

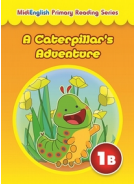
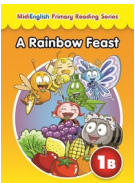
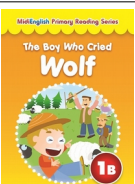





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LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Learn to pronounce and rearrange vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The door is broken The roof is leaking The house is falling apart (Oh no) Get the hammer	Get the saw And all my tools Fix it up Knock, knock, knock The door is fixed	Knock, knock, knock The roof is fixed Work is all done Thanks to my very useful tools Hip, hip, hooray
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>What do you think this boy is pretending to be?</i> <i>What does he need for his job?</i> <i>Can you name the tools?</i> <i>Who is he/ her? What does he/ she need to do his/her job?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: A World of Tools Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(4) ACTIVITY 2: Word Jumble- Tools Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p3-4	(6) HOME PRACTICE (REMINDER): Assessment Book p1	(7) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A WORLD OF TOOLS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz) - Who or What		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		

LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

The door is broken
The roof is leaking
The house is falling apart (Oh no)
Get the hammer

Get the saw
And all my tools
Fix it up
Knock, knock, knock
The door is fixed

Knock, knock, knock
The roof is fixed
Work is all done
Thanks to my very useful tools
Hip, hip, hooray

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *Can you see any tools in our classroom? I am a teacher. What kind of tools do I need to do my work? You are students. What kind of tools do you need to do your work?*

- *Can you name these people's occupations? What do they need to do their work?*
- *What do they use the tools for?*
- *Can you name the tools that are needed by these people? a fireman, a policeman, a soldier, a nurse, a musician, a lawyer, a dentist*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: Occupation

Pre-activity: Act out these occupations (painter, gardener, carpenter, doctor, scientist) and invite students to guess and name the occupations.
Activity: Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(5) ACTIVITY 2: Word Jumble- Occupation

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(6) CLASSROOM PRACTICE:

Workbook p5-6


(7) HOME PRACTICE (REMINDER):

Assessment Book p2

(8) CLOSING:

Step 4: Group Echo Reading (with student's storybook)


LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p>  The icon for EFL Music software is a blue square with rounded corners. Inside the square, there is a red musical note and a yellow sun-like circle. Below the square, the text 'EFL Music' is written in white on a black background.	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 6 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Review vocabulary words 	<ul style="list-style-type: none"> • Attempt the comprehension questions • Learn to act out, pronounce and rearrange action words • Learn parts of the tools 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The door is broken The roof is leaking The house is falling apart (Oh no) Get the hammer	Get the saw And all my tools Fix it up Knock, knock, knock The door is fixed	Knock, knock, knock The roof is fixed Work is all done Thanks to my very useful tools Hip, hip, hooray
Activity Song: 1. <u>The door is broken</u> <u>The roof is leaking</u> 2. <u>The chair is broken</u> <u>The tap is leaking</u> The house is falling apart (Oh no)	1. <u>Get the hammer</u> <u>Get the saw</u> 2. <u>Get the spanner</u> <u>Get the pliers</u> And all my * Fix it up	Knock, knock, knock The <u>1. door</u> <u>2. chair</u> is fixed Knock, knock, knock The <u>1. roof</u> <u>2. tap</u> is fixed Work is all done Thanks to my very useful * Hip, hip, hooray
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 (refer to.2 for questions)	Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words (Tools & Occupations)
(4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	(5) ACTIVITY 2: Time to Act Learn the action words and act out the words.	(6) ACTIVITY 3: Label the Parts Divide students into 2 groups. Each group takes turns to label the parts of the tools. Record their scores and the group with the higher score wins.
(7) ACTIVITY 4: Word Jumble- Action words Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.		
(8) CLASSROOM PRACTICE: Workbook p7-8 (action words) Workbook p9-10 (parts of tools)	(9) HOME PRACTICE (REMINDER): Assessment Book p3 (action words) Assessment Book p4-5 (parts of tools) Assessment Book p6-7 (revision)	(10) CLOSING: Step 4: Group Shadow Reading (with student's story)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A WORLD OF TOOLS		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Parts of Tools		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions and act on them Introduce tools, the people who use them and what they do with them Write about a tool Learn to pronounce words that start with these beginning sounds: /c/, /g/, /p/, /x/ 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: The door is broken The roof is leaking The house is falling apart (Oh no) Get the hammer	Get the saw And all my tools Fix it up Knock, knock, knock The door is fixed	Knock, knock, knock The roof is fixed Work is all done Thanks to my very useful tools Hip, hip, hooray
Activity Song: 1. <u>The door is broken</u> <u>The roof is leaking</u> 2. <u>The chair is broken</u> <u>The tap is leaking</u> The house is falling apart (Oh no)	1. <u>Get the hammer</u> <u>Get the saw</u> 2. <u>Get the spanner</u> <u>Get the pliers</u> And all my * / Fix it up Knock, knock, knock	The <u>1. door</u> <u>2. chair</u> is fixed Knock, knock, knock The <u>1. roof</u> <u>2. tap</u> is fixed Work is all done Thanks to my very useful * Hip, hip, hooray
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> Invite a student to retell the book in his/ her own words 	Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(4) ACTIVITY 4: Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
	(3) REVISION: Vocabulary Words (Tools & Occupations), Time to Act, Label the Parts	
(5) ACTIVITY 1: Listening: A World of Tools Turn to Workbook p11. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	(6) ACTIVITY 2: Speaking: Tools and Their Uses Invite students to answer these questions: <ul style="list-style-type: none"> What is it? It is a ... Who uses it? A ... with a ...	(7) ACTIVITY 3: Writing: Draw and Write Turn to Workbook p15. Introduce a new tool that is not learned in the book. Turn to p16. Look through the pages of the storybook "A World of Tools" and complete the table of contents.
(8) CLASSROOM PRACTICE: Workbook p17-18 (Beginning Sounds)	(9) HOME PRACTICE (REMINDER): Workbook p12-14 (Speaking Practice) Assessment Book p8-9 (Beginning Sounds)	(10) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)


LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 6 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise the capitalization rules Write complete sentences that make sense 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>						
(1) TUNING-IN: Sing-a-long: The door is broken The roof is leaking The house is falling apart (Oh no) Get the hammer	Get the saw And all my tools Fix it up Knock, knock, knock The door is fixed	Knock, knock, knock The roof is fixed Work is all done Thanks to my very useful tools Hip, hip, hooray						
Activity Song: 1. <u>The door is broken</u> <u>The roof is leaking</u> 2. <u>The chair is broken</u> <u>The tap is leaking</u> The house is falling apart (Oh no)	1. <u>Get the hammer</u> <u>Get the saw</u> 2. <u>Get the spanner</u> <u>Get the pliers</u> And all my * Fix it up	Knock, knock, knock The <u>1. door</u> <u>2. chair</u> is fixed Knock, knock, knock The <u>1. roof</u> <u>2. tap</u> is fixed Work is all done Thanks to my very useful * Hip, hip, hooray						
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Capitalization- First Letter Revise capitalization rule for the first letter of a sentence.	(4) ACTIVITY 2: Capitalization- Names & I Revise capitalization rules for names and I.						
(5) ACTIVITY 3: Word Order I & II Pre-activity: Write on the whiteboard: 'I have.' Ask: "Is the sentence complete?" Then write: 'Long hair I have.' Ask: "Does the sentence make sense?" Finally write correctly: I have long hair.	Tell students that we need to write complete sentences that make sense. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">I have.</td> <td style="width: 33%;">Long hair I have.</td> <td style="width: 33%;">I have long hair.</td> </tr> <tr> <td>X</td> <td>X</td> <td></td> </tr> </table>	I have.	Long hair I have.	I have long hair.	X	X		Activity: Work on re-ordering the phrases to make complete sentences that make sense.
I have.	Long hair I have.	I have long hair.						
X	X							
(6) CLASSROOM PRACTICE: Grammar Book p1-7	(7) HOME PRACTICE (REMINDER): Review lesson Grammar Book p1	(8) CLOSING: Step 6: Paired Reading (with student's storybook)						

LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A WORLD OF TOOLS		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 6: A WORLD OF TOOLS
LESSON 3.2

OBJECTIVES:

- Individual reading
- Revise the punctuation rules
- Write complete sentences that make sense

MATERIAL:

*Grammar Book
* *For schools that have purchased the Grammar Book*

(1) TUNING-IN: Sing-a-long:

The door is broken
The roof is leaking
The house is falling apart (Oh no)
Get the hammer

Get the saw
And all my tools
Fix it up
Knock, knock, knock
The door is fixed

Knock, knock, knock
The roof is fixed
Work is all done
Thanks to my very useful tools
Hip, hip, hooray

Activity Song:

1. The door is broken
The roof is leaking
2. The chair is broken
The tap is leaking
The house is falling apart (Oh no)

1. Get the hammer
Get the saw
2. Get the spanner
Get the pliers
And all my *
Fix it up

Knock, knock, knock
The 1. door 2. chair is fixed
Knock, knock, knock
The 1. roof 2. tap is fixed
Work is all done
Thanks to my very useful *
Hip, hip, hooray

(2) READING:

Start with group reading if necessary
Step 6: Individual Reading

(3) ACTIVITY 1: Punctuation- Full Stop

Review the rule of using the full top.

