# ENGLISH LANGUAGE CURRICULUM

## for Malaysian Primary Schools
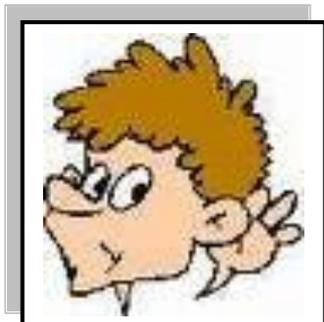
*YEAR ONE*
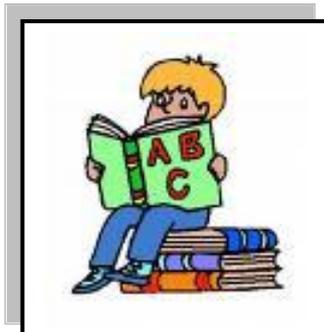
*a teacher's guidebook*

**CURRICULUM DEVELOPMENT DIVISION
MINISTRY OF EDUCATION, MALAYSIA**

# C O N T E N T

**CURRICULUM DEVELOPMENT DIVISION**
**MINISTRY OF EDUCATION, MALAYSIA**

# Foreword

The new Malaysian English Language Curriculum for Primary Schools will be introduced in stages beginning 2011. This guidebook is a resource for teachers to implement the new curriculum.

It consists of suitable teaching and learning strategies as well as activities for teachers.  It also gives teachers ideas for lesson organization in order to help them organize their daily lessons.

CDD believes the contents of this book will guide Year One English Language teachers to get accustomed to the changes in the new English Language Curriculum and act as a valuable teaching resource. However, teachers are also required not to rely solely on this guidebook when planning their lessons.

CDD hopes teachers will use their own initiatives to plan enjoyable and stimulating lessons for their pupils.

CDD would like to take this opportunity to acknowledge the contributions of the panel of English teachers involved in making this guidebook a reality.

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# PREFACE

## **USING THE TEACHER'S GUIDEBOOK IN THE CLASSROOM**

This teacher's guidebook serves as a **guide** to teachers with regard to the learning standards that should be achieved. It covers some aspects of the **language skills, language arts as well as the suggested word list** required to be taught in Year One.

The guidebook is divided into four sections; section 1 gives an overview of the English Language Curriculum. Section 2 of the teacher's guidebook deals with language skills as well as language arts. Each component consists of suggested activities. This is materialized in 3 columns. The first column is the activity column. These are suggested activities for teachers, which include explanations, teaching points and examples of activities. The second column is the content column. The suggested word list and teaching points are stated here. The third column is the teachers' notes column, which includes teaching aids/materials and other instructions for teachers.

Section 3, consists of examples of complete lessons. In this section, teachers will be able to observe how the different language skills and language arts modules are presented for each week based on one particular theme and topic in a coherent and cohesive manner. Finally, Section 4 provides teachers with examples on how their weekly lessons can be organised. Lesson structures for Listening and Speaking, Reading, Writing skills as well as Language Arts are provided to help teachers plan effective and enjoyable lessons.

The guidebook provides suitable and practical suggestions of teaching methods via the materials provided. However, teachers are in a better position to make appropriate and relevant decisions when planning their lessons. There is no single 'best way' and teachers have to use their pedagogical content knowledge, experience, skills and creativity to plan their lessons in order to help their pupils learn better. Teachers should decide on a theme/topic and then select suitable listening and speaking, reading, writing and language arts activities to be used for teaching that topic. Teachers are also encouraged to use activities from the MOE Teaching courseware, the textbook and other suitable resources when planning their lessons.

With regards to the modular teaching format, teachers are expected to sustain a cohesive and coherent organisation between the listening and speaking, reading and writing skills. For the Language Arts module, teachers may plan lessons in relation to the language skills taught or they may come up with generic lessons. Teachers should incorporate the fun element in specified contexts to make their lessons meaningful.

Three major themes *World of Self, Family and Friends*; *World of Knowledge*; and *World of Stories* have been identified to help teachers select topics that are suitable for their pupils. When planning lessons, topics for teaching are initially based on the immediate learning environment of the child. Later on, these are expanded to town, country and more distant foreign locations.

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The list of words suggested for Year One is based on a sample of common words and high frequency words in relation to the phonemes to be taught in Level One. This word list can be used in different contexts and topics and further increased if pupils demonstrate that they are capable of receiving more.

Good time management is also essential. Keeping in mind the time allocated for teaching English in SK and SJK schools is different; lessons should be organized in a manageable form in order to give pupils every opportunity to take part in language activities.

In order to facilitate and maximize learning, language skills must be repeated and used constantly. Some activities have been suggested in this document. However, teachers are encouraged to set more creative and challenging tasks and activities based on the needs and interests of pupils. This is important so that appropriate activities and materials are used with pupils of different learning profiles with the intention to realize their full potential and enable them to gradually develop the ability, knowledge and confidence to use the language effectively. In addition, elements of Science and Mathematics, moral values, patriotism, environmental education, health education and entrepreneurship should also be infused through the selection of appropriate materials and activities. Sample lessons are provided in Section 3 of this guidebook to demonstrate further how the lessons are cohesively and coherently linked.

Assessment is an important aspect of the teaching-learning process. Continuous formative evaluation is used as a means of gaining essential feedback and to keep track of pupils' progress. Awareness of pupils' capabilities will enable teachers to plan activities for further development. Teachers should set school based assessments for learning standards dealt with in the classroom. Some ideas of assessment are provided in Section 3 of this document.

This Teacher's Guide provides some suggestions for the attainment of the language skills. Teachers need to use their initiative, imagination and creativity in planning their lessons in order to extend the experiences of their pupils. It is hoped that teachers will find this guidebook useful and pupils will enjoy the activities and hence improve their English language proficiency

# SECTION ONE

- CURRICULUM OVERVIEW
- SYLLABUS OVERVIEW

**ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOLS**

**AIMS**

The English Language Curriculum for Primary Schools aims to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts that's appropriate to the pupils' level of development.

**OBJECTIVES**

By the end of Year 6, pupils should be able to:

i.   communicate with peers and adults confidently and appropriately in formal and informal situations;

ii.  read and comprehend a range of English texts for information and enjoyment;

iii. write a range of texts using appropriate language, style and form through a variety of media;

iv.  appreciate and demonstrate understanding of English language literary or creative works for enjoyment; and

v.   use correct and appropriate rules of grammar in speech and writing.

**FOCUS**

Primary education is divided into two stages: Stage One refers to Years 1, 2 and 3, and Stage Two, Years 4, 5 and 6.

English language learning is developmental. The focus in Years 1 and 2 is on basic literacy. This is done by building a strong foundation in basic literacy skills namely reading through phonics, penmanship and basic listening and speaking. Activities are contextualized and fun-filled with integration of language skills in meaningful contexts.

In Year 3 and onwards, pupils will further develop the ability to speak, listen, read and write in English meaningfully, purposefully and with confidence. A Grammar module is introduced from Year 3 to enable pupils develop a sound grasp of the language structures and rules of grammar.

The Language Arts module has been added to the English language curriculum from Year 1 to allow pupils to engage and enjoy stories, poems, songs, rhymes and plays written in English.

## CONTENT ORGANISATION

The curriculum is modular in design and this is reflected in the organisation of the content and learning standards.

In Years 1 and 2, the English language curriculum emphasizes the development of basic language skills so that pupils will have a strong foundation to build their proficiency in the language. In this initial stage, there will only be four modules; namely:

1. Listening and Speaking
2. Reading
3. Writing
4. Language Arts

From Year 3 onwards, where pupils build on the skills they have acquired in Years 1 and 2, a fifth module, Grammar, is added to the above four modules. Therefore, the modules for this stage are:

1. Listening and Speaking
2. Reading
3. Writing
4. Language Arts
5. Grammar

English is a second language for pupils, it is believed prudent and pedagogically sound to defer the learning of grammar to a later stage. Pupils' awareness of grammar is developed in their first language lessons and this awareness may then be exploited when English grammar is introduced. This approach will reduce the load and stress of learning in the early years where the emphasis is on learning through fun and play.

In the initial stages of learning English, pupils will have the opportunity to listen to meaningful English input, in the form of stories or oral descriptions by teachers based on graphic texts. Through listening, pupils will become familiar with words that will be introduced later in the early reading and writing lessons. The emphasis in the initial stages will be on vocabulary acquisition.

The modularity of the English Language Curriculum Standards for Primary Schools is a modularity of focus. By organizing the curriculum standards under five modules (four for Years 1 and 2), pupils will be able to focus on the development of salient language skills or sub-skills under each module through purposeful activities in meaningful contexts. This modular approach does not exclude integration of skills. However, skills integration is exploited strategically to enhance the pupils' development of specific and specified language skills as described in the content and learning standards in a module.

