Words Test & Reading Test (see back of reader)

Week 1	Tuning-In	Lesson	Activity	Closing
<p>Part 1: eBook</p>	<p>Greeting Song (see Week 9)</p>	<p>1. Theme Song</p> <p><i>Wolves are helpful animals Doo-dah, Doo-dah They bring food to their families Oh doo-dah day Monkeys are helpful animals Doo-dah, Doo-dah They pick fleas off their itchy friends Oh doo-dah day</i></p> <p>Variation: <i>Whales – They stay close with their injured friends Elephants – They help to carry heavy logs Dogs – They help to guide the blind people Dolphins – They save people from dangerous sharks</i></p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>Words: wolves, monkeys, whales, elephants, dogs, dolphins, sharks</i></p> <p>2. Craft: Create a mask.</p> <p><i>Refer to the mask templates (at the back of this guide).</i></p> <p><i>Get children to choose to make one mask each.</i></p> <p><i>Choices: wolf, monkey, dolphin, dog, elephant, whale</i></p>	<p>1. Review: Riddle Time</p> <p><i>Use the words in the eBook and add “Who am I?”:</i></p> <p><i>E.g. I guide the blind. Who am I?</i></p> <p><i>The children with the appropriate masks shall appear and do the appropriate action.</i></p> <p>IMPORTANT: Keep the masks for the next lesson.</p>
<p>Part 2: Alphabet & Phonics</p>		<p>Phonics: long /o/ & /oa/</p> <p>Sing Song: Long Vowel /o/</p> <p><i>(Tune: “Are You Sleeping?”)</i></p> <p><i>Where is long o? (2x) Here I am. (2x)</i></p> <p><i>I am in ‘oval’, also in ‘row and joke’ /o/ – /o/ – /o/, /o/ – /o/ – /o/</i></p>	<p>Phonics Games</p> <p>Worksheet: long /o/ & /oa/ (Page 54 - 57)</p> <p><i>Page 54 - Name the pictures. On the left, fill in the blank with ‘o’ to complete the word. Match to the correct pictures on the right and rewrite the words.</i></p> <p><i>Page 55 - Listen, underline and read.</i></p> <p><i>Page 56 – Fill in the blanks.</i></p> <p><i>Page 57 – Read</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. 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>wolves, monkeys, whales, elephants, dogs, dolphins, sharks</u></p> <p><i>Listen and invite children to repeat the words.</i></p>
	5. Name the Picture	<p>Select these words: <u>wolves, monkeys, whales, elephants, dogs, dolphins, sharks</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 6. Imagination Art	<p>Invite children to imagine and draw pictures out of the elephant shape outline. Color the picture by using the ‘Fill Color’ tool.</p>



Multimedia Activities (Part 2: Phonics)	7. Long Vowels	long /o/ & /oa/: Listen to the words with long vowels.
	8. Complete the Words	long /o/ & /oa/: Listen to the words and fill in the missing long vowels.



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>Wolves are helpful animals Doo-dah, Doo-dah They bring food to their families Oh doo-dah day Monkeys are helpful animals Doo-dah, Doo-dah They pick fleas off their itchy friends Oh doo-dah day</i></p> <p>Variation:</p> <p><i>Whales – They stay close with their injured friends Elephants – They help to carry heavy logs Dogs – They help to guide the blind people Dolphins – They save people from dangerous sharks</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the animals and their condition when teacher retells the story e.g. _____ are helpful animals. I’m _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. Role Play</p> <p>Characters: A: All the children B: Children with the appropriate masks (created in Week 13)</p> <p>A: Wolves are helpful animals. B: <i>We bring back food to our hungry families.</i></p> <p>A: <i>Monkeys are helpful animals.</i> B: <i>We pick fleas off our itchy friends.</i></p> <p>A: <i>Elephants are helpful animals.</i> B: <i>We carry heavy logs.</i></p> <p>A: <i>Dogs are helpful animals.</i> B: <i>We guide blind people.</i></p> <p>A: <i>Dolphins are helpful animals.</i> B: <i>We save people from dangerous sharks.</i></p>	<p>1. Vocabulary games</p> <p><i>Revision: wolves, monkeys, whales, elephants, dogs, dolphins, sharks</i></p> <p><i>New words: hungry, itchy, injured, heavy, blind, dangerous</i></p> <p>2. Worksheets: What Happened? (Page 51)</p> <p><i>Complete the sentences.</i></p>	<p>1. Review: Point & Say</p> <p><i>Hold up a completed worksheet, point and say (children to repeat after teacher and do the appropriate actions):</i></p> <p><i>“I’m hungry.” He’s itchy.” “She’s injured.” “They’re heavy.” “We’re blind.” “You’re dangerous.”</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ow/</p> <p>Sing Song: Long Vowel /o/</p> <p><i>(Tune: “Are You Sleeping?”)</i> <i>Where is long o? (2x) Here I am. (2x) I am in ‘oval’, also in ‘row and joke’ /o/ – /o/ – /o/, /o/ – /o/ – /o/</i></p>	<p>Phonics Games</p> <p>Worksheets: /ow/ (Page 58 – 60)</p> <p>Page 58 - Listen, underline and read. Page 59 – Fill in the blanks. Page 60 – Read</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>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>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>hungry, itchy, injured, heavy, blind, dangerous</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Name the Picture	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>hungry, itchy, injured, heavy, blind, dangerous</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>
	Optional 6. Imagination Art	<p>Invite children to imagine and draw pictures out of the dog shape outline.</p> <p>Color the picture by using the 'Fill Color' tool.</p>