(4) ACTIVITY 2: Punctuation- Question mark

Review the rule of using the question mark.

(5) ACTIVITY 3: Word Order III & IV

Pre-activity: Write on the whiteboard: 'What is?'
Ask: "Is the sentence complete?" Then write: 'The time what is?' Ask: "Does the question make sense?"
Tell students that we need to write complete telling sentences/ questions that make sense.

Finally, write correctly: 'What is the time?'

<i>What is?</i>	<i>The time what is?</i>	<i>What is the time?</i>
X	X	✓

Activity: Work on re-ordering the phrases to make complete telling sentences that make sense.

(6) CLASSROOM PRACTICE:

Grammar Book p8-15


(7) HOME PRACTICE (REMINDER): Review lesson

Grammar Book p1
Grammar Book p16 (summary)

(8) CLOSING:

Step 6: Individual Reading (with student's storybook)

LESSON 3.2 (EXTENSION)

<p>WHAT IS 'EFL MUSIC'?</p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p>MATERIALS</p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p>LESSON GUIDE</p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 6 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 6: A WORLD OF TOOLS

LESSON 4.1

OBJECTIVES:

- Record reading
- Talk about what one wants to be when one grows up

MATERIAL:

*Speaking & Writing Book
* For schools that have purchased the Speaking and Writing Book.

(1) TUNING-IN: Sing-a-long:

The door is broken
The roof is leaking
The house is falling apart (Oh no)
Get the hammer

Get the saw
And all my tools
Fix it up
Knock, knock, knock
The door is fixed

Knock, knock, knock
The roof is fixed
Work is all done
Thanks to my very useful tools
Hip, hip, hooray

Activity Song:

- The door is broken
The roof is leaking
- The chair is broken
The tap is leaking

The house is falling apart (Oh no)

- Get the hammer
Get the saw
 - Get the spanner
Get the pliers
- And all my *
Fix it up

Knock, knock, knock
The 1. door 2. chair is fixed
Knock, knock, knock
The 1. roof 2. tap is fixed
Work is all done
Thanks to my very useful *
Hip, hip, hooray

(2) READING:

Start with group reading if necessary
Record reading

(4) ACTIVITY 2: Role-play with Friends

Turn to p2-3. Invite students to extend their learning from Activity 1. Talk about what kinds of tools are needed for each occupation.

(3) ACTIVITY 1: Occupations

Pre-activity: Ask each student what he/ she wants to be when he/she grows up.

Activity: Listen and read the students' ambitions. Turn to Speaking & Writing Book p1. Review the dialogue and answer the following questions:

- Why does the girl want to be a firefighter?
- Why does the boy want to be a soldier?
- Why does the boy want to be an artist?
- Why does the girl want to be a nurse?
- Why does the boy want to be a scientist?

(5) CLASSROOM PRACTICE: Interview and Record

Pre-activity: Turn to p4-5. Students write down what they would like to be when they grow up, what they will do and what they will need for their work.

Activity: Each student asks 3 friends these questions and record them down:


- What do you want to be?
- What will you do?
- What will you need?

(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p1-2

(7) CLOSING:

Review reading if necessary (with student's storybook)

LESSON 4.1 (EXTENSION)


MATERIALS	<p>1) Teacher PC equipped with ‘MidiEnglish Primary’ DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>		<p>2) Print out a set of worksheets (*) from the ‘Songwriting’ activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the ‘Worksheet’ button in ‘Songwriting’ activity screen</p>
<p>5 min</p>	<p>Launch ‘MidiEnglish Primary’ on the teacher PC</p>		
<p>10 min</p>	<p>Go ‘Lesson Plan’ → Level 1B → A WORLD OF TOOLS → Lesson 4 → Run the ‘Songwriting’ activity</p>		
<p>10 min</p>	<p>‘Sing the song together’ segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the ‘Play’ button on screen) 		
<p>10 min</p>	<p>‘Songwriting worksheet’ segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click ‘Helping Words’ button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>		
<p>10 min</p>	<p>‘Sing the edited songs’ segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the ‘Play’ button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 		
<p>10 min</p>	<p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>		

LEVEL 1B UNIT 6: A WORLD OF TOOLS

LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Write complete sentences that make sense Attempt Unit 6 Assessment 		MATERIAL: <ul style="list-style-type: none"> * Speaking & Writing Book * Assessment Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: The door is broken The roof is leaking The house is falling apart (Oh no) Get the hammer	Get the saw And all my tools Fix it up Knock, knock, knock The door is fixed	Knock, knock, knock The roof is fixed Work is all done Thanks to my very useful tools Hip, hip, hooray
Activity Song: 1. <u>The door is broken</u> <u>The roof is leaking</u> 2. <u>The chair is broken</u> <u>The tap is leaking</u> The house is falling apart (Oh no)	1. <u>Get the hammer</u> <u>Get the saw</u> 2. <u>Get the spanner</u> <u>Get the pliers</u> And all my * Fix it up	Knock, knock, knock The <u>1. door</u> <u>2. chair</u> is fixed Knock, knock, knock The <u>1. roof</u> <u>2. tap</u> is fixed Work is all done Thanks to my very useful * Hip, hip, hooray
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE: Reorder and Number Turn to Speaking and Writing Book p6-7. Reorder the phrases and write sentences about the occupation: carpenter. Turn to p8-9. Reorder the phrases and write sentences about the occupation: painter Turn to p10-11. Reorder the phrases and write sentences about a mouse.	
(4) CLASS TEST: Unit 6 Assessment Assessment Book p10-16	(5) HOME PRACTICE (REMINDER): Speaking and Writing Book p10-11 (if these are not completed in school)	(6) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 6 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 1.1

OBJECTIVES:

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

Baking time today (2x)

What yummy food shall we bake today?

Do we have some flour?

Do we have some eggs?

What else do we need to bake?

Mix them up (2x)

Roll the dough (2x)

Cut some shapes (2x)

Yummy cookies in the oven

Chocolate chip cookies

Rainbow cream cookies

Let's try other recipes

Come and join the fun

Give yourself a treat

Awesome cookies

Yum, yum, yum

(2) READING:

Step 1: Picture Walk

- *What is the girl doing? What is she holding?*
- *Do you like to bake?*
- *What are the ingredients for baking?*
- *What are the tools for baking?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(2) ACTIVITY 1: Words: My First Baking LESSON

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(3) ACTIVITY 2: Word Jumble- Baking Words

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(4) (CLASSROOM PRACTICE:

Workbook p21-22


(5) HOME PRACTICE (REMINDER):

Assessment Book p18

(6) CLOSING:

Step 4: Group Echo Reading (with student's storybook) (optional)

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → MY FIRST BAKING LESSON		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz) - What is This		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

Baking time today (2x)

What yummy food shall we bake today?

Do we have some flour?

Do we have some eggs?

What else do we need to bake?

Mix them up (2x)

Roll the dough (2x)

Cut some shapes (2x)

Yummy cookies in the oven

Chocolate chip cookies

Rainbow cream cookies

Let's try other recipes

Come and join the fun

Give yourself a treat

Awesome cookies

Yum, yum, yum

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What is your favorite bread, cookie or cake?*
- *What are some of the tools you can think of that we need to use for baking?*

- *What are some of the ingredients you can think of that we need to use for baking?*
- *Why do we need to measure the ingredients?*
- *What food can you think of that is creamy? ... crumbly?*

- *Would you like to try baking? What would you like to bake? Why?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: Baking Tools

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(5) ACTIVITY 2: Word Jumble- Baking Tools

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(6) CLASSROOM PRACTICE:

Workbook p23-24


(7) HOME PRACTICE (REMINDER):

Assessment Book p19-20

(8) CLOSING:

Step 4: Group Echo Reading (with student's storybook)

LESSON 1.2 (EXTENSION)

<p>WHAT IS 'EFL MUSIC'?</p>	<p>'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.</p>		
<p>MATERIALS</p>	<p>'EFL Music' Software installed on teacher PC</p> 	<p>LESSON GUIDE</p>	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 7 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn teen numbers
- Learn action words related to baking

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

Baking time today (2x)

What yummy food shall we bake today?

Do we have some flour?

Do we have some eggs?

What else do we need to bake?

Mix them up (2x)

Roll the dough (2x)

Cut some shapes (2x)

Yummy cookies in the oven

Chocolate chip cookies

Rainbow cream cookies

Let's try other recipes

Come and join the fun

Give yourself a treat

Awesome cookies

Yum, yum, yum

Activity Song:

Baking time today (2x)

What yummy food shall we bake today

1. Do we have some flour?

Do we have some eggs?

2. Do we have some butter?

Do we have some milk?

What else do we need to bake?

* them up (2x)

* the dough (2x)

* some shapes (2x)

Yummy cookies in the *

Chocolate chip cookies

Rainbow cream cookies

Let's try other recipes

Come and join the fun

Give yourself a treat

Awesome cookies

Yum, yum, yum

(2) READING:

Step 2: Storytelling 1 (optional)

Step 3: Storytelling (refer to.2 for questions)

Step 5: Group Shadow Reading

(3) REVISION: Vocabulary Words (baking words & baking tools)

(4) ACTIVITY 1: Comprehension

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

(6) ACTIVITY 3: Baking Action

Listen, say and act out the words.