In order to make learning more meaningful and purposeful, language input is presented under themes and topics, which are appropriate for the pupils.

Three broad themes have been identified in the curriculum.

1. World of Self, Family and Friends;
2. World of Stories; and
3. World of Knowledge.

The following diagram shows the conceptual framework of the curriculum model.

**LISTENING AND SPEAKING**

**READING**

**WRITING**

**LANGUAGE ARTS**

**GRAMMAR**

**STAGE ONE
(YEARS 1-3)**

**STAGE TWO
(YEARS 4-6)**
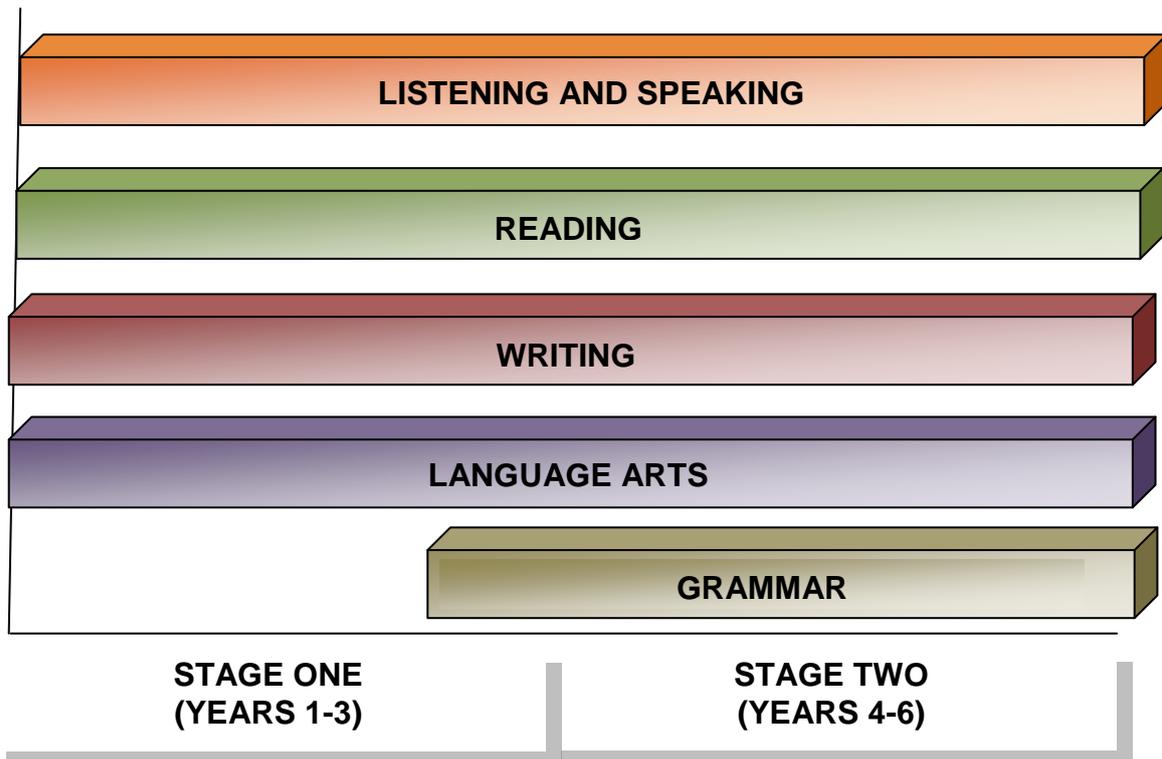
**Fig.1 The Modular Configuration**

The approach taken in this curriculum stresses the need for pupils to develop all the four language skills: listening, speaking, reading, and writing. Pupils will, for example, learn how to interact with peers, listen attentively, express themselves orally or in writing with confidence, read with comprehension, and write with minimal grammatical errors.

**LISTENING AND SPEAKING SKILLS**

**Content Standards**

By the end of the six-year primary schooling, pupils will be able to:

1.1     pronounce words and speak confidently with the correct stress, rhythm and intonation.

1.2     listen and respond appropriately in formal and informal situations for a variety of purposes.

1.3     understand and respond to oral texts in a variety of contexts.

**Overview**

Listening and speaking are seen as core skills of early literacy. As such, pupils should be taught how to listen carefully as well as feel encouraged to speak from the basic level of sound, word, phrase and move on to structural sentences in various situational contexts. At every stage, the stress, rhythm and intonation patterns need to be used correctly. In addition, pupils are also encouraged to recognise, understand and use not only verbal but also non-verbal communication. Oral communication practice by means of repeating, responding, understanding and applying what the pupils have heard sensitises their senses to be ready for communication.

Relationships are established through the ability to communicate by listening first then speaking thoughts, ideas and feelings. Pupils should aim at becoming confident speakers who can communicate clearly, appropriately and coherently in any given context using language to explore the possibilities and opportunities. Pupils need to listen carefully and respond to what others say and think about the needs of their listeners. Social conventions in listening and speaking such as turn taking, politeness and courtesy need to be observed. These are crucial especially in-group discussions where viewpoints and opinions are exchanged.

**Teaching and Learning Strategies**

**Years 1 and 2**

Activities within the classroom need to encourage full and active participation by all pupils, irrespective of ability. Due to the fact that there will be pupils who do not have any exposure to the English language, a 'flooding' of English sounds and words need to take place. This is where teachers have to realise that the language they use in the classroom will affect the pupils' language development.

As a start, pictures, posters, photos, stories, songs and a whole lot of other resources come in handy. Teachers need to just talk about a picture or story and pupils listen. As the teacher does this, there will be words, phrases and sentence structures that will be repeated and pupils listen attentively to words being used in different contexts.

Slowly but surely, speaking will begin to take place as pupils build their curiosity and start asking questions or volunteering answers. An encouraging strategy here is to get the pupils to work in pairs and progressively talk in a group, which may be daunting to some. This strategy of being able to listen and speak in groups of varying sizes and knowing how to act and react to different kinds of audiences also need to be developed. Pupils should be given the opportunity to use technologies, art and craft such as puppets, masks or recorders to listen to, and record stories, poems or any form of speaking especially from their own effort.

Listening and speaking in Years 1 and 2 should be full of fun and play. Multi-sensory approaches should be adopted where pupils can do action songs for movements, smell spices in a story, touch surfaces in a rhyme, see insects through a poster or taste foods while talking about experiences. Making funny sounds, shaping their mouths, looking at the mirror while forming and producing sounds are great strategies for pupils to start being aware of their own voices and how they sound. Instead of listening to the teachers, they should listen to themselves. Recording their voices is a helpful mechanism for self-evaluation and improvement.

**Years 3, 4, 5 and 6**

From Year 3, pupils are taught listening and speaking skills that will eventually build their self esteem to respond to and speak confidently. In Years 3 and 4, pupils will still be playing around with sounds through poems, tongue twisters and songs with particular emphasis on pronunciation, rhythm and intonation. At this stage, pupils will also be expected to do more talking with guidance from stimuli before they move into more clear, accurate, confident and independent speech on a variety of topics.

Pupils are full of imagination and teachers should capitalise on this where listening and speaking are concerned. Reading fables, folk tales, fairy tales and telling stories about children from different cultures and countries or events of daily experiences taps into their imagination. Getting them to recite nursery rhymes and sing songs with actions activates and sensitises their listening skill as well as enhances their speaking skills. Teachers can take these a step further by encouraging role-play of actual situations that are familiar to the pupils like playing in the field or at a shop.

In years 5 and 6, pupils are exposed to more forms and functions such as showing appreciation, expressing condolences, volunteering, encouraging and expressing opinions to help them deal with daily situations, which they may encounter. With the input given, pupils should be able to participate in conversations and talk on various topics.

In addition, pupils should be able to think through their conversation. This is where critical and creative thinking are implanted. Pupils are required to sequence, support, predict, evaluate and conclude what they have heard or on what they are going to say. Eventually, at the end of Stage 2, the Year 6 pupils should be able to hold a meaningful and thoughtful conversation on various topics with different kinds of people.

## Assessment

Pupils listen and speak every day, the assessment carried out for the listening and speaking skills can be an on-going process where progress is regularly recorded and monitored. Teachers need to assess the listening and speaking skills of every pupil against the Content Standards and Learning Standards that they are teaching. With the modular approach, teachers will be able to provide specific comments and feedback on the progress of the pupils with regards to the specific standards.