Multimedia Activities (Part 2: Phonics)	7. Long Vowels	/ow/: Listen to the words with long vowels.
	8. Complete the Words	/ow/: Listen to the words and fill in the missing long vowels.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>Greeting Song (see Week 9)</p> <p>2. Theme Song <i>Wolves are helpful animals</i> <i>Doo-dah, Doo-dah</i> <i>They bring food to their families</i> <i>Oh doo-dah day</i> <i>Monkeys are helpful animals</i> <i>Doo-dah, Doo-dah</i> <i>They pick fleas off their itchy friends</i> <i>Oh doo-dah day</i></p> <p>Variation: <i>Whales – They stay close with their injured friends</i> <i>Elephants – They help to carry heavy logs</i> <i>Dogs – They help to guide the blind people</i> <i>Dolphins – They save people from dangerous sharks</i></p>	<p>1. Read the eBook</p> <p><i>Invite children to read the book together <u>or</u> Invite one child/groups of children to read each page.</i></p> <p>2. New Song: Mary Had a Little Lamb <i>Baa Baa Black Sheep</i> <i>Have you any wool?</i> <i>Yes Sir, Yes, Sir</i> <i>Three bags full</i> <i>One for my master</i> <i>And one for my dame</i> <i>And one for the little boy</i> <i>Who lives down the lane</i></p> <p>Variation: Replace ‘sheep’ with other animals and change the sound and what they can give accordingly, e.g. Moo Moo Black Cow have you any milk?</p> <p>Talk about how these animals are helpful e.g. sheep gives us wool; cow gives us milk</p>	<p>1. Vocabulary games <i>Revision: wolves, monkeys, whales, elephants, dogs, dolphins, hungry, itchy, injured, heavy, blind, dangerous</i></p> <p>2. Worksheet: I’m Helpful Too! (Page 52) Children draw situations when they are helpful. Teacher helps children write below their drawings:</p> <p><i>E.g.</i> <i>I am helpful.</i> <i>I <u>help water the plants.</u></i></p> <p>3. Optional: Let’s Talk <i>Learn more about animals with these questions:</i> <i>What animal is this?</i> <i>Where can you find it?</i> <i>What sound does it make?</i> <i>Can you describe it?</i></p>	<p>1. Review: Share & Tell</p> <p>Children share about their drawings – how they can be helpful in school or at home.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /oe/ & /o-e/</p> <p>Sing Song: Long Vowel /o/ (Tune: “Are You Sleeping?”) <i>Where is long o? (2x)</i> <i>Here I am. (2x)</i> <i>I am in ‘oval’, also in ‘row and joke’</i> <i>/o/ – /o/ – /o/, /o/ – /o/ – /o/</i></p>	<p>Phonics Games</p> <p>Worksheets: /oe/ & /o-e/ (Page 61 – 64)</p> <p>Page 61 - Listen, underline and read. Page 62 & 63 – Fill in the blanks. Page 64 – Read.</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. 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 'Baa Baa Black Sheep'
	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. I Can Match	<i>Listen to the phrase and click on the correct picture.</i>
	7. Identify the Word	Listen to the sentence and click on the correct word.
	Optional 8. Imagination Art	Invite children to imagine and draw pictures out of the fish shape outline. Color the picture by using the 'Fill Color' tool.
	Optional 9. Zoo (Q&A)	Answer the questions about animals.
	10. Interactive Play	Card needed: Scratching tool (1) Turn on the webcam and stand at a distance from the screen. In the given time, move the card to scratch as many itchy monkeys as possible (fidget and turn red in the face). If the monkey is not relieved of its itch in time, it will fall off from the tree.