(5) ACTIVITY 2: Words: Teen Numbers, Count and Match

Listen to all the words without interruption.

Listen again and invite students to say the words.

Pay attention to the pronunciation of words.

Repeat listening and saying the words when necessary.

To practice, match the correct numbers and baking items.

(7) CLASSROOM PRACTICE:

Workbook p25-26 (teen numbers)

Workbook p27-28 (baking action words)

(8) HOME PRACTICE (REMINDER):

Assessment Book p21 (teen numbers)


Assessment Book p22-23 (baking action words)

Assessment Book p24-25 (revision)

(9) CLOSING:

Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → MY FIRST BAKING LESSON		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Listen and Tap - Spot the Number		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them 	<ul style="list-style-type: none"> • Describe food & give instructions to make cookies • Write instructions to make raisin cookies • Learn to pronounce words that start with these beginning sounds: /a/, /b/, /i/, /x/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Baking time today (2x) What yummy food shall we bake today? Do we have some flour? Do we have some eggs? What else do we need to bake?	Mix them up (2x) Roll the dough (2x) Cut some shapes (2x) Yummy cookies in the oven Chocolate chip cookies Rainbow cream cookies	Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies Yum, yum, yum
Activity Song: Baking time today (2x) What yummy food shall we bake today <u>1. Do we have some flour?</u> <u>Do we have some eggs?</u> <u>2. Do we have some butter?</u>	<u>Do we have some milk?</u> What else do we need to bake? * them up (2x) * the dough (2x) * some shapes (2x) Yummy cookies in the *	Chocolate chip cookies Rainbow cream cookies Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies / Yum, yum, yum
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <i>Invite a student to retell the story in his own words.</i>	Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words (baking words & baking tools), Teen Numbers, Baking Action
(4) ACTIVITY 1: Listening: My First Baking LESSON Turn to Workbook p29. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking I: Describe the Food Identify each food item. Use suitable words to describe it: <ul style="list-style-type: none"> • <i>It is crumbly / It is creamy / It is smooth</i> 	(6) ACTIVITY 3: Speaking II: Let's Make Some Cookies. Turn to Workbook p31-32. Look at the pictures and give instructions in the correct sequence to make the cookies.
(7) ACTIVITY 4: Writing: Look and Write Turn to Workbook p33-34. Complete the instructions to make raisin cookies.	(8) ACTIVITY 5: Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption.	Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(9) CLASSROOM PRACTICE: Workbook p35-36 (Beginning Sounds)	(10) HOME PRACTICE (REMINDER): Workbook p30-32 (Speaking Practice) Assessment Book p26-27 (Beginning Sounds)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 7 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 3.1

OBJECTIVES:

- Paired reading
- Learn parts of a sentence: naming words

MATERIALS:

- *Grammar Book
- * *For schools that have purchased the Grammar Book*

(1) TUNING-IN: Sing-a-long:

Baking time today (2x)
What yummy food shall we bake today?
Do we have some flour?
Do we have some eggs?
What else do we need to bake?

Mix them up (2x)
Roll the dough (2x)
Cut some shapes (2x)
Yummy cookies in the oven
Chocolate chip cookies
Rainbow cream cookies

Let's try other recipes
Come and join the fun
Give yourself a treat
Awesome cookies
Yum, yum, yum

Activity Song:

Baking time today (2x)
What yummy food shall we bake today
1. Do we have some flour?
Do we have some eggs?
2. Do we have some butter?
Do we have some milk?

What else do we need to bake?
* them up (2x)
* the dough (2x)
* some shapes (2x)
Yummy cookies in the *
Chocolate chip cookies

Rainbow cream cookies
Let's try other recipes
Come and join the fun
Give yourself a treat
Awesome cookies
Yum, yum, yum

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Naming words

Pre-activity: Write on a whiteboard:

person	animal	thing	place

Invite students to think of words that can be placed under each category.

Example:

person (father, mother, doctor)
animal (cat, dog, cow)
thing (table, chair, bed)
place (school, home, library)

Activity: Learn the naming words chant. Learn more examples about naming words.

(4) ACTIVITY 2: Group the Naming Words

Group each word into its correct category: person, animal, thing or place.

(5) CLASSROOM PRACTICE:

Grammar Book p17-22


(6) HOME PRACTICE (REMINDER): Review lesson

Grammar Book p17-18

(7) CLOSING:

Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → MY FIRST BAKING LESSON		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Revise parts of a sentence: naming words 		MATERIAL: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Baking time today (2x) What yummy food shall we bake today? Do we have some flour? Do we have some eggs? What else do we need to bake?	Mix them up (2x) Roll the dough (2x) Cut some shapes (2x) Yummy cookies in the oven Chocolate chip cookies Rainbow cream cookies	Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies Yum, yum, yum
Activity Song: Baking time today (2x) What yummy food shall we bake today <u>1. Do we have some flour?</u> <u>Do we have some eggs?</u> <u>2. Do we have some butter?</u> <u>Do we have some milk?</u>	What else do we need to bake? * them up (2x) * the dough (2x) * some shapes (2x) Yummy cookies in the * Chocolate chip cookies	Rainbow cream cookies Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies Yum, yum, yum
(2) READING: Step 2: Storytelling 1 (optional) Step 6: Individual Reading	(3) ACTIVITY: Pop the Naming Word I & II Review what are naming words and the naming words chant.	Read the sentences and identify the naming words.
(4) CLASSROOM PRACTICE: Grammar Book p23-30	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p17-18 Grammar Book p31 (summary)	(6) CLOSING: Step 6: Individual Reading (with student's storybook)

LESSON 3.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 7 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 4.1

OBJECTIVES:

- Record reading
- Give instructions to make a pizza

MATERIAL:

*Speaking & Writing Book
* For schools that have purchased the Speaking and Writing Book.

(1) TUNING-IN: Sing-a-long:
Baking time today (2x)
What yummy food shall we bake today?
Do we have some flour?
Do we have some eggs?
What else do we need to bake?

Mix them up (2x)
Roll the dough (2x)
Cut some shapes (2x)
Yummy cookies in the oven
Chocolate chip cookies
Rainbow cream cookies

Let's try other recipes
Come and join the fun
Give yourself a treat
Awesome cookies
Yum, yum, yum

Activity Song:
Baking time today (2x)
What yummy food shall we bake today
1. Do we have some flour?
Do we have some eggs?
2. Do we have some butter?
Do we have some milk?

What else do we need to bake?
* them up (2x)
* the dough (2x)
* some shapes (2x)
Yummy cookies in the *
Chocolate chip cookies

Rainbow cream cookies
Let's try other recipes
Come and join the fun
Give yourself a treat
Awesome cookies
Yum, yum, yum

(2) READING:

Start with group reading if necessary
Record reading.

(4) ACTIVITY 2: Role-play with Friends

Pair up the students. Turn to Speaking and Writing Book p14-15. Take turns to say the steps of making the pizza in the correct order.

(3) ACTIVITY 1: Let's Make a Pizza

Pre-activity: Ask: "Have you seen someone make pizza before? What ingredients do you think we need to make a pizza? What are the steps to make a pizza?"

Activity: Learn the steps to make a pizza. Ask the following questions:

- What are the ingredients for making the pizza? (tomato, sausage, pepper, cheese, tomato paste, bread)
- What ingredients need to be cut? ((tomato, sausage, pepper)

- What do we do with the tomato paste? (spread on the bread)
- What is the last step before putting the pizza into the oven? (put a slice of cheese on top of the bread)
- How do we know when the pizza is ready? (when the cheese melts)

(5) CLASSROOM PRACTICE: Naming Words; Action Words. Turn to p16-17 and list down the naming and action words.