Assessment need not be in a formal situation all the time. Besides assessing pupils through activities in the classroom such as through role-play and group discussions, pupils should also be given the opportunity to participate in other possible listening and speaking situations. Perhaps pupils can speak during the school assembly, put up a performance in front of an audience, and watch a puppet show or listen to a storytelling session. Talking about these events and the contents afterwards can help teachers assess the pupils' listening and speaking skills.

## READING SKILL

## Content Standards

By the end of the six-year primary schooling, pupils will be able to:

2.1     apply knowledge of sounds of letters to recognize words in linear and non-linear texts.

2.2     demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.

2.3     read independently for information and enjoyment.

## Overview

The teaching of reading skills is to enable pupils to become independent readers who are able to comprehend a text effectively and efficiently. The teaching of reading in the early stages begins at the word and phrase levels

before progressing to sentence recognition and reading at the paragraph level. The teaching of reading in Years 1 and 2 will focus on basic literacy with the use of phonics. Gradually, pupils are also taught to extract specific information from a text and to respond to a text with their own ideas and opinions.

## Teaching And Learning Strategies

### Years 1 and 2

In Years 1 and 2, pupils' phonemic awareness will be developed by means of phonics. Phonemic awareness (that involves knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading), blending (which is the ability to build words from their constituent phonemes to read) and segmenting (which constitutes the ability to break down words into phonemes in order to spell) comprise the three main features of the use of phonics.

Moving incrementally from the simple to the more complex aspects of phonics, pupils will be given ample opportunities to apply the phonic skills they have acquired and mastered, and this will enable them to increase the pace of their reading, and equally, assist them to comprehend a text more effectively and efficiently.

However, it must be emphasised that adhering to the sequence of phonic content of the reading programme is essential. Teachers and schools should bear in mind the importance of following the sequence of the phonics programme consistently from start to finish. This approach will most likely secure optimum progress in pupils' acquisition of phonic knowledge and skills, whereas mixing parts of different sequences can slow their progress.

The reading aloud strategy is also encouraged in the first two years of primary education. Teacher reads aloud a text to pupils. Implementing this strategy allows teachers to model reading. Here, articulation and pronunciation of words by the teacher have to be as precise as possible in order for pupils to efficiently imitate and reproduce correctly. This strategy may effectively engage pupils in a text that may be too difficult for them to read on their own, and pupils sit back and enjoy the story.

Teachers should also carry out shared reading strategies in the classroom. During shared reading, teacher and pupils read together, thus allowing pupils to actively participate and support one another in the process of reading. Teachers point to the text as they read slowly for word recognition and to "build a sense of story".

**Years 3, 4, 5 and 6**

Reading from Year 3 onwards includes understanding text for a purpose. This involves extracting specific information from a text, as well as knowing how to skim and scan for specific information in a text. Progressively, pupils are also taught to respond to a text with their own ideas and opinions. At the same time, engaging in reading of a variety of texts will enable pupils to see how grammar is used correctly.

The use of dictionaries will be emphasized in order to expand and extend vocabulary. The use of the internet as well as other electronic media is encouraged in order for pupils to inculcate enjoyment and pleasure in seeking information and knowledge beyond the realm of the classroom and the reading modules. This will eventually enable them to become independent and efficient readers, who have acquired the ability to recognise words; read expressively, correctly and fluently; understand the meaning of words through contexts; and respond to various text types such as factual and non-factual texts, as well as poems, songs and plays. Teachers should also encourage pupils to read by themselves or with partners, choose their own texts, and employ strategies that they've learned through other reading activities.

In this stage, the use of metacognitive strategies helps pupils to "think about their thinking" before, during, and after they read. Questions that trigger and activate thinking about a particular subject in a text before it is being read would not only facilitate the effectiveness and efficiency of the reading but also increase comprehension as to what is being read. Teachers should encourage pupils to make predictions and explore possibilities that may become apparent while reading the text, and stimulate pupils to think about and guess what they are about to read before attempting the act of reading. This may be achieved through the use of riddles, visual stimulus such as the illustrations on the book cover or even the title of the story.

During reading, teachers may instruct pupils to verify their predictions and check for inaccurate guesses. Pupils could also be asked to identify information that is new to them. By asking pupils to subvocalise connections, corrections, and collections while reading, pupils will find enjoyment and fun in the very process of interacting with the text read.

After reading, comprehension of the text may be obtained through questions answered orally or in written form, or through non-linear forms such as mind-maps, tables, charts, illustrations or pictures.

**Assessment**

Phonemic awareness should be assessed in Year 1 and Year 2 to ensure pupils have progressed adequately towards achieving the standard. Pupils with reading difficulties should be monitored by providing effective intervention programmes. Assessing Phonemic Awareness could be done through activities that include Rhyme, Alliteration, Segmentation, and other Phonemic awareness tasks.

Some recommended tasks that may be used to assess reading comprehension are answering questions, comprehension activities such as using graphic, semantic organizers, story maps, question generation and summarization.

## WRITING SKILL

### Content Standards

By the end of the six year primary schooling, pupils will be able to:

3.1    form letters and words in neat legible print including cursive writing.

3.2    write using appropriate language, form and style for a range of purposes.

3.3    write and present ideas through a variety of media.

### Overview

It is expected by the end of Year 6, pupils will be able to express their ideas clearly on paper in legible handwriting or to communicate via the electronic media. The focus on writing is on developing pupils' writing ability beginning at the word and phrase levels and progress to the sentence and paragraph levels. For pupils who are capable, they must be encouraged to write simple compositions comprising several paragraphs. Attention is also paid to penmanship so that even from a young age, pupils are taught to write clearly and legibly including in cursive writing. In writing simple compositions, pupils are taught the various steps involved such as planning, drafting, revising, and editing. In the process the genre approach to writing is also applicable where they are taught to use appropriate vocabulary and correct grammar to get their meaning across clearly. Hence all pupils are encouraged to write for different purposes and for different audiences. Although much of the writing at this level is guided, the amount of control is relaxed for pupils who are able and proficient in the language. Spelling and dictation are also given emphasis.

### Teaching and Learning Strategies

### Years 1 and 2

At the Pre-writing level, pupils' need to experience activities that develop visual skills, enhance gross and fine motor skills, develop hand-eye coordination, and strengthen the muscles of the hand. Pupils can do various types of craft activities to develop motor skills, including painting, drawing, cutting and sticking, using threading boards, hammering, following patterns with their fingers, creating patterns in sand, or shaping materials such as strips of modelling clay (plasticine).

At the letter-writing level, pupils learn that each letter has a shape and a name, and makes sounds. When knowledge of these three qualities is secure, it should have a positive effect on the skills of reading, writing, and spelling later. From this, they will be taught to identify the initial sounds in words such as their name, and learn how to replicate sounds by writing letters. The ability of the eyes to track and coordinate the movements of the body and hands, and to inform the body where and how to move, is a very important skill called the hand-eye coordination.

At the word level pupils need to practice the skills of writing and spelling words to consolidate an awareness of the structure and make-up of English words. Word games and activities such as pictograms will have the added benefit of increasing vocabulary. However pupils do not need a huge vocabulary to enjoy being creative with words. By the end of Year 2, pupils should be able to write simple sentences correctly by using a variety of media.

**Years 3, 4, 5 and 6**

By this stage, pupils would have been writing individual words and short sentences, perhaps about themselves, or writing greeting cards. Some pupils may have progressed to writing several sentences, which put together, make paragraphs about topics which are familiar to them such as family, school, friends, or holidays.

However, pupils at this stage need a lot of support when creating an original piece of text. It is important to use a structured approach by working on the language needed, and providing them examples so that they will have a model of a finished product. Teachers need to teach at a level designed to extend pupils' learning by building upon what they already know, and providing appropriate challenging tasks to lead pupils' along a line of progression.

The classroom can provide many opportunities and reasons to write and pupils should be allowed to make real choices and to act on these choices. The more pupils' write, the more they focus on print and the ways in which print can be used to fulfil their needs. Independent writing opportunities should be provided in order to expose pupils to a range of contexts so that they may have many opportunities to write for their own purposes and audiences. The enthusiasm of the teacher is crucial to the success of any writing programme, as pupils need to see the teacher as a skilled writer who models the writing process by demonstrating a variety of writing skills.

Before writing independently, it is often useful for pupils to participate in the shared writing of a text in the new form. It is useful for the teacher to model to the pupils and if further practice is required pupils can be guided to jointly construct a text having seen an adult model the process.

ICT makes possible a number of beneficial approaches to the teaching of writing. Teachers should encourage their pupils to write drafts, which can then be revised, shared with other readers, discussed and edited before reaching

their final versions. The use of the word processor reinforces this drafting process. Hence desktop publishing should be encouraged to provide the output of children's work by mixing text and pictures.