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	/oe/ & /o-e/: Listen to the words with long vowels.
	12. Complete the Words	/oe/ & /o-e/: Listen to the words and fill in the missing long vowels.



Week 4	Tuning-In	Revision	Closing
Part 1: eBook	1. Greeting Song (see Week 9) 2. Review all songs (see Week 15)	1. Worksheet: Let's Spell! (Page 53) Fill in the missing words. Complete the sentences by choosing the correct number. Read the sentences. 2. Reader: Can you say these words? (Page 15 & 16) <i>Award stickers for identifying pictures or reading words on the list</i> 3. Reader: Can you read this book? (last page) <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>	
Part 2: Alphabet & Phonics		1. Sing Song: Long Vowel /o/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is long o? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'oval', also in 'row and joke'</i> <i>/o/ – /o/ – /o/, /o/ – /o/ – /o/</i> 2. Phonics Games 3. Worksheets: Revision (Page 65 - 68) <i>Page 65: /ie/ & /oa/</i> <i>Page 66: /y/ & /ow/</i> <i>Page 67: /igh/ & /oe/</i> <i>Page 68: /i-e/ & /o-e/</i>	Goodbye Song (see Week 9)

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. 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 'Baa Baa Black Sheep'
	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. I Can Match	<i>Listen to the phrase and click on the correct picture.</i>
	7. Identify the Word	Listen to the sentence and click on the correct word.
	Optional 8. & 9. Imagination Art	Invite children to imagine and draw pictures out of the animal shape outlines. Color the picture by using the 'Fill Color' tool.
	10. Interactive Play	Card needed: Scratching tool (1) Turn on the webcam and stand at a distance from the screen. In the given time, move the card to scratch as many itchy monkeys as possible (fidget and turn red in the face). If the monkey is not relieved of its itch in time, it will fall off from the tree.



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	Revision – All Long /i/ & /o/: Listen to the words with long vowels.
	12. Identify the Long Vowel Sound	Revision - All Long /i/ & /o/: Listen to the words and click on the long vowel sound that the words share.
	13. Complete the Word	Revision - All Long /i/ & /o/: Listen to the words and fill in the missing long vowels.
	14. Unscramble the Word	Revision – All Long /i/ & /o/: Unscramble the letters and spell the word correctly.



Unit 5



Objectives

1. Child learns to identify vehicles.
2. Child learns the days of the week.
3. Child learns to ask for directions. Which is the way to Depot Road?
4. Child learns about directions: go straight, turn right, turn left, u-turn
5. Child learns phonics: Long Vowel /u/