(6) HOME PRACTICE (REMINDER): Review dialogue
Speaking and Writing Book p12-13

(7) CLOSING:

Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<p>1) Teacher PC equipped with 'MidiEnglish Primary' DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the 'Songwriting' activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the 'Worksheet' button in 'Songwriting' activity screen</p>
<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p>	<p>Launch 'MidiEnglish Primary' on the teacher PC</p> <p>Go 'Lesson Plan' → Level 1B → MY FIRST BAKING LESSON → Lesson 4 → Run the 'Songwriting' activity</p> <p>'Sing the song together' segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the 'Play' button on screen) <p>'Songwriting worksheet' segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click 'Helping Words' button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>'Sing the edited songs' segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the 'Play' button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

LEVEL 1B UNIT 7: MY FIRST BAKING LESSON
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Identify naming words Complete a recipe Attempt Unit 7 Assessment 		MATERIAL: *Speaking & Writing Book Assessment Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: Baking time today (2x) What yummy food shall we bake today? Do we have some flour? Do we have some eggs? What else do we need to bake?	Mix them up (2x) Roll the dough (2x) Cut some shapes (2x) Yummy cookies in the oven Chocolate chip cookies Rainbow cream cookies	Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies Yum, yum, yum
Activity Song: Baking time today (2x) What yummy food shall we bake today <u>1. Do we have some flour?</u> <u>Do we have some eggs?</u> <u>2. Do we have some butter?</u> <u>Do we have some milk?</u>	What else do we need to bake? * them up (2x) * the dough (2x) * some shapes (2x) Yummy cookies in the * Chocolate chip cookies	Rainbow cream cookies Let's try other recipes Come and join the fun Give yourself a treat Awesome cookies Yum, yum, yum
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Write and Chant; Find and Tick; Write and Read Pre-activity: Turn to Speaking & Writing Book p18. Review the naming words chant. Activity: Turn to p19-20. Look around the classroom and outside the classroom. Tick beside the pictures/ words that you can see and write down the words.	
(4) CLASSROOM PRACTICE 2: Look and Color Turn to p21. Read through all the words and color only the naming words.	(5) CLASSROOM PRACTICE 3: Read and Write (Pancake Recipe) Turn to p22-23. Complete the recipe with the correct naming words.	
(6) CLASS TEST: Unit 7 Assessment: Assessment Book p28-34	(7) HOME PRACTICE (REMINDER): Read and Write Speaking and Writing Book p22-23 (if these are not completed in school)	(8) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 7 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 1.1

OBJECTIVES:

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

I am a caterpillar

Going on an adventure

I wonder where I will go today

Crawl (3x) I crawl across the grass

Crawl (3x) I crawl up a tree

I eat a lot of leaves to fill me up

I build a cozy home for me to sleep

Sleep (3x) I sleep for a long time

One sunny day, I wake up at last

I am a butterfly

Going on an adventure

My wings are beautiful and colorful

Fly (3x) I fly over the flowers

Fly (3x) I fly up so high

(2) READING:

Step 1: Picture Walk

- *What is this? What do you think this story is about?*
- *What does a caterpillar eat?*
- *What is the caterpillar going?*
- *Describe the places the caterpillar passes by.*
- *What will a caterpillar turn into?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: A Caterpillar's Adventure

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(4) ACTIVITY 2: Word Jumble- A Caterpillar's Adventure

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(5) CLASSROOM PRACTICE:

Workbook p39-40


(6) HOME PRACTICE (REMINDER):

Assessment Book p37

(7) CLOSING:

Step 4: Group Echo Reading (with student's storybook) (optional)

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A CATERPILLAR'S ADVENTURE		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Name The Picture (Quiz) - Spot The Picture (Quiz)		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn to pronounce and rearrange describing words

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

I am a caterpillar

Going on an adventure

I wonder where I will go today

Crawl (3x) I crawl across the grass

Crawl (3x) I crawl up a tree

I eat a lot of leaves to fill me up

I build a cozy home for me to sleep

Sleep (3x) I sleep for a long time

One sunny day, I wake up at last

I am a butterfly

Going on an adventure

My wings are beautiful and colorful

Fly (3x) I fly over the flowers

Fly (3x) I fly up so high

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What is the life cycle of a butterfly?*
- *What do you think would happen to a butterfly if someone tears/ breaks the chrysalis when the butterfly is still inside?*
- *A caterpillar feeds on leaves. What does a butterfly eat?*
- *How long do you think a caterpillar stays inside the chrysalis before becoming a butterfly?*
- *How does a caterpillar move? How does a butterfly move?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Words: Describing Words

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(5) ACTIVITY 2: Word Jumble- Describing Words

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(6) CLASSROOM PRACTICE:

Workbook p41-42


(7) HOME PRACTICE (REMINDER):

Assessment Book p36

(8) CLOSING:

Step 4: Group Echo Reading (with student's storybook)

LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 8 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn action words and phrases

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

I am a caterpillar
Going on an adventure
I wonder where I will go today
Crawl (3x) I crawl across the grass
Crawl (3x) I crawl up a tree

I eat a lot of leaves to fill me up
I build a cozy home for me to sleep
Sleep (3x) I sleep for a long time
One sunny day, I wake up at last

I am a butterfly
Going on an adventure
My wings are beautiful and colorful
Fly (3x) I fly over the flowers
Fly (3x) I fly up so high

Activity:
I am a *
Going on an adventure
I wonder where I will go today
Crawl (3x) I crawl across the
1. grass 2. log 3. road 4. bridge

Crawl (3x) I crawl up a
1. tree 2. fence 3. rock 4. bench
I eat a lot of * to fill me up
I build a cozy home for me to *
Sleep (3x) I sleep for a long time
One * day, I * up at last

I am a *
Going on an adventure
My wings are beautiful and colorful
Fly (3x) I fly over the
1. flowers 2. forest 3. mountain 4. river
Fly (3x) I fly up so high

(2) READING:

Step 2: Storytelling 1 (optional)
Step 3: Storytelling 2 (refer to.2 for questions)
Step 5: Group Shadow Reading

(3) REVISION: Vocabulary Words, Describing Words

(4) ACTIVITY 1: Comprehension

Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.

(5) ACTIVITY 2: Time to Act

Learn the action words and act out the words.

(6) CLASSROOM PRACTICE:

Workbook p43-44 (action words & phrases)


(7) HOME PRACTICE (REMINDER):

Assessment Book p38-39 (action words & phrases)
Assessment Book p40-43 (Revision)

(8) CLOSING:

Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A CATERPILLAR'S ADVENTURE		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Listen and Tap		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them • Describe a place and record it down 	<ul style="list-style-type: none"> • Use action words/ phrases and adjectives learned • Learn to pronounce words that start with these beginning sounds: /d/, /f/, /l/, /t/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: I am a caterpillar Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the grass	Crawl (3x) I crawl up a tree I eat a lot of leaves to fill me up I build a cozy home for me to sleep Sleep (3x) I sleep for a long time One sunny day, I wake up at last	I am a butterfly Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the flowers Fly (3x) I fly up so high
Activity: I am a * Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the <u>1. grass 2. log 3. road 4. bridge</u>	Crawl (3x) I crawl up a <u>1. tree 2. fence 3. rock 4. bench</u> I eat a lot of * to fill me up I build a cozy home for me to * Sleep (3x) I sleep for a long time One * day, I * up at last	I am a * Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the <u>1. flowers 2. forest 3. mountain 4. river</u> Fly (3x) I fly up so high
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Invite a student to retell the story in his/her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Describing Words, Time to Act (4) ACTIVITY 1: Listening: A Caterpillar's Adventure Turn to Workbook p45. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking: Make Up New Sentences Pre-activity: Turn to Workbook p46. Read the sentences. Activity: Invite students to imagine that they are Harry and he has visited many more places in his adventure. Make sentences with this language structure to describe the places: <ul style="list-style-type: none"> • <i>I ... (action phrase) at/ the ... (place)</i> • <i>The ... (place) is (describing word)</i>
(6) ACTIVITY 3: Writing I: Imagine, Draw and Write Turn to Workbook p48. Record down a place Harry might have gone to and describe it using the given language structure. Illustrate the place.	(7) ACTIVITY 4: Writing II: Look and Write Turn to Workbook p49-50. Complete Harry's adventure using action actions/ phrases and describing words learned.	(8) ACTIVITY 5: Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(9) CLASSROOM PRACTICE: Workbook p51-52 (Beginning Sounds)	(10) HOME PRACTICE (REMINDER): Workbook p46-47 (Speaking Practice) Assessment Book p44-45 (Beginning Sounds)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)

LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 8 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 3.1

OBJECTIVES:

- Paired reading
- Learn parts of a sentence: action words

MATERIALS:

- *Grammar Book
- * *For schools that have purchased the Grammar Book*

(1) TUNING-IN: Sing-a-long:

I am a caterpillar
Going on an adventure
I wonder where I will go today
Crawl (3x) I crawl across the grass

Crawl (3x) I crawl up a tree
I eat a lot of leaves to fill me up
I build a cozy home for me to sleep
Sleep (3x) I sleep for a long time
One sunny day, I wake up at last

I am a butterfly
Going on an adventure
My wings are beautiful and colorful
Fly (3x) I fly over the flowers
Fly (3x) I fly up so high

Activity:

I am a *
Going on an adventure
I wonder where I will go today
Crawl (3x) I crawl across the
1. grass 2. log 3. road 4. bridge

Crawl (3x) I crawl up a
1. tree 2. fence 3. rock 4. bench
I eat a lot of * to fill me up
I build a cozy home for me to *
Sleep (3x) I sleep for a long time
One * day, I * up at last

I am a *
Going on an adventure
My wings are beautiful and colorful
Fly (3x) I fly over the
1. flowers 2. forest 3. mountain 4. river
Fly (3x) I fly up so high

(2) READING:

Start with group reading if necessary
Step 6: Paired Reading

(3) ACTIVITY 1: Action words

Pre-activity: Write on a whiteboard:

walk, run, swim, talk, cry, comb

Invite students to act out as they read. Tell them these words are action words because they are words that show actions. Ask them if they can share more action words.

Activity: Learn to action words chant. Learn more examples about action words.

(4) ACTIVITY 2: Hit the Action Word

Look at the picture and identify the correct action word.