Grammar is the 'nuts and bolts' of a language as it helps to give structure and to hold it together. However, rigorous learning of rules is counter-productive, as young pupils cannot grasp formal, abstract grammar. Pupils should be immersed in activities, which practise grammar in meaningful contexts

## Assessment

As writing is a productive skill, it can be assessed through tests, exams and class exercises. In assessing writing in primary schools, teachers may focus on the following issues:

- Organization (sentences/paragraphs order)
- Grammar (correct use of nouns, pronouns, verbs)
- Syntax (writing clear and coherent sentences)
- Punctuation
- Capitalization
- Spelling
- Vocabulary (using correct word given situation)

## LANGUAGE ARTS

### Content Standards

By the end of the six year primary schooling, pupils will be able to:

4.1 enjoy and appreciate rhymes, poems and songs through performance.

4.2 express personal response to literary texts.

4.3 plan, organize and produce creative works for enjoyment.

### Overview

The rationale behind Language Arts is to steer the continuous growth and development of pupils' thinking and language abilities. The standards for Language Arts cover a range of creative and literary works in English; including rhymes, songs, poems, stories and plays to activate pupils' imagination and interest. This component will allow pupils to benefit from hearing and using language from fictional as well as non-fictional sources. Through fun-filled and meaningful activities, pupils will gain a rich and invaluable experience using the English language. By the end of Year 6, pupils will be able to appreciate, demonstrate understanding and express personal responses to literary and creative works for enjoyment. Hence they

will also be able to use English for both functional as well as aesthetic purposes, confidently and competently.

## Teaching and Learning Strategies

### Years 1 and 2

Pupils will enjoy learning to play with language where rhymes and songs are constantly utilised. Here, the teacher is the model for pupils. Pupils develop their oracy skills through listening to nursery rhymes, action songs and jazz chants, using and interpreting nonverbal actions to demonstrate understanding.  In this stage, they will be infused with the love to read books starting with analyzing book covers and pictures in Year 1 and gradually the story content in Year 2.  In this stage, pupils will produce simple creative works based on the nursery rhymes, action songs jazz chants and the fairy tales learnt with teachers guidance.

### Years 3, 4, 5 and 6

The use of diversified materials of varied genres which include poems, stories and plays help pupils respond to texts through discussions, writing, dramatization and art media in order to make connections to what they read and to organize their thinking. Familiar texts such as fables, fairy tales and local folklores are used as affective stimulation with the sole purpose of stimulating pupils mind and help them to express their feelings towards different stories and situations. A variety of learning strategies should be implemented whereby pupils can demonstrate their understanding by describing an event in a story, characters, setting or main ideas. They can also draw or create their own poems, stories, songs, and artworks on what they understand of a text. Teachers may want to encourage pupils to be creative as they can use whatever means to present their understanding of the texts learnt.

Language Arts creates ample opportunities for pupils to speak in English in a very relaxed atmosphere. Due to the fun elements of language arts, it is hoped pupils' presentations or dialogues spoken in role-plays help to increase pupils' confidence in using the English language.

The culmination of all content standards in language arts will be shown in practice when pupils are able to come up with their very own production. By the end of Year 6, pupils will learn the art of acting out, play-acting, and producing works of creativity such as drawings, poems or singing. Pupils will also learn about the values of cooperating with people of different race, gender, ability, cultural heritage, religion, economic, social background, and to understand and appreciate their values, beliefs and attitudes. Each of them will also develop knowledge, skills and attitudes, which will enhance personal life management and promote positive attitudes.

**Assessment**

Assessment and evaluation in the language arts module should foster lifelong learning and critical thinking by providing pupils with constructive feedback and by encouraging them to reflect upon their own learning.

Assessment should be broad and flexible enough to include and accept all activities conducted in school (i.e. drama, choral speaking, public speaking, speech day, school bulletin). Assessment should also provide pupils with opportunities to self-assess using known criteria and to have input into the evaluation process. Teachers should utilize a variety of assessment techniques to monitor their pupils' language growth and development. Some of the key techniques are:

- Observations
- Checklists
- Anecdotal Records
- Interviews
- Retelling and Journals
- Inventories and Running Records
- Performance Tasks and Demonstrations
- Folders and Portfolios

**GRAMMAR**

**Content Standards**

By the end of the six year primary schooling, pupils will be able to:

5.1     use different word classes correctly and appropriately.

5.2     construct various sentence types correctly.

**Overview**

The grammar component is introduced from Year 3 onwards. Salient and basic language rules are learnt through meaningful contexts to enable pupils to communicate accurately and effectively.  By the end of Year 6, pupils will be able to use these basic rules of English grammar in speech and writing.

The first content standard covers the parts of speech such as nouns, verbs, adjectives, adverbs, articles, prepositions, conjunctions and pronouns. This content standard mainly deals with grammar input that pupils need to acquire in order to learn English. These grammar items can be seen as the basics of a language. Pupils need to be aware that in English Language these parts of speech are present. They may also discover the uniqueness of this language as compared to their mother tongue. In order to achieve accuracy in learning grammar, pupils need to know and use these grammar items effectively.

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The second content standard teaches pupils knowledge of sentence types and to use these varied sentences in their communication. Pupils should know how to construct declarative, interrogative and imperative statements and use them effectively. When dealing with this content standard, more situational contexts are required. Grammar teaching should not take place in isolation. Situational contexts make learning fun and purposeful for the pupils. Therefore, the grammar component requires teachers to be able to weave their knowledge of grammar items and pedagogical approaches in the classroom.

## Teaching And Learning Strategies

### Years 1 and 2

In Years 1 and 2, pupils' L1 will take care of their basic knowledge of grammar. The schemata formed in the first language would prepare pupils to learn grammar in the second language from Year 3.

### Years 3, 4, 5 and 6

Communicative drills are encouraged for pupils to connect form, meaning, and use. In communicative drills, pupils respond to the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense, teacher and pupils can ask and answer questions about activities concluded the previous day. Teachers should have knowledge of managing games, technologies and available resources in the classroom so that the teaching of grammar becomes enjoyable, exciting and meaningful. Repetition of words, phrases and sentences can be a useful strategy to help pupils remember. Drilling can be made fun by incorporating repetition of sentence patterns, for example, in nursery rhymes.

A more conventional approach such as the substitution table for teaching a sentence pattern can still be applied to allow for more practice as reinforcement after a grammar game. Pupils need to be actively engaged in the classroom so that learning becomes more exciting for them. The teacher can also use word cards to teach grammar. Inclusion of punctuation marks can also be made here.

Newspapers and magazines can also be used to encourage pupils to read and familiarise themselves with spelling and sentence structures. The teacher can carry out a lot of group work activities by working with headlines, sentence structures and pictures in the newspapers. Gap-filling and sentence completion exercises can also be incorporated when working with these resources.

There are many other strategies that a grammar teacher can adapt in the classroom such as using songs, treasure hunts and grammar games to teach grammar. ICT elements such as the teaching and learning courseware or the E-dictionary can be incorporated in a grammar lesson.

**Assessment**

Ongoing process of assessing of all class work and homework should be continued. The main purpose of this is to provide immediate feedback to the pupils in guiding, motivating, correcting and refocusing their efforts. In formal exams, grammar items could be tested in cloze passages, gap-filling items and short essays.

## WORD LIST

The list of words selected for teaching is based on common words and high frequency words that can be used repetitively in different contexts. The suggested word list can be expanded upon if pupils demonstrate an ability to acquire more words.

## EDUCATIONAL EMPHASES

Educational emphases reflect current developments in education. These emphases are infused and woven into classroom lessons to prepare pupils for the challenges of the real world. In this respect, moral education, citizenship education, patriotism, thinking skills and entrepreneurship are incorporated where appropriate and relevant in lessons.

### Thinking Skills

Critical and creative thinking skills are incorporated in the learning standards to enable pupils to solve simple problems, make decisions, and express themselves creatively in simple language.

### Learning How to Learn Skills

These skills are integrated in the learning standards and aim to enable pupils to take responsibility for their own learning. These skills incorporate study skills and information skills to equip them to become independent life-long pupils.

### Information and Communications Technology (ICT) Skills

These skills include the use of multimedia resources such as TV documentaries and the internet as well as the use of computer related activities such as e-mail activities, networking and interacting with electronic courseware.

### Values and Citizenship

Values contained in the KSSR moral syllabus have been incorporated in the learning standards and include patriotism and citizenship.