Materials

1. eBook: Ethan Always Gets Lost
2. Multimedia Library
3. Worksheets: Which is the Way?; Stick Puppets; Let's Spell
4. Phonics worksheets: Long Vowel /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></p> <p>Good morning to _____</p> <p>to _____</p> <p>to _____</p> <p>Good morning to _____</p> <p>With a bright smiling face</p> <p>Say hello to your teacher</p> <p>Say hello to your good friends</p> <p>Good morning to everybody</p> <p>Let's start the day with a smile</p>	<p>1. Theme Song</p> <p><i>It happened on Monday / Monday (2x)</i></p> <p><i>It happened on Monday</i></p> <p><i>Ethan lost his way</i></p> <p><i>He asked a big red car / Red car (2x)</i></p> <p><i>He asked a big red car</i></p> <p><i>Which is the way to the zoo?</i></p> <p><i>Red car said to / Go straight (3x)</i></p> <p><i>Red car said to go straight That's the way to the zoo</i></p> <p><i>Again on a Tuesday / Tuesday (2x)</i></p> <p><i>Again on a Tuesday</i></p> <p><i>Ethan lost his way</i></p> <p><i>He asked a big blue truck / Blue truck (2x)</i></p> <p><i>He asked a big blue truck</i></p> <p><i>Which is the way to the zoo?</i></p> <p><i>Blue truck said to / Go straight (3x)</i></p> <p><i>Blue truck said to go straight.</i></p> <p><i>That's the way to the zoo.</i></p> <p>Extension: Continue the song with other days of the week. Vary the vehicles: refer to the book or replace with ideas from the children, e.g. sports car, slow train, dumptruck. Directions: refer to book</p> <p>2. Read the eBook</p>	<p>1. Vocabulary games</p> <p><i>car, van, truck, bicycle, train, motorcycle</i></p> <p>2. Worksheet: Stick Puppets (Page 71 – 74)</p> <p><i>Color and cut out the puppets. Tape a craft stick or straw to the back of each puppet.</i></p> <p><i>Use them for 'Story Retell' in 'Review' session.</i></p>	<p>1. Review: Story Retell</p> <p><i>Turn a table on its side and throw a large cloth over it. Use this as a puppet theatre.</i></p> <p><i>Children use the stick puppets and act out the story as it happened in the eBook. They can also change the story.</i></p> <p>He asked a passing Red truck (3x)</p> <p>He asked a passing red truck</p> <p>Which is the way to ___?</p> <p>The red truck said to "Turn left" (3x)</p> <p>The red truck said to "Turn left."</p> <p>That's the way to ___.</p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: long /u/ & /ew/</p> <p>Sing Song: Long Vowel /u/</p> <p><i>(Tune: "Are You Sleeping?")</i></p> <p><i>Where is long u? (2x)</i></p> <p><i>Here I am. (2x)</i></p> <p><i>I am in 'unicorn, also in 'dew and cute'</i></p> <p><i>/u/ – /u/ – /u/, /u/ – /u/ – /u/</i></p>	<p>Phonics Games</p> <p>Worksheets: long /u/ & /ew/ (Page 76)</p> <p><i>Page 76 - Name the pictures. On the left, fill in the blank with 'u' to complete the word.</i></p> <p><i>Match to the correct pictures on the right and rewrite the words.</i></p> <p><i>Page 77 - Listen, underline and read.</i></p> <p><i>Page 78 – Fill in the blanks.</i></p> <p><i>Page 79 – Read.</i></p>	<p>Goodbye Song</p> <p><i>(Tune: "Ode to Joy")</i></p> <p><i>Our day is through, our jobs are done</i></p> <p><i>We did some work, we had some fun.</i></p> <p><i>We worked real hard and played with friends</i></p> <p><i>And on Monday (Tues, etc.) we'll be back again _____</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>car, van, truck, bicycle, train, motorcycle</u></p> <p>Listen and invite children to repeat the words.</p>
	5. Name the Picture	<p>Select these words: <u>car, van, truck, bicycle, train, motorcycle</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>



Multimedia Activities (Part 2: Phonics)	6. Long Vowels	/u/ & /ew/: Listen to the words with these long vowels.
	7. Complete the Words	/u/ & /ew/: Listen to the words and fill in the missing long vowels.