(5) CLASSROOM PRACTICE:

Grammar Book p32-39


(6) HOME PRACTICE (REMINDER): Review lesson

Grammar Book p32-33

(7) CLOSING:

Step 6: Paired Reading (with student's storybook)

LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A CATERPILLAR'S ADVENTURE		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Action Words - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 3.2

OBJECTIVES:

- Individual reading
- Revise parts of a sentence: action words

MATERIAL:

- *Grammar Book
- * *For schools that have purchased the Grammar Book*

(1) TUNING-IN: Sing-a-long:

I am a caterpillar

Going on an adventure

I wonder where I will go today

Crawl (3x) I crawl across the grass

Crawl (3x) I crawl up a tree

I eat a lot of leaves to fill me up

I build a cozy home for me to sleep

Sleep (3x) I sleep for a long time

One sunny day, I wake up at last

I am a butterfly

Going on an adventure

My wings are beautiful and colorful

Fly (3x) I fly over the flowers

Fly (3x) I fly up so high

Activity:

I am a *

Going on an adventure

I wonder where I will go today

Crawl (3x) I crawl across the

1. grass 2. log 3. road 4. bridge

Crawl (3x) I crawl up a

1. tree 2. fence 3. rock 4. bench

I eat a lot of * to fill me up

I build a cozy home for me to *

Sleep (3x) I sleep for a long time

One * day, I * up at last

I am a *

Going on an adventure

My wings are beautiful and colorful

Fly (3x) I fly over the

1. flowers 2. forest 3. mountain 4. river

Fly (3x) I fly up so high

(2) READING:

Start with group reading if necessary

Step 6: Individual Reading

(3) ACTIVITY: Pop the Action Word I & II

Review what are action words and the action words chant.

Read the sentences and identify the action words.

(4) CLASSROOM PRACTICE:

Grammar Book p40-45

(5) HOME PRACTICE (REMINDER): Review lesson


Grammar Book p32-33

Grammar Book p46 (summary)

(6) CLOSING:

Step 6: Individual Reading (with student's storybook)

LESSON 3.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 8 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to tell the time 		MATERIAL: *Speaking & Writing Book <i>* For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: I am a caterpillar Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the grass	Crawl (3x) I crawl up a tree I eat a lot of leaves to fill me up I build a cozy home for me to sleep Sleep (3x) I sleep for a long time One sunny day, I wake up at last	I am a butterfly Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the flowers Fly (3x) I fly up so high
Activity: I am a * Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the <u>1. grass 2. log 3. road 4. bridge</u>	Crawl (3x) I crawl up a <u>1. tree 2. fence 3. rock 4. bench</u> I eat a lot of * to fill me up I build a cozy home for me to * Sleep (3x) I sleep for a long time One * day, I * up at last	I am a * Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the <u>1. flowers 2. forest 3. mountain 4. river</u> Fly (3x) I fly up so high
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Telling Time Pre-activity: Learn the telling of time. Activity: Bring a clock to school. Change the clock's timing and invite students to tell the time.	(4) ACTIVITY 2: Role-play with Friends I Pre-activity: Turn to Speaking & Writing Book p24-25 to review the telling of time. Activity: Pair up the students. Turn p26. Take turns to ask and tell the time.
(5) ACTIVITY 3: Role-play with Friends II Pre-activity: Turn to p27. Practice the dialogue. Activity: Pair up the students. Turn to p28-29. Take turns with the different roles and practice the dialogue.	(6) HOME PRACTICE (REMINDER): Review time and dialogue Speaking & Writing Book p24-25, 27	(7) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<p>1) Teacher PC equipped with ‘MidiEnglish Primary’ DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the ‘Songwriting’ activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the ‘Worksheet’ button in ‘Songwriting’ activity screen</p>
<p>5 min</p>	<p>Launch ‘MidiEnglish Primary’ on the teacher PC</p>	
<p>10 min</p>	<p>Go ‘Lesson Plan’ → Level 1B → A CATERPILLAR’S ADVENTURE → Lesson 4 → Run the ‘Songwriting’ activity</p>	
<p>10 min</p>	<p>‘Sing the song together’ segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the ‘Play’ button on screen) 	
<p>10 min</p>	<p>‘Songwriting worksheet’ segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click ‘Helping Words’ button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p>	
<p>10 min</p>	<p>‘Sing the edited songs’ segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the ‘Play’ button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment 	
<p>10 min</p>	<p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

LEVEL 1B UNIT 8: A CATERPILLAR'S ADVENTURE
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Review the action word chant Use action words & phrases Attempt Unit 8 Assessment 		MATERIAL: * Speaking & Writing Book * Assessment Book <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: I am a caterpillar Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the grass	Crawl (3x) I crawl up a tree I eat a lot of leaves to fill me up I build a cozy home for me to sleep Sleep (3x) I sleep for a long time One sunny day, I wake up at last	I am a butterfly Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the flowers Fly (3x) I fly up so high
Activity: I am a * Going on an adventure I wonder where I will go today Crawl (3x) I crawl across the <u>1. grass 2. log 3. road 4. bridge</u>	Crawl (3x) I crawl up a <u>1. tree 2. fence 3. rock 4. bench</u> I eat a lot of * to fill me up I build a cozy home for me to * Sleep (3x) I sleep for a long time One * day, I * up at last	I am a * Going on an adventure My wings are beautiful and colorful Fly (3x) I fly over the <u>1. flowers 2. forest 3. mountain 4. river</u> Fly (3x) I fly up so high
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Write and Chant; Act and Tick; Write and Read Pre-activity: Turn to Speaking & Writing Book p30. Review the action words chant. Activity: Turn to p31-32. Read the words. Act out the words and put a tick beside them. Write down the words.	(4) CLASSROOM PRACTICE 2: Look and Color Turn to p33. Read through all the words and color only the action words.
		(5) CLASSROOM PRACTICE 3: Look and Write Turn to p34-35. Study the pictures and complete the story of the caterpillar.
(6) CLASS TEST: Unit 8 Assessment Assessment Book p46-52	(7) HOME PRACTICE (REMINDER): Speaking & Writing Book p34-35 (if these are not completed in school)	(8) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 8 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 1.1

OBJECTIVES: <ul style="list-style-type: none"> Explore the pictures of the story and talk about them Listen to the story without interruption Echo read the story (optional) Learn to pronounce and rearrange vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
(2) READING: Step 1: Picture Walk <ul style="list-style-type: none"> <i>Name the creepy crawlies.</i> <i>Name the fruits and vegetables.</i> <i>Name the colors.</i> <i>What is a feast?</i> <i>Would you like to eat such a feast? Why?</i> Step 2: Storytelling 1 Step 4: Group Echo Reading (optional)	(3) ACTIVITY 1: Words: A Rainbow Feast Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(4) ACTIVITY 2: Word Jumble- Creepy Crawlies Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.
(5) CLASSROOM PRACTICE: Workbook p55-57		(6) CLOSING: Step 4: Group Echo Reading (with student's storybook) (optional)


LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	<p>1) Equip students with mobile or tablet devices (* any iOS / Android devices)</p> <p>* Teacher can either provide a few shared devices for students, or get students to bring their own devices to class</p>	<p>2) Pre-installed App:</p> <p>MidiEnglish Primary (Student App)</p>	
5 min	<p>Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App</p> <p>On App menu → Choose 'Lower Primary' → Level 1B → A RAINBOW FEAST</p>		
10 min	<p>Go 'Read' section in the App → Do the following:</p> <ul style="list-style-type: none"> - Listen to the story ('Read to Me') 		
10 min	<p>Go 'Play' section in the App → Do the following:</p> <ul style="list-style-type: none"> - Spot the insect - Spot the fruit 		
10 min	<p>Go 'Say' section in the App → Do the following:</p> <ul style="list-style-type: none"> - Say the Words (Speech Recognition) 		
10 min	<p>Wrap up the class:</p> <ul style="list-style-type: none"> - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students <p>* 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance</p>		

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 1.2

OBJECTIVES: <ul style="list-style-type: none"> • Listen to the story without interruption • Read and answer questions related to the story • Echo read the story • Learn to pronounce and rearrange vocabulary words 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
(2) READING: Step 2: Storytelling 1 Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Do you like to eat fruits and vegetables? Why?</i> • <i>What kinds of fruits and vegetables do you eat?</i> 		
<ul style="list-style-type: none"> • <i>Name the fruits and vegetables you see in the book.</i> • <i>Name the insects you see in the book.</i> • <i>What kinds of fruits and vegetables can you think of that are: red, orange, yellow, green, blue, purple</i> 		
<ul style="list-style-type: none"> • <i>Why do you think it is important that we eat fruits and vegetables?</i> Step 4: Group Echo Reading		
(3) REVISION: Vocabulary Words	(4) ACTIVITY 1: Words: Colors Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.	(5) ACTIVITY 2: Word Jumble: Colors Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.
(6) CLASSROOM PRACTICE: Workbook p58-59	(7) HOME PRACTICE (REMINDER): Assessment Book p55	(8) CLOSING: Step 4: Group Echo Reading (with student's storybook)

LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 9 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 2.1

OBJECTIVES:

- Read and answer questions related to the story
- Shadow read the story
- Attempt the comprehension questions
- Learn to pronounce vocabulary words
- Learn singular and plural nouns (one and many)

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:
Rainbow colors (2x)

In many fruits and vegetables
Do you know eating all these food is healthy and yummy too

Red apples and orange pumpkins
I like them
Green lettuce and yellow lemons too
Blueberries and purple grapes are my favorite fruits

Wonderful, healthy and yummy (Mmm)
Rainbow colors (2x)
In many fruits and vegetables
I can add other types of food to my colorful rainbow feast

Activity Song:

* colors (2x)
In many *and *

Do you know eating all these food is healthy and yummy too

1. Red apples and orange pumpkins

2. Oranges and red tomatoes
I like them
1. Green lettuce and yellow lemons too
2. Green snow peas and yellow sweet corn too
1. Blueberries and purple grapes
2. Blackberries and purple plums

are my favorite fruits
Wonderful, healthy and yummy (Mmm)
* colors (2x)
In many * and *
I can add other types of food to my colorful * feast

(2) READING:

Step 2: Storytelling 1 (optional)
Step 3: Storytelling 2 (refer to.2 for questions)
Step 5: Group Shadow Reading

(3) REVISION: Vocabulary Words

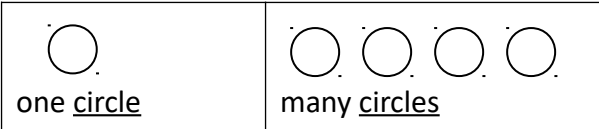
(4) ACTIVITY 1: Comprehension

Invite a student to answer a question. Get him to invite another classmate to answer the next question.