## Multiple Intelligences

The learning outcomes also reflect the incorporation of the theory of Multiple Intelligences. For example, interpersonal intelligence is reflected when pupils are taught the polite forms of language expression so as not to offend the people they communicate with. In getting pupils to role-play or dramatise sections of a text, their kinesthetic intelligence is nurtured. When pupils sing songs, recite poems and chant *jazz chants* either individually or in chorus, their musical intelligence is developed.

## Knowledge Acquisition

In teaching the language, content is drawn from subject disciplines such as science, geography and environmental studies. Content is also drawn from daily news items as well as current affairs.

## Preparation for the Real World

The learning standards prepare learners to meet the challenges of the real world by focusing on language use in society. It is also achieved by making use of real-life issues for classroom activities and project work. Whenever the opportunity presents itself, pupils are encouraged to meet with people outside of the classroom that they learn to operate in real-life situations.

## Entrepreneurship

Fostering entrepreneurial mindset among pupils at their young age is essential in this new world. Some of the elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personal fulfilment and success.

# What's in store for Year One pupils?
# The Year One English Language Syllabus

**THE LISTENING AND SPEAKING SKILL**

The listening and speaking skills are taught together for effective communication, as these skills are inter-related and dependent on each other.

In Year One, pupils need to be exposed to good language with the teacher being the role model. Teacher uses a variety of materials or media to enable pupils to acquire the receptive skill of listening and the productive skill of speaking. The main objective of this language component would be to expose pupils to rich language input in accordance to **Standard British English (SBE)** as well as getting pupils to talk and communicate effectively.

The listening and speaking lessons would enable pupils to familiarize with the sounds around them. In these lessons pupils need to:
  a) tune into sounds (auditory discrimination),
  b) listen and remember the sounds (auditory memory and sequencing), and
  c) talk about the sounds (developing vocabulary and language comprehension).
These can be attained through fun language activities conducted in or outside the classroom that include nature walks, using musical instruments, songs, chants, rhymes, body percussion and even listening to a story.

The suggested activities recommended in this section could be used in a variety of lessons by adapting and adopting them in order to teach the sounds of the English language. This skill is the onset of providing a broad and rich language experience for pupils to learn language by engaging in enjoyable learning activities.

**THE READING SKILL**

In Year One the reading component aims to develop progressively pupils' ability to read and comprehend a paragraph of 3 - 5 simple sentences. In the beginning, pupils' phonemic awareness will be developed by means of phonics. They will be trained to apply knowledge of letter sounds to recognize words in reading texts. The ability to recognize letter sounds is an essential and useful early reading skill. However, in a second language context, it is appropriate for teachers to begin phonics instruction by first letting pupils listen to rich language input in English. This can be done during Listening and Speaking lessons. The guiding principle in using phonics to teach reading is for pupils to enjoy the activities selected. Hence the use of songs, rhymes, poems, stories, pictures and games to make phonics instruction more enjoyable is encouraged.

In teaching phonics, patience and perseverance are essential. Teachers should be aware that pupils will need time to experiment as they practice producing each sound. After pupils have been introduced to a phoneme, teachers should allow pupils to use it, and make meaningful connections and encourage them to pronounce and articulate the sound in a non-restrictive and joyful environment.

The processes of blending and segmenting for reading and spelling are made enjoyable and easy for pupils to understand and apply. Lessons and activities should focus on particular phonemes, make these phonemes familiar to pupils, and then

provide practice finding the phonemes in word contexts. For early practice, teachers could help pupils to recognize the phoneme at the beginning of words, progressing to having them recognize the phoneme elsewhere in the word. For this, illustrations may be very useful. Teachers are encouraged to be creative and to explore ways of language play available to help pupils become familiar with the phonemes. The benefits of language play are numerous. Language play involves having fun with the sounds of words, creating new words, and exploring and creating language patterns through rhymes, chants, alliteration and repetitions.

## THE WRITING SKILL

The writing skill for Year One begins with motor control skills for pupils to have good coordination. They begin by handling objects and manipulating them and moving their hands and fingers using writing apparatus. Basic penmanship is taught after coordination activities are done in the classroom. Pupils have to be taught the correct way of holding their pencils regardless if they are right or left handed. Teachers will have to guide pupils the correct posture and pen hold grip when they are engaged in writing activities.

Before pupils begin writing the letters of the alphabet, pre-writing activities is a prerequisite. Activities such as scribbling in clockwise and anti-clockwise movements, drawing simple strokes up and down as well as drawing lines from left to right and reinforced by drawing patterns should be conducted in the classroom. Teachers will have to guide pupils to write neatly and legibly with the right conventions of writing. Some of the pupils have already gone through these early writing activities during their preschool. It is hoped that teachers would be able to gauge their pupils' ability in fine motor control skills before deciding on the next move.

As pupils begin to read, they will be able to copy words, phrases and sentences correctly as well as complete other writing tasks by matching, rearranging words and completing lists and messages. When pupils are ready, more difficult writing tasks can be incorporated such as writing sentences with the correct spelling and punctuation. This activity can be conducted in the classroom by introducing parallel writing and then moving on to constructing simple sentences. Pupils are also taught to create simple non-linear texts using a variety of media.

## LANGUAGE ARTS

In Year One, pupils will be able to enjoy and appreciate language using stories, poetry, rhymes and plays. The introduction of the language arts module encompasses the production aspect of the skills learnt during the listening and speaking, reading and writing modules.

All these skills are interconnected in order for pupils to sing songs, chant rhymes or even tell stories with correct pronunciation and rhythm. Emphasis should be on encouraging pupils' response where they are able to perform a song or rhyme or role play a story learnt earlier using their creativity in a fun-filled, non-taxing and enjoyable environment. The main focus of this component is language in action in a fun learning environment where pupils engage in multi-sensory learning according to their learning abilities.

# SECTION TWO

- LISTENING & SPEAKING
- READING
- WRITING
- LANGUAGE ARTS

# Quick Search Guide



**QUICK SEARCH GUIDE**
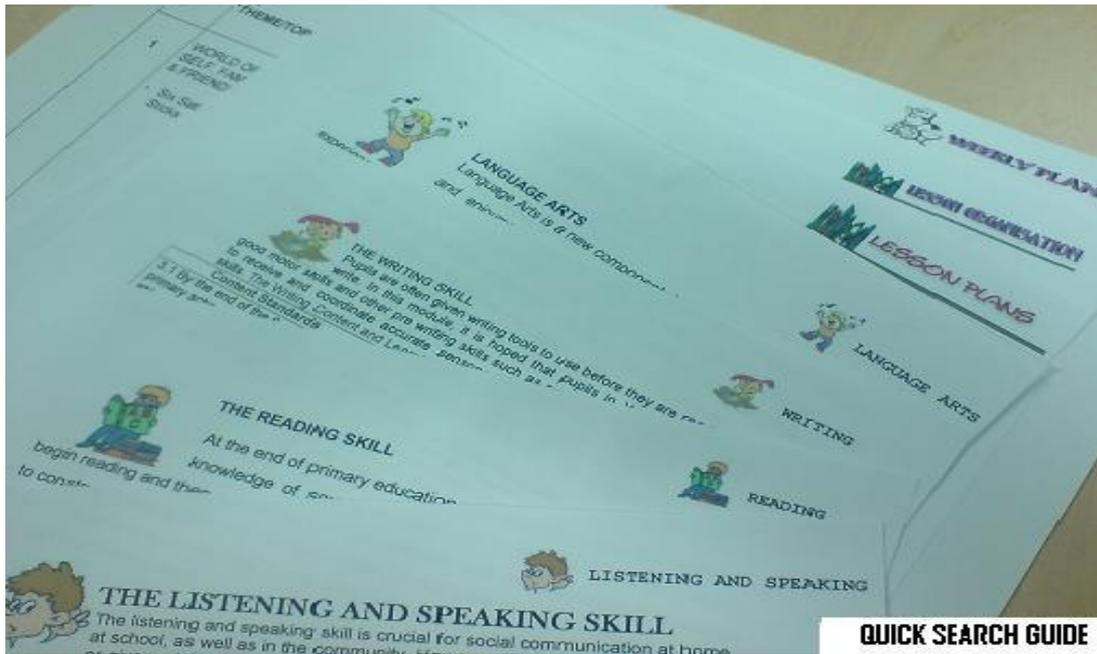
CURRICULUM OVERVIEW

SYLLABUS OVERVIEW

WEEKLY PLAN

LISTENING AND SPEAKING

LESSON ORGANISATION

READING

LESSON PLANS

WRITING

LANGUAGE ARTS

CHECKLISTS

**THE READING SKILL**

At the end of primary education, pupils should be able to apply knowledge of sounds of letters to recognize words in order to begin reading and then move on to the more complex skill using a range of strategies to construct meaning from the text read. The ultimate goal of the reading component in primary school is to produce pupils who will be able to read independently for information and enjoyment.