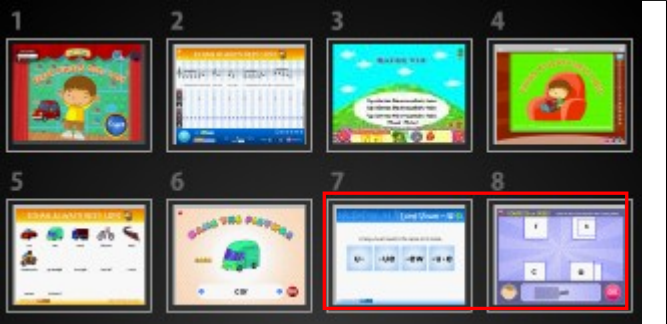


Week 2	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 17)</p> <p>2. Theme Song</p> <p><i>It happened on Monday / Monday (2x)</i> <i>It happened on Monday</i> <i>Ethan lost his way</i> <i>He asked a big red car / Red car (2x)</i> <i>He asked a big red car</i> <i>Which is the way to the zoo?</i> <i>Red car said to / Go straight (3x)</i> <i>Red car said to go straight That's the way to the zoo</i> <i>Again on a Tuesday / Tuesday (2x)</i> <i>Again on a Tuesday</i> <i>Ethan lost his way</i> <i>He asked a big blue truck / Blue truck (2x)</i> <i>He asked a big blue truck</i> <i>Which is the way to the zoo?</i> <i>Blue truck said to / Go straight (3x)</i> <i>Blue truck said to go straight.</i> <i>That's the way to the zoo.</i></p> <p>Extension: Continue the song with other days of the week. Vary the vehicles: refer to the book or replace with ideas from the children, e.g. sports car, slow train, dumptruck. Directions: refer to book</p>	<p>1. Read the eBook</p> <p><i>Invite children to identify the vehicle and the instructions given when teacher retells the story e.g. Mr. _____, which is the way to Depot Road? You need to _____. (teacher pauses and waits for children to say the word).</i></p> <p>2. New song: Mountain Train</p> <p><i>Up climbs the mountain train – 3x</i> <i>Choo! Choo!</i></p> <p><i>Down climbs the mountain train – 3x</i> <i>Choo! Choo!</i></p> <p>Variation: Replace 'Up climbs' with 'Turn right; turn left; U-turn'</p>	<p>1. Vocabulary games</p> <p>Revision: <i>car, van, truck, bicycle, train, motorcycle</i></p> <p><i>New words: go straight, turn right, turn left, u-turn, across, in front of</i></p> <p>2. Worksheet: Which is the Way? (Page 70)</p> <p><i>Look at the pictures and give the correct directions for Ethan to find his way home.</i></p>	<p>1. Review: Question and Answer</p> <p><i>Hold up a completed worksheet, teacher questions and children answer according to the order on the worksheet</i></p> <p><i>E.g.</i> <i>Teacher: Which is the way to Depot Road?</i> <i>Children: You need to go straight.</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /ue/ & /u-e/</p> <p>Sing Song: Long Vowel /u/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is long u? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'unicorn, also in 'dew and cute'</i> <i>/u/ – /u/ – /u/, /u/ – /u/ – /u/</i></p>	<p>Phonics Games</p> <p>Worksheets: /ue/ & /u-e/ (Page 80 - 83)</p> <p><i>Page 80 - Listen, underline and read.</i> <i>Page 81 & 82 – Fill in the blanks.</i> <i>Page 83 – Read</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 <i>Note: Introduce this activity only after children are familiar with the theme song.</i>	<p>This is the theme song in music notation.</p> <p>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 'Mountain Train'
	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>go straight, turn right, turn left, u-turn, across, in front of</u></p> <p>Listen and invite children to repeat the words.</p>
	6. Name the Picture	<p>Revise previous week's vocabulary words.</p> <p>Select these new words: <u>go straight, turn right, turn left, u-turn, across, in front of</u></p> <p><i>Teacher invites the children to name the pictures by using the arrow keys to search for the correct names.</i></p>




Multimedia Activities (Part 2: Phonics)	7. Long Vowels	/ue/ & /u-e/: Listen to the words with these long vowels.
	8. Complete the Words	/ue/ & /u-e/: Listen to the words and fill in the missing long vowels.