(5) ACTIVITY 2: Words: Fruits and Vegetables

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(6) ACTIVITY 3: One and Many. Pre-activity:
Draw and say:



Highlight to students that plural nouns of the fruits and vegetables end with –s (except for ‘lettuce’ and ‘corn’).
Activity: Read and match the fruits and vegetables.

(7) CLASSROOM PRACTICE:

Workbook p60 (fruits and vegetables)
Workbook p61 (one and many)


(8) HOME PRACTICE (REMINDER):

Assessment Book p56-57 (one and many)
Assessment Book p58-61 (Revision)

(9) CLOSING:

Step 4: Group Shadow Reading (with student’s storybook)

LESSON 2.1 (EXTENSION)


OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A RAINBOW FEAST		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - What's the Color		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 9: A RAINBOW FEAST


LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> Retell the story Echo or Shadow read with Variations Listen to instructions & act on them 	<ul style="list-style-type: none"> Write about one's favorite fruits and vegetables Learn to pronounce words that start with these beginning sounds: /a/, /o/, /p/, /y/ 	MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
Activity Song: * colors (2x) In many * and * Do you know eating all these food is healthy and yummy too <u>1. Red apples and orange pumpkins</u>	<u>2. Oranges and red tomatoes</u> I like them <u>1. Green lettuce and yellow lemons too</u> <u>2. Green snow peas and yellow sweet corn too</u> <u>1. Blueberries and purple grapes</u> <u>2. Blackberries and purple plums</u>	are my favorite fruits Wonderful, healthy and yummy (Mmm) * colors (2x) In many * and * I can add other types of food to my colorful * feast
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> Invite a student to retell the story in his/ her own words Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, One and many	
	(4) ACTIVITY 1: Listening: A Rainbow Feast Turn to Workbook p63. Listen to the sentences and number the pictures correctly. Click 'See Answers' on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking: Making Up New Sentences Pre-activity: Turn to Workbook p64. Read the sentences. Activity: Invite students to talk about their favorite fruits and vegetables in this given language structure: <ul style="list-style-type: none"> I like to eat food that is ...(color). Daddy & Mommy buy some.. (food) and.. (food).
(6) ACTIVITY 3: Writing: Draw and Write Turn to Workbook p66. Write down and illustrate 2 kinds of favorite fruits and/or vegetables.	(7) ACTIVITY 4: Writing: Look and Write (Crazy Colorful Food) Turn to Workbook p67-68. Complete the crazy colorful food poem (look at the pictures for the color clues).	(8) ACTIVITY 5: Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words.
(9) CLASSROOM PRACTICE: Workbook p64-65 (Speaking Practice) Workbook p69-70 (Beginning Sounds)	(10) HOME PRACTICE (REMINDER): Assessment Book p62-63 (Beginning Sounds)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student's storybook)


LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 9 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Learn parts of a sentence: descriptive words 		MATERIALS: <ul style="list-style-type: none"> *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
Activity Song: * colors (2x) In many *and * Do you know eating all these food is healthy and yummy too <u>1. Red apples and orange pumpkins</u>	<u>2. Oranges and red tomatoes</u> I like them <u>1. Green lettuce and yellow lemons too</u> <u>2. Green snow peas and yellow sweet corn too</u> <u>1. Blueberries and purple grapes</u> <u>2. Blackberries and purple plums</u>	<i>are my favorite fruits</i> Wonderful, healthy and yummy (Mmm) * colors (2x) In many * and * I can add other types of food to my colorful * feast
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Descriptive Words Pre-activity: Draw on a whiteboard an ice cream. Ask: <i>"Can you tell me more about the ice cream?"</i> Write down the descriptive words shared. Say: "All these words describe the ice cream. They are called descriptive words."	
(4) ACTIVITY 2: Hit the Descriptive Word Look at the picture and identify the correct descriptive word.	<div style="border: 1px solid black; padding: 10px; text-align: center;">  <p><i>Example: cold, sweet delicious, tasty, cream, milky, fruity</i></p> </div> <p>Activity: Learn the descriptive words chant. Learn more examples about descriptive words.</p>	
(5) CLASSROOM PRACTICE: Grammar Book p47-54	(6) HOME PRACTICE (REMINDER): Review lesson Grammar Book p47-48	(7) CLOSING: Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → A RAINBOW FEAST		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - One and Many - Type the Word		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> Individual reading Revise parts of a sentence: descriptive words 		MATERIAL: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
Activity Song: * colors (2x) In many *and * Do you know eating all these food is healthy and yummy too <u>1. Red apples and orange pumpkins</u>	<u>2. Oranges and red tomatoes</u> I like them <u>1. Green lettuce and yellow lemons too</u> <u>2. Green snow peas and yellow sweet corn too</u> <u>1. Blueberries and purple grapes</u> <u>2. Blackberries and purple plums</u>	<u>are my favorite fruits</u> Wonderful, healthy and yummy (Mmm) * colors (2x) In many * and * I can add other types of food to my colorful * feast
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY: Spot the Descriptive Word I & II Review what are descriptive words and the descriptive words chant. Read the sentences and identify the descriptive words.	
(4) CLASSROOM PRACTICE: Grammar Book p55-60	(5) HOME PRACTICE (REMINDER): Review lesson Grammar Book p47-48 Grammar Book p61 (summary)	(6) CLOSING: Step 6: Individual Reading (with student's storybook)

LESSON 3.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 9 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Describe fruits using appropriate descriptive words 		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
Activity Song: * colors (2x) In many *and * Do you know eating all these food is healthy and yummy too <u>1. Red apples and orange pumpkins</u>	<u>2. Oranges and red tomatoes</u> I like them <u>1. Green lettuce and yellow lemons too</u> <u>2. Green snow peas and yellow sweet corn too</u> <u>1. Blueberries and purple grapes</u> <u>2. Blackberries and purple plums</u>	<i>are my favorite fruits</i> Wonderful, healthy and yummy (Mmm) * colors (2x) In many * and * I can add other types of food to my colorful * feast
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Fruits Listen and read how the different fruits introduce themselves. Ask: <ul style="list-style-type: none"> <i>How does the strawberry describe itself?</i> <i>(continue the same question with the other fruits)</i> Invite students to share other words to describe the fruits. <i>Examples:</i> <i>strawberry: sweet, sour, soft, small, thin skin</i> <i>lemon: sour, juicy, thick skin</i>	(4) ACTIVITY 2: Role-play with Friends <i>Pair up the students. Turn to p38-39. Take turns to pretend to be a fruit and describe the fruit.</i>
(5) CLASSROOM PRACTICE: Record & Write Turn p40-41. Write down the color and descriptions of the different kinds of fruits.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking & Writing Book p36-37	(7) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	<p>1) Teacher PC equipped with ‘MidiEnglish Primary’ DRL (Digital Resource Library) software</p> <p>Classroom Projector / Interactive board</p>	<p>2) Print out a set of worksheets (*) from the ‘Songwriting’ activity to be handed out to students</p> <p>* The worksheet PDF file can be downloaded and printed from the ‘Worksheet’ button in ‘Songwriting’ activity screen</p>
<p>5 min</p>	<p>Launch ‘MidiEnglish Primary’ on the teacher PC</p> <p>Go ‘Lesson Plan’ → Level 1B → A RAINBOW FEAST → Lesson 4 → Run the ‘Songwriting’ activity</p> <p>10 min</p> <p>‘Sing the song together’ segment:</p> <ul style="list-style-type: none"> - Get students to learn to sing the song together (Click the ‘Play’ button on screen) <p>10 min</p> <p>‘Songwriting worksheet’ segment:</p> <ul style="list-style-type: none"> - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually <p>* To show helping words on screen → click ‘Helping Words’ button</p> <p>Note: Often there is no right or wrong choice of words when working on the songwriting activity</p> <p>10 min</p> <p>‘Sing the edited songs’ segment:</p> <ul style="list-style-type: none"> - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the ‘Play’ button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment <p>10 min</p> <p>Get students to comment and talk about their experience in this exercise</p> <p>Wrap up the class by providing some final comments from the teacher</p>	