The standards covered in Year 1 are as follows:

| CONTENT STANDARD | LEARNING STANDARD |
|---|---|
| 2.1 By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts. | 2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.<br><br>2.1.2 Able to recognise and articulate initial, medial and the final sounds in single syllable words within given context:<br><br>(a) /s/ (s), /æ/ (a), /t/ (t), /p/ (p)<br>(b) /ɪ/ (i), /n/ (n), /m/ (m), /d/ (d<br>(c) /g/ (g), /ɒ/ (o), /k/ (c), /k/ (k)<br>(d) /k/ (ck), /e/ (e), /ʌ/ (u), /r/ (r)<br>(e) /h/ (h), /b/ (b), /f/ (f,ff), /l/ (l,ll), /s/ (ss)<br>( f) /dʒ/ (j), /v/ (v), /w/ (w), /ks/ /gz/ (x)<br>(g) /j/ (y), /z/ (z,zz), /kw/ (qu)<br>(h) /tʃ/ (ch), /ʃ/(sh), /θ/ /ð/ (th), /ŋ/ (ng)<br><br>2.1.3 Able to blend two to four phonemes into recognizable words and read them aloud.<br><br>2.1.4 Able to segment words into phonemes to spell. |
| 2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. | 2.2.1 Able to read and apply word recognition and word attack skills by matching words with:<br><br>a) graphics<br>b) spoken words<br><br>2.2.2 Able to read and understand phrases in linear and non-linear texts.<br><br>2.2.3 Able to read and understand sentences (3-5 words) in linear and non-linear texts with guidance.<br><br>2.2.4 Able to read a paragraph of 3-5 simple sentences.<br><br>2.2.5 Able to apply basic dictionary skills using picture dictionaries. |

The content of this section covers learning standards 2.1.2, 2.1.3, 2.1.4, 2.2.1 (a) & (b) and 2.2.4. Although, this module does not provide suggested activities for the other learning standards, it is hoped that teachers would be able to plan lessons and activities on their own for the other Learning Standards.

In Year One, reading **should** be taught in a fun learning environment using phonics. First, pupils are taught to articulate the phoneme(s) ( /s/, /æ/, /t/, /p/, /ɪ/, etc) and then to recognize the grapheme(s) (s, a, t, p, i, etc).

**Note :** A phoneme is a unit of sound in a language.

A grapheme is a letter or group of letters that represents a phoneme.

Example :

The sound /s/ is represented by the letter 's' which is called "ess".

The English sounds to be learnt in Year One, have been divided into consonants and vowels; the following are the phonemes which pupils need to learn in Year One as stipulated in the standard document. Possible actions are suggested for teachers to use in the classroom to help pupils remember the phonemes. Children then become aware of the phonemes learnt and then to the letter sound correspondence. They can be introduced using various teaching strategies such as singing songs, telling stories, reciting rhymes, playing games as well as drilling in order to reinforce the learning of these phonemes.

The consonants are as follows:

| Grapheme | Phoneme | Possible actions | |
|---|---|---|---|
| s<br><br>ss<br><br>c | /s/<br>(voiceless) | 1. Form a cobra head with your hand.<br>2. Trace the letter 's' in the air and, say *s…* |  |
| t | / t /<br>(voiceless) | Tap two fingers on the desk and say t… |  |
| P | /p/<br>(voiceless) | Place four fingers in front of your mouth and say *p…* |  |
| n | /n/<br>(voiced) | Touch the tip of your nose and say *n…* |  |

| | | | |
|---|---|---|---|
| m | /m/ (voiced) | Lick an ice-cream and say m… | |
| d | /d/ (voiced) | Drumming action and say *d*… | |
| g | /g/ (voiced) | 1. You are cold, clutch your hands and shiver<br>2. Say *ggg* | |
| c<br>k<br>ck | /k/ (voiceless) | Action of flying a kite and say *k* | |
| r | /r/ (voiced) | Be a lion and say *rrr* | |

| | | | |
|---|---|---|---|
| h | /h/ (voiceless) | 1. Place your palm in front of your mouth 2. Laugh *haha* |  |
| b | /b/ (voiced) | Action of balloon bursting and say b… |  |
| f ff | /f/ (voiceless) | Action of bird flying and say *f…* |  |
| l ll | /l/ (voiced) | Raise both arms upright and say *ll..* |  |
| g j | /dʒ/ (voiced) | Jump and say *j.* |  |
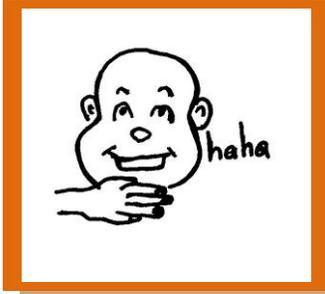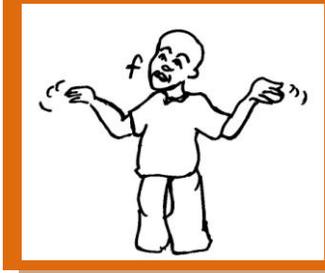
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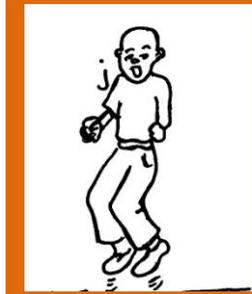
| | | | |
|---|---|---|---|
| v | /v/ (voiced) | Show the peace sign and say *v.* |  |
| w | /w/ (voiced) | Join two peace signs and say *w.* |  |
| x | /ks/ (voiceless) | Cross your hands and say *ks..* |  |
| | /gz/ (voiceless) | Slash 'x' and say *gz..* |  |
| y | /j/ (voiced) | Nod and say *yeh* |  |
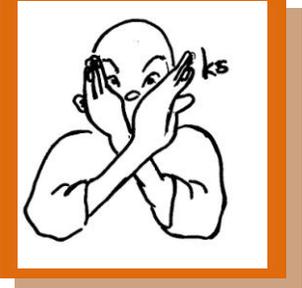
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| z  zz | /z/ (voiced) | Trace 'z' in the air and say *z..* |  |
|---|---|---|---|
| q | /kw/ (voiced) | Action of a duck flapping its wings once and say *qua* |  |
| ch | /tʃ/ (voiceless) | 1. Action of a moving train with both arms  2. Say *ch.* |  |
| sh | /ʃ/ (voiceless) | Finger on the lips and say *sh..* |  |
| th | /θ/ (voiceless) | Show the thumb and say *th.* |  |

| | /ð/<br>(voiced) | Point with the thumb and say *th.* |  |
|---|---|---|---|
| *ng* | /ŋ/<br>(voiced) | Action of mosquito buzzing around ears and say *ng….* |  |
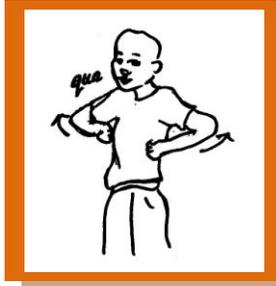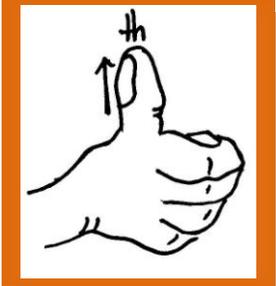
The short vowels are as follows :

| Grapheme | Phoneme | Possible actions | |
|---|---|---|---|
| ɑ | /æ/ | Imagine a spider crawling up your arm and say *eh…* |  |
| | /ə/ | 1. Cross your arms on your chest and lift your shoulders.<br>2. Say *er…* |  |