Week 3	Tuning-In	Lesson	Activity	Closing
<p>Part 1:</p> <p>eBook</p>	<p>1. Greeting Song (see Week 17)</p> <p>2. Review Songs (see Week 18)</p>	<p>1. Read the eBook:</p> <p><i>Invite children to read the book together or Invite one child/groups of children to read each page.</i></p>	<p>1. Vocabulary games:</p> <p><i>Revision: car, van, truck, bicycle, train, motorcycle, go straight, turn right, turn left, u-turn, across, in front of</i></p> <p>2. Let's Talk: Street Page 1 & 2</p> <p><i>A: Excuse me, where can I find the post office?</i> <i>B: It's beside the bookshop on the corner.</i></p> <p><i>A: Which bookshop?</i> <i>B: Walk straight and turn left. The bookshop will be right in front of you.</i></p> <p>Optional: Role play</p> <p>If there is time, set up some tables as a bookshop, clinic and cinema (or more). Give children directions to move to those 'shops' that you set up.</p>	<p>Review: Share & Tell</p> <p><i>Talk about road safety. (Road safety slide)</i></p>
<p>Part 2:</p> <p>Alphabet & Phonics</p>		<p>Phonics: /oo/ (/ue/, /u-e/, /ew/, /ui/)</p>	<p>Phonics Games</p> <p>Worksheets: /oo/ (Page 84 – 87)</p> <p><i>Page 84 - Listen, underline and read.</i> <i>Page 85 – Fill in the blanks.</i> <i>Page 86 – Read</i> <i>Page 87 – other words with /oo/ sound (/ue/, /u-e/, /ew/, /ui/)</i></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. 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 'Mountain Train'
	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. Describe the Picture	Read the sentences and match the picture with the correct descriptions.
	7. Sorting Fun	Click and drag to rearrange the sentences correctly.
	8. Let's Talk	Pg 1 & 2 only: Listen to the conversation and invite children to role-play.
	9. Road Safety	Identify and talk about the different ways of crossing the road safely.
	10. Interactive Play	Turn on the webcam and stand at a distance from the screen. Help Ethan get to the destinations as instructed. Wave the hands within the sensor zones in the video frame Turn Right – Wave right hand at the top-right corner Turn Left – Wave left hand at the top-left corner Move Forward – Wave both hands at the top-right and top-left corners U-Turn – Wave both hands at the bottom-right and bottom-left corners



Multimedia Activities (Part 2: Phonics)	11. Long Vowels (Special Sounds)	/oo/, /ue/, /u-e/, /ew/, /ui/: Listen to the words with these long vowels. (They all share the /oo/ sound)	
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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 18)</p>	<p>1. Worksheet: Let's Spell! (Page 75) <i>Trace the words and complete the sentences.</i> <i>Read the sentences.</i></p> <p>2. Reader: Can you say these words? (Page 16 & 17) <i>Award stickers for identifying pictures or reading words on the list</i></p> <p>3. Reader: Can you read this book? (last page) <i>Read through the book with each child. Tick accordingly:</i></p> <p><input type="checkbox"/> <i>I can read this book by myself.</i> <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>Part 2:</p> <p>Alphabet & Phonics</p>		<p>1. Sing Song: Long Vowel /u/ <i>(Tune: "Are You Sleeping?")</i> <i>Where is long u? (2x)</i> <i>Here I am. (2x)</i> <i>I am in 'unicorn, also in 'dew and cute'</i> <i>/u/ - /u/ - /u/, /u/ - /u/ - /u/</i></p> <p>2. Phonics Games</p> <p>3. Worksheets: Revision (Page 87 - 92)</p> <p><i>Page 88: /ee/ & /oo/</i> <i>Page 89: /ew/ & /oa/</i> <i>Page 90: /ie/ & /ue/</i> <i>Page 91: /ai/ & /ui/</i> <i>Page 92: /a-e/ & /u-e/</i></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. 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 'Mountain Train'
	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. Describe the Picture	Read the sentences and match the picture with the correct descriptions.
	7. Sorting Fun	Click and drag to rearrange the sentences correctly.
	Optional 8. Picture Talk	Talk about the picture 'On the Street'. Suggested questions are included.
	9. Art Composition: City (Art) - Optional	Invite children to create & color a city scene with the art tools provided.
	10. Interactive Play	Turn on the webcam and stand at a distance from the screen. Help Ethan get to the destinations as instructed. Wave the hands within the sensor zones in the video frame Turn Right – Wave right hand at the top-right corner Turn Left – Wave left hand at the top-left corner Move Forward – Wave both hands at the top-right and top-left corners U-Turn – Wave both hands at the bottom-right and bottom-left corners



Multimedia Activities (Part 2: Phonics)	11. Long Vowels	Revision – All Long /a/, /e/, /i/, /o/, /u/: Listen to the words with long vowels.
	12. Complete the Word	Revision – All Long /a/, /e/, /i/, /o/, /u/: Listen to the words and fill in the missing long vowels.
	13. Identify the Long Vowel Sound	Revision – All Long /a/, /e/, /i/, /o/, /u/: Listen to the words and click on the long vowel sound that the words share.
	14. Unscramble the Word	Revision – All Long /a/, /e/, /i/, /o/, /u/: Unscramble the letters and spell the word correctly.