LEVEL 1B UNIT 9: A RAINBOW FEAST
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Review descriptive words Create riddles with descriptive words Attempt Unit 9 Assessment 		MATERIAL: <ul style="list-style-type: none"> * Speaking & Writing Book * Assessment Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: Rainbow colors (2x) In many fruits and vegetables Do you know eating all these food is healthy and yummy too	Red apples and orange pumpkins I like them Green lettuce and yellow lemons too Blueberries and purple grapes are my favorite fruits	Wonderful, healthy and yummy (Mmm) Rainbow colors (2x) In many fruits and vegetables I can add other types of food to my colorful rainbow feast
Activity Song: * colors (2x) In many * and * Do you know eating all these food is healthy and yummy too <u>1. Red apples and orange pumpkins</u>	<u>2. Oranges and red tomatoes</u> I like them <u>1. Green lettuce and yellow lemons too</u> <u>2. Green snow peas and yellow sweet corn too</u> <u>1. Blueberries and purple grapes</u> <u>2. Blackberries and purple plums</u>	<i>are my favorite fruits</i> Wonderful, healthy and yummy (Mmm) * colors (2x) In many * and * I can add other types of food to my colorful * feast
(2) READING: Start with group reading if necessary Record reading	(3) CLASSROOM PRACTICE 1: Write and Chant; Find and Tick; Write and Read Pre-activity: Turn to Speaking & Writing Book p42. Review the descriptive words chant. Activity: Turn to p43-44. Read the words. Find things in the classroom or in the school that one can describe using the words. Put a tick beside them. Write down the words.	(4) CLASSROOM PRACTICE 2: Look and Color Turn to p45. Read through all the words and color only the descriptive words.
		(5) CLASSROOM PRACTICE 3: Look and Write Turn to p46. Solve the riddles using the helping words. Turn to p47. Use descriptive words to create riddles.
(6) CLASS TEST: Unit 9 Assessment: Assessment Book p64-70	(7) HOME PRACTICE (REMINDER): Speaking and Writing Book p46-47 (if these are not completed in school)	(8) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 9 → Lesson 4</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 1.1

OBJECTIVES:

- Explore the pictures of the story and talk about them
- Listen to the story without interruption
- Echo read the story (optional)
- Learn to pronounce and rearrange vocabulary words

MATERIALS:

Workbook
Assessment Book
(activities in the context of the storybook)

(1) TUNING-IN: Sing-a-long:

No one believes a liar
No one really likes to be tricked
It is not cool at all
It is not fun at all

We should always tell the truth
'Cos it is the right thing to do
It is the right thing to do
We tell the truth even when it is hard
We tell the truth right from the start

'Cos it is the right thing to do
It is the right thing to do
It feels great to tell the truth
'Cos no one believes a liar

(2) READING:

Step 1: Picture Walk

- *Who is the boy? Why do you think he is laughing?*
- *Who are those angry people? Why do you think they are angry?*
- *What are the sheep doing?*
- *Is there really a wolf?*
- *What happened to the sheep in the end?*
- *What do you think this story is about?*

Step 2: Storytelling 1

Step 4: Group Echo Reading (optional)

(3) ACTIVITY 1: Words: The Boy Who Cried Wolf

Listen to all the words without interruption. Listen again and invite students to say the words. Pay attention to the pronunciation of words. Repeat listening and saying the words when necessary.

(4) ACTIVITY 2: Word Jumble

Divide students into 2 groups. Each group takes turns to put the parts of the words in the correct order. Record their scores and the group with the higher score wins.

(5) CLASSROOM PRACTICE:

Workbook p73-74


(6) HOME PRACTICE (REMINDER):

Assessment Book 72-75

(7) CLOSING:

Step 4: Group Echo Reading (with student's storybook) (optional)

LESSON 1.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → THE BOY WHO CRIED WOLF		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - What's The Word		
10 min	Go 'Say' section in the App → Do the following: - Say the Words (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 1.2

OBJECTIVES:

- Listen to the story without interruption
- Read and answer questions related to the story
- Echo read the story
- Learn action words: present vs past; present vs right now

MATERIALS:

Workbook
Assessment Book

(1) TUNING-IN: Sing-a-long:

No one believes a liar
No one really likes to be tricked
It is not cool at all
It is not fun at all

We should always tell the truth
'Cos it is the right thing to do
It is the right thing to do
We tell the truth even when it is hard
We tell the truth right from the start

'Cos it is the right thing to do
It is the right thing to do
It feels great to tell the truth
'Cos no one believes a liar

(2) READING:

Step 2: Storytelling 1

Step 3: Storytelling 2

- *What does a shepherd do?*
- *Why do you think he wanted to play a trick on the villagers? Is it a right or wrong thing to do? Why?*

- *Why do you think the villagers ran up the hill to help the shepherd?*
- *What happened when the villagers realized that they had been tricked?*
- *What would you do if you were bored?*

- *What do you think the villagers would say when they realized the shepherd's last cry for help was for real?*

- *What is the lesson learned?*

Step 4: Group Echo Reading

(3) REVISION: Vocabulary Words

(4) ACTIVITY 1: Pair Up Present and Past

Pre-activity: Write on a whiteboard:

present

past

Say: "The 'present' tells us things that happen in the present. The 'past' tells us things that happened in the past (for example, yesterday, last week, last month, last year). We need to spell the action words differently if they happen in the present and in the past." Turn to Workbook p75. Read through the words.
Activity: Pair up the words.

(5) ACTIVITY 2: Present and Right Now

Pre-activity: Write on the whiteboard:

present

right now 'ing'

Say: "The 'present' tells us things that happen in the present. The 'right now' tells us things that is happening right now as we speak. It ends with -ing. We need to spell the action words differently if they happen in the present and right now." Turn to Workbook p77. Read through the words.
Activity: Pair up the words.

(6) CLASSROOM PRACTICE:

Workbook p75-76 (present vs past)

Workbook p77-78 (present vs right now)

(7) HOME PRACTICE (REMINDER):


Assessment Book p76-77 (present vs past)

Assessment Book p78-79 (present vs right now)

(8) CLOSING:

Step 4: Group Echo Reading (with student's storybook)


LESSON 1.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 10 → Lesson 1</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 2.1

OBJECTIVES: <ul style="list-style-type: none"> • Read and answer questions related to the story • Shadow read the story • Attempt the comprehension questions • Learn how to shorten words with 'not' (contractions) 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth 'Cos it is the right thing to do It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	'Cos it is the right thing to do It is the right thing to do It feels great to tell the truth 'Cos no one believes a liar
(2) READING: Step 2: Storytelling 1 (optional) Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Who were the people/ characters in the story?</i> • <i>Where did the story take place?</i> • <i>What was/ were the problem(s)?</i> • <i>How was/ were the problem(s) solved?</i> Step 5: Group Shadow Reading	(3) REVISION: Vocabulary Words, Present and Past, Present and Right Now	
	(4) ACTIVITY 1: Comprehension Invite a student to answer a question. Get him/ her to invite another classmate to answer the next question.	
	(5) ACTIVITY 2: Contractions Learn how contractions are formed.	
(6) CLASSROOM PRACTICE: Workbook p79-81	(7) HOME PRACTICE (REMINDER): Assessment Book 80-81	(8) CLOSING: Step 4: Group Shadow Reading (with student's storybook)


LESSON 2.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → THE BOY WHO CRIED WOLF		
10 min	Go 'Read' section in the App → Do the following: - Listen to the story ('Read to Me')		
10 min	Go 'Play' section in the App → Do the following: - Spot The Picture (Quiz) - What's the word		
10 min	Go 'Say' section in the App → Do the following: - Read the Sentences (Speech Recognition)		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 2.2

OBJECTIVES: <ul style="list-style-type: none"> • Retell the story • Echo or Shadow read with Variations • Listen to instructions and act on them • Use expressive voices to say and act • Reorder and complete the story • Learn to pronounce words that start with these beginning sounds: /q/, /v/, /w/, /z/ 		MATERIALS: Workbook Assessment Book
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth ‘Cos it is the right thing to do It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	‘Cos it is the right thing to do It is the right thing to do It feels great to tell the truth ‘Cos no one believes a liar
(2) READING: Start with group reading if necessary Step 3: Storytelling 2 <ul style="list-style-type: none"> • <i>Invite a student to retell the story in his/her own words.</i> Step 4 & 5: Group Echo/ Shadow Reading with Variations (eg. girls vs boys, 1 student vs all students)	(3) REVISION: Vocabulary Words, Present and Past, Present and Right Now, Contractions	
	(4) ACTIVITY 1: Listening 1: The Boy Who Cried Wolf Turn to Workbook p82. Listen to the sentences and number the pictures correctly. Click ‘See Answers’ on the top right corner to reveal the answers.	(5) ACTIVITY 2: Speaking: Expressive Voices Use different voices to say: “No one believes a liar.”
(6) ACTIVITY 3: Speaking: Let’s Act Retell the story. Form groups and say the speaking parts with expressive voices. Group 1: Narrator Group 2: Shepherd boy Group 3: Villagers Group 4: Sheep	(7) ACTIVITY 4: Writing: Order and Write Turn to Workbook p85-86. Reorder and complete the story.	(8) ACTIVITY 5: Beginning Sounds Introduce one beginning sound at a time. Listen to the sounds and words without interruption. Listen again and invite students to say the sounds and words. Pay attention to the pronunciation of sounds and words. Repeat if necessary.
(9) CLASSROOM PRACTICE: Workbook p87-88 (Beginning Sounds)	(10) HOME PRACTICE (REMINDER): Workbook p83-84 (Speaking Practice) Assessment Book p82-83 (Beginning Sounds)	(11) CLOSING: Step 4 & 5: Group Echo & Shadow Reading (with student’s storybook)