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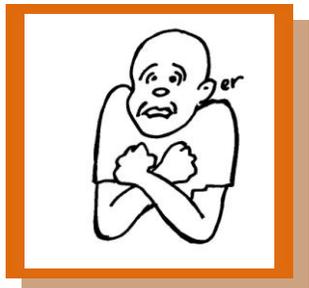
| | | | |
|---|---|---|---|
| i | / ɪ / | Show your teeth and say *e*. |  |
| o | /ɒ/ | Draw a small circle (anti clockwise) in the air and say *o* |  |
| e | /e/ | Walk like an elephant and say *eh* |  |
| u | /ʌ/ | Look up and say *uh* |  |
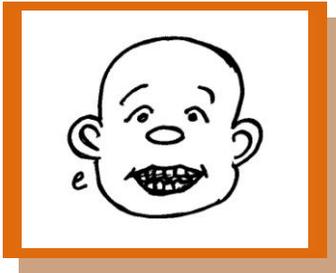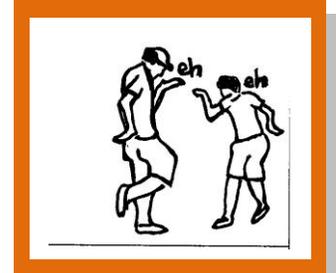
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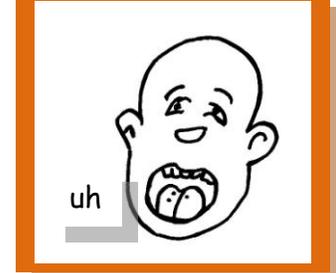
The long vowels are as follows :

| Grapheme | Phoneme | Possible actions | |
|---|---|---|---|
| ɑ | /ɑ:/ | Open your mouth wide and say *aaa…* |  |
| ɑ  o | /ɔ:/ | Draw a big circle (anti clockwise) in the air and say *or…* |  |
| e | /i:/ | Show your teeth and say ee.. |  |
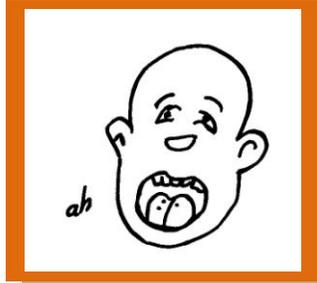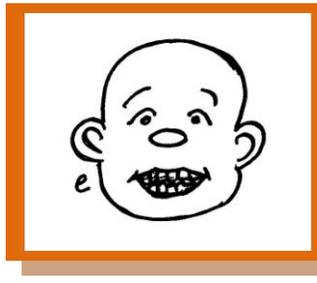
Note :  These phonemes are to be taught **in sequence as stipulated in the learning standard 2.1.2 (a) – (h)**.

## Word List for Year 1 and 2 (according to phonemes learnt)

| Grapheme | Phoneme | Suggested Words |
|---|---|---|
| s | /s/ | <u>s</u>un, <u>s</u>nake, <u>s</u>ix, <u>s</u>it, <u>s</u>i<u>s</u>ter |
| a | /æ/ | b<u>a</u>g, r<u>a</u>t, m<u>a</u>n, b<u>a</u>t, <u>a</u>pple, <u>a</u>nt, c<u>a</u>t |
| | /ə/ | b<u>a</u>nan<u>a</u>, eleph<u>a</u>nt |
| | /ɑː/ | <u>a</u>rm, c<u>a</u>rd, m<u>a</u>rch, f<u>a</u>ther |
| | /ɔː/ | b<u>a</u>ll, t<u>a</u>ll, c<u>a</u>ll, f<u>a</u>ll, l<u>a</u>w, p<u>a</u>w |
| t | /t/ | <u>t</u>en, <u>t</u>ent, <u>t</u>oy, <u>t</u>oma<u>t</u>o, <u>t</u>ip, pe<u>t</u>, <u>t</u>able, <u>t</u>in |
| p | /p/ | <u>p</u>encil, <u>p</u>en, <u>p</u>ail, to<u>p</u>, cu<u>p</u>, <u>p</u>ot |
| i | /ɪ/ | p<u>i</u>n, b<u>i</u>n, s<u>i</u>t, <u>i</u>t |
| n | /n/ | <u>n</u>ose, <u>n</u>ine, fa<u>n</u>, ca<u>n</u>, ca<u>n</u>tee<u>n</u> |
| m | /m/ | <u>m</u>ouse, <u>m</u>outh, <u>m</u>oon, dru<u>m</u> |
| d | /d/ | <u>d</u>og, <u>d</u>oll, bo<u>d</u>y, re<u>d</u>, be<u>d</u> |
| g | /g/ | <u>g</u>o, <u>g</u>irl, <u>g</u>oat, ba<u>g</u>, bi<u>g</u> |
| | /dʒ/ | <u>g</u>ym, <u>g</u>iraffe |
| o | /ɔ/ | c<u>o</u>t, h<u>o</u>t, b<u>o</u>x, s<u>o</u>cks |
| | /ɔː/ | f<u>ou</u>r, r<u>oa</u>r |
| c | /k/ | <u>c</u>at, <u>c</u>ar, <u>c</u>up, <u>c</u>ap, <u>c</u>ake, <u>c</u>ut, <u>c</u>arrot, <u>c</u>ow |
| | /s/ | <u>c</u>ent, <u>c</u>eiling, tra<u>c</u>e, fa<u>c</u>e |
| k | /k/ | <u>k</u>id, <u>k</u>eep, boo<u>k</u>, <u>k</u>ey, <u>k</u>ite, <u>k</u>ing |
| ck | /k/ | du<u>ck</u>, bla<u>ck</u>, ti<u>ck</u>et, ti<u>ck</u>, ki<u>ck</u> |
| e | /e/ | p<u>e</u>n, t<u>e</u>ll, b<u>e</u>ll, s<u>e</u>ll, <u>e</u>lephant, <u>e</u>gg |
| u | /ʌ/ | b<u>u</u>n, h<u>u</u>t, b<u>u</u>g, h<u>u</u>g, f<u>u</u>n, <u>u</u>mbrella |
| r | /r/ | <u>r</u>ose, <u>r</u>oom, <u>r</u>ow, <u>r</u>ight, f<u>r</u>y, <u>r</u>abbit |

| Grapheme | Phoneme | Suggested Words |
|---|---|---|
| h | /h/ | house, hill, hat, horse, high, hot |
| b | /b/ | bird, bush, basket, bath |
| f, ff | /f/ | fish, fin, feel, field, puff, huff |
| l, ll | /l/ | letter, lunch, jelly, tell, bell, leaf, leg, lion |
| ss | /s/ | glass, hiss, pass, miss |
| j | /dʒ/ | jet, jam, jar, jeep, jungle, jump |
| v | /v/ | van, vase, five, violin |
| w | /w/ | watch, wall, window, wind, we, wet, |
|  | /ks/ | fox, box, six |
| x | /gz/ | exam, exit |
| y | /j/ | yellow, yes, you |
| z, zz | /z/ | zoo, zip, zebra, buzz |
| q | /kw/ | quiet, queen, quick, quack |
| ch | /tʃ/ | chalk, chip, cheek, chicken, chair, chocolate |
| sh | /ʃ/ | ship, shoe, she, dish, shop |
|  | /θ/ | thin, thumb, thick |
| th | /ð/ | there, they, those, the, this |
| ng | /ŋ/ | ring, wing, long, sing |
| ai | /eɪ/ | rain, train, tail, wait |
| ee | /i:/ | sheep, bee, tree, peel, teeth |
| igh | /aɪ/ | night, light, right |
| oa | /əʊ/ | boat, float, coat, goat, soap |
|  | /u:/ | food, boots |
| oo | /ʊ/ | good, book, foot |

| Grapheme | Phoneme | Suggested Words |
|---|---|---|
| ar | /ɑ:/ | f<u>ar</u>m, f<u>ar</u>, b<u>ar</u>k, d<u>ar</u>k, c<u>ar</u>d, c<u>ar</u> |
| or | /ɔ:/ | f<u>or</u>k, sh<u>or</u>t, c<u>or</u>n, h<u>or</u>se |
| ur | /ɜ:/ | t<u>ur</u>n, p<u>ur</u>se, b<u>ur</u>n, h<u>ur</u>t, th<u>ur</u>sday |
| ow | /aʊ/ | c<u>ow</u>, h<u>ow</u>, n<u>ow</u>, t<u>ow</u>n, <u>ow</u>l, fl<u>ow</u>er |
| | /əʊ/ | sl<u>ow</u>, sh<u>ow</u>er |
| ear | /ɑ:/ | h<u>ear</u>t |
| | /ɪə/ | h<u>ear</u>, d<u>ear</u>, f<u>ear</u> |
| air | /eə/ | h<u>air</u>, p<u>air</u>,  ch<u>air</u>, f<u>air</u> |
| ure | /ʊə/ | s<u>ure</u>, pict<u>ure</u> |
| er | /ɜ:/ | h<u>er</u>, print<u>er</u>, play<u>er</u> |
| ay | /eɪ/ | d<u>ay</u>, pl<u>ay</u>, s<u>ay</u>, p<u>ay</u> |
| ou | /aʊ/ | <u>ou</u>t, s<u>ou</u>nd, r<u>ou</u>nd, m<u>ou</u>th |
| ie | /aɪ/ | t<u>ie</u>, p<u>ie</u>, l<u>ie</u> |
| ea | /i:/ | s<u>ea</u>, <u>ea</u>t, m<u>ea</u>t, r<u>ea</u>d, cl<u>ea</u>n, rep<u>ea</u>t |
| oy | /ɔɪ/ | b<u>oy</u>, t<u>oy</u>, j<u>oy</u> |
| ir | /ɜ:/ | g<u>ir</u>l, b<u>ir</u>d, sh<u>ir</u>t, sk<u>ir</u>t, s<u>ir</u>, b<u>ir</u>thday |
| ue | /u:/ | bl<u>ue</u>, gl<u>ue</u>, tr<u>ue</u> |
| aw | /ɔ:/ | s<u>aw</u>, dr<u>aw</u>, pr<u>aw</u>n, p<u>aw</u>, j<u>aw</u> |
| wh | /w/ | <u>wh</u>istle, <u>wh</u>eel, <u>wh</u>y, <u>wh</u>at, <u>wh</u>ite |
| ph | /f/ | ele<u>ph</u>ant, dol<u>ph</u>in, <u>ph</u>oto |
| ew | /ju:/ | n<u>ew</u>, f<u>ew</u> |
| oe | /əʊ/ | t<u>oe</u>, tomat<u>oe</u>s, her<u>oe</u>s, potat<u>oe</u>s |
| au | /ɔ:/ | <u>au</u>gust, astron<u>au</u>t, d<u>au</u>ghter |