LESSON 2.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 10 → Lesson 2</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 3.1

OBJECTIVES: <ul style="list-style-type: none"> Paired reading Revise parts of a sentence: naming words, action words & descriptive words 		MATERIALS: *Grammar Book <i>* For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth 'Cos it is the right thing to It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	'Cos it is the right thing to It is the right thing to do It feels great to tell the truth 'Cos no one believes a liar
(2) READING: Start with group reading if necessary Step 6: Paired Reading	(3) ACTIVITY 1: Naming Words; Action Words; Descriptive Words Review the chants and examples of naming words, action words & descriptive words	(4) ACTIVITY 2: Sorting Words I & II Group each word into its correct category: naming word, action word or descriptive word
(5) CLASSROOM PRACTICE: Grammar Book p62-69	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p62-64	(7) CLOSING: Step 6: Paired Reading (with student's storybook)


LESSON 3.1 (EXTENSION)

OBJECTIVES	Introduce blended learning in class through the MidiEnglish Primary (Student App) on mobile or tablet devices.		
MATERIALS	1) Equip students with mobile or tablet devices (* any iOS / Android devices) * Teacher can either provide a few shared devices for students, or get students to bring their own devices to class	2) Pre-installed App: MidiEnglish Primary (Student App)	
5 min	Get students to launch 'MidiEnglish Primary (Student App)' on their devices → Log-in to the App On App menu → Choose 'Lower Primary' → Level 1B → THE BOY WHO CRIED WOLF		
15 min	Go 'Read' section in the App → Do the following: - Silent-read the story ('Read by Myself')		
15 min	Go 'Play' section in the App → Do the following: - Split and Join - The past tense - Spell it right		
10 min	Wrap up the class: - Check students' quiz performance (via 'Teacher Support App' *) - Provide feedback and final comments to students * 'Teacher Support App' allows teacher to view 'student report card' on the quiz performance		

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 3.2

OBJECTIVES: <ul style="list-style-type: none"> • Individual reading • Revise parts of a sentence: naming words, action words & descriptive words 		MATERIALS: *Grammar Book * <i>For schools that have purchased the Grammar Book</i>
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth 'Cos it is the right thing to do It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	'Cos it is the right thing to do It is the right thing to do It feels great to tell the truth 'Cos no one believes a liar
(2) READING: Start with group reading if necessary Step 6: Individual Reading	(3) ACTIVITY 1: Naming Words; Action Words; Descriptive Words Review the chants and examples of naming words, action words & descriptive words	(4) ACTIVITY 2: Spot the Word I & II Identify the naming word, action word or descriptive word.
(5) CLASSROOM PRACTICE: Grammar Book p70-75	(6) HOME PRACTICE (REMINDER): Review lessons Grammar Book p62-64 Grammar Book p76 (summary)	(7) CLOSING: Step 6: Individual reading (with student's storybook)


LESSON 3.2 (EXTENSION)

WHAT IS 'EFL MUSIC'?	'EFL Music' is a companion program to 'MidiEnglish Primary' which supports the learning of English through music and play.		
MATERIALS	<p>'EFL Music' Software installed on teacher PC</p> 	LESSON GUIDE	<p>Refer to 'EFL Music Lesson Guide' (*)</p> <p>Level 1B – Unit 10 → Lesson 3</p> <p>* EFL Music Lesson Guide (PDF) can be downloaded by clicking the 'Guide' button in the main screen of the 'EFL Music software'</p> <p>Alternatively, teacher can also access the lesson guide via the 'MidiEnglish - Teacher Support App'</p>

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 4.1

OBJECTIVES: <ul style="list-style-type: none"> Record reading Learn to apologize and respond to an apology 		MATERIAL: *Speaking & Writing Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth 'Cos it is the right thing to do It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	'Cos it is the right thing to do It is the right thing to do It feels great to tell the truth 'Cos no one believes a liar
(2) READING: Start with group reading if necessary Record reading	(3) ACTIVITY 1: Saying Sorry Pre-activity: <i>"Ask: What should I do if I accidentally knocked into someone? ... say hurtful words? ... made a mistake?"</i> Activity: Learn the different ways to apologize and how to respond when someone apologizes.	(4) ACTIVITY 2: Role-play with Friends Pair up the students. Turn to p50-51. Invite them to role-play saying sorry in the different situations: <ul style="list-style-type: none"> you are late you are caught littering you crashed into someone you made a mess you made fun of someone
(5) CLASSROOM PRACTICE: Turn to p52-53. Write down what you would have said in those situations.	(6) HOME PRACTICE (REMINDER): Review dialogue Speaking and Writing Book p48-49	(7) CLOSING: Review reading if necessary (with student's storybook)


LESSON 4.1 (EXTENSION)

MATERIALS	1) Teacher PC equipped with ‘MidiEnglish Primary’ DRL (Digital Resource Library) software Classroom Projector / Interactive board	 2) Print out a set of worksheets (*) from the ‘Songwriting’ activity to be handed out to students * The worksheet PDF file can be downloaded and printed from the ‘Worksheet’ button in ‘Songwriting’ activity screen
5 min	Launch ‘MidiEnglish Primary’ on the teacher PC	
	Go ‘Lesson Plan’ → Level 1B → THE BOY WHO CRIED WOLF → Lesson 4 → Run the ‘Songwriting’ activity	
10 min	‘Sing the song together’ segment: - Get students to learn to sing the song together (Click the ‘Play’ button on screen)	
10 min	‘Songwriting worksheet’ segment: - First, hand out the printed worksheets to students - Students to fill in the blanks on the worksheets with helping words (*) provided, or with their own choice of words - For this segment, teacher can decide to have students work in small groups or individually * To show helping words on screen → click ‘Helping Words’ button Note: Often there is no right or wrong choice of words when working on the songwriting activity	
10 min	‘Sing the edited songs’ segment: - Pick an example from the outcome of the above exercise - Edit the song on the interactive board together (in the song screen → click any highlighted word and change to a new word) - When done with the entire piece, click the ‘Play’ button and sing the song together (students will have lots of fun doing this!) - If time permits, pick another edited piece from another group or student, and repeat this segment	
10 min	Get students to comment and talk about their experience in this exercise Wrap up the class by providing some final comments from the teacher	

LEVEL 1B UNIT 10: THE BOY WHO CRIED WOLF
LESSON 4.2

OBJECTIVES: <ul style="list-style-type: none"> Record reading Identify naming words, action words & descriptive words Identify the beginning, middle and ending of rhymes and short stories Attempt Unit 10 Assessment 		MATERIAL: * Speaking & Writing Book Assessment Book * <i>For schools that have purchased the Speaking and Writing Book.</i>
(1) TUNING-IN: Sing-a-long: No one believes a liar No one really likes to be tricked It is not cool at all It is not fun at all	We should always tell the truth 'Cos it is the right thing to It is the right thing to do We tell the truth even when it is hard We tell the truth right from the start	'Cos it is the right thing to It is the right thing to do It feels great to tell the truth 'Cos no one believes a liar
(2) READING: Start with group reading if necessary Record reading	(4) CLASSROOM PRACTICE 2: Read and Label (Beginning, Middle & Ending) Pre-activity: Write on a whiteboard: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <i>The shepherd boy is bored. - B</i> <i>The shepherd boy plays a trick. - M</i> <i>The wolf kills the sheep. - E</i> </div> <i>"Say: Can you spot the beginning, the middle, and the ending of the story?"</i> Put B, M and E beside the above statements to represent beginning, middle and ending. Activity: Turn to p57. Identify the beginning, middle and ending of the rhymes/ stories.	(5) CLASSROOM PRACTICE 3: The Crow and the Pitcher Turn to p8-59. Reorder the story with beginning, middle and ending parts.
(3) CLASSROOM PRACTICE 1: Parts of a Sentence Turn to Speaking & Writing Book p54. Fill in the blanks. Turn to p55-56. Refer to the storybook and identify words that are naming words, action words or descriptive words.		(6) CLASSROOM PRACTICE 4: Write a Story (The Crow and the Pitcher) Write the story with a beginning, middle and ending.
(7) CLASS TEST: Unit 10 Assessment Assessment Book p84-90	(8) HOME PRACTICE (REMINDER): Speaking & Writing Book p58-59 (if these are not completed in school)	(9) CLOSING: Review reading if necessary (with student's storybook)

LESSON 4.2 (EXTENSION)

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