| Grapheme | Phoneme | Suggested Words |
|----------|---------|-----------------|
| a – e | /eɪ/ | sn<u>a</u>k<u>e</u>, r<u>a</u>c<u>e</u>, c<u>a</u>k<u>e</u>, t<u>a</u>k<u>e</u>, l<u>a</u>t<u>e</u>, d<u>a</u>t<u>e</u>, t<u>a</u>bl<u>e</u> |
| e – e | /iː/ | th<u>e</u>s<u>e</u>, pi<u>e</u>c<u>e</u> |
| i – e | /aɪ/ | l<u>i</u>k<u>e</u>, r<u>i</u>d<u>e</u>, h<u>i</u>d<u>e</u>, f<u>i</u>v<u>e</u>, s<u>i</u>d<u>e</u>, pr<u>i</u>z<u>e</u> |
| o – e | /əʊ/ | b<u>o</u>n<u>e</u>, h<u>o</u>m<u>e</u>, p<u>o</u>k<u>e</u>, r<u>o</u>p<u>e</u>, st<u>o</u>n<u>e</u> |
| u – e | /uː/ | fl<u>u</u>t<u>e</u>, r<u>u</u>d<u>e</u>, r<u>u</u>l<u>e</u>, <u>u</u>s<u>e</u>, c<u>u</u>b<u>e</u> |

**Learning Standard**

2.1.2    Able to recognize and articulate initial, medial and final sounds in single syllable words within given context.

Teachers can use a variety of activities to teach the phonemes listed in the standard document.  Here is a list of activities arranged from basic to advance which can be adapted to teach any phoneme.    In this section, the first part will guide teachers to teach the individual phonemes.

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Naming the objects**<br><br>1. Put some objects that start with the phoneme /s/ in a big bag.<br>2. Pick an object and name it aloud, stressing the phoneme /s/ as the word is said.<br>3. Pupils repeat the word individually or in groups.<br>4. Repeat steps (1,2,3) to introduce other objects. | Suggested Objects :<br>**s**uit, **s**oap, **s**and, **s**ix, **s**ock<br><br>**e.g.**<br>Teacher : **S**oap. Please repeat after me.<br>Pupils : **Soap .** | Materials:<br><br>big bag<br>objects<br><br>Follow up with Step 3 , to reinforce pupils' thinking skill and to identify the objects with the phoneme /s/. |
| **Yes ,Yes ! No, No !**<br><br>1. Put objects in a big bag.<br>2. Prepare two big boxes labelled (Yes , Yes) and ( No , No).<br>3. Get pupils to take turns to come out in front and pick any object from the bag.<br>4. The pupils identify:<br>i) the object with the phoneme /s / and put it into the 'Yes ,Yes' box .<br>ii) the object without the phoneme /s/ and put it into the ' No, No' box. | Objects:<br>soap, , sand, six, sock, rat, bat, apple, ant, cat banana, elephant, ball<br><br><br><br>2 big attractive boxes<br><br>Yes Yes    No No<br><br>e.g..<br>Teacher : What did Ahmad take from the bag?<br>Class : **soap** | Materials :<br>objects<br>two big attractive boxes |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Sticky Fingers**<br><br>1. Show 'sticky fingers'.<br>2. As the fingers are spread out, say /ɪ/ slowly.<br>3. Pupils repeat aloud.<br>4. Pupils stick the letter cards on the teacher's fingers.<br>5. Pupils may try out the 'sticky fingers' too. | Grapheme 'i'<br><br> | How to prepare 'Sticky fingers'<br>1. Teacher prepares slime or glue (made from tapioca flour)<br>2. Teacher dips her fingers into the slime/glue.<br><br>Material : Letter cards (ten)<br><br>i |
| **I Spy With My Eyes**<br><br>1. Display some letter cards on the board.<br><br>i  j  l  i  j  i<br><br>2. Pupils pick the 'i' cards and put them into the 'i' bank.<br>3. The activity continues until all the 'i' cards are in the 'i' bank. | Grapheme 'i' and other letters (that has similar structure) | Materials :<br>Letter cards<br><br>j  i  j  i<br><br>i  l  i  i<br><br>The 'i' bank |
| **Find Me If You Can**<br><br>1. Get pupils to circle the letter 'i' in the worksheet.<br><br>i  l  t  i  l<br>j  i  t  i  j<br>j  l  i  l  i | Grapheme 'i' and other letters (that has similar structure) | Materials :<br>Worksheet<br><br>i  l  t  i  l<br>j  i  t  i  j<br>j  l  i  l  i |
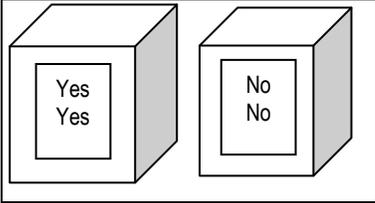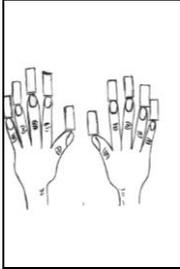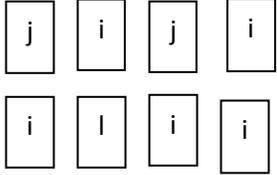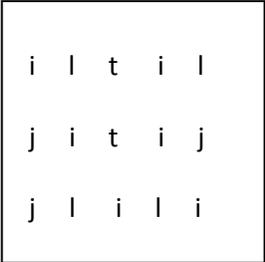
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| Activity | Content | Teacher's Notes |
|---|---|---|
| **Think Before You Say** <br><br> 1. Explain the rules of the game. <br> 2. Show a word card. <br> 3. When they see 'i ' the pupils say /ɪ/ aloud.  If there is no /ɪ/ pupils keep quiet. <br> 4. Pupils who fail to do so are out of the game. <br> 5. This activity can be used for other phonemes. | Word List : <br><br> it <br> pin <br> sit <br> tin <br> in <br> at <br> dad <br> is <br> tap <br> so <br> sat <br> did | Materials : <br> word cards <br><br> Rules of the game: <br> 1. I will show you a word. <br> 2. If you see 'i', you must say /ɪ/ aloud. <br> 3. If there is no /ɪ/in the word, you must keep quiet. |
| **Be My Mirror** <br><br> 1. Sing the song. <br> 2. Sing with actions by using fingers or body to form the letter 'g' for ggg. <br> 3. Pupils sing the song with actions. | Song ( tune of Brown Girl in the Rain by Boney M) <br><br> Goody is the goat. g g g g g <br> Meets a good girl <br> With a bag.     g g g g g g <br> A rag in the bag. g g g g g <br> Goody likes the rag <br> in the bag   g  g | |
| **Ghost Train Drill** <br><br> 1. Pupils form rows in groups. <br> 2. Show a picture and say the word aloud stressing on the phoneme /g/. <br> 3. Pupil standing at the end of the row to say the word and write 'g' on friend's back who is in front. <br> 4. This action is done until it reaches the first person in the line. <br> 5. The first person then runs to the back. <br> 6. The activity is repeated with another word. | Word  List: <br><br> goat <br> girl <br> good <br> bag <br> rag <br><br>  | Materials: <br> picture cards <br><br>  |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Mickey Listen and Repeat**<br><br>1. Put on Mickey Ears<br>2. Show a picture card.<br>3. Read the word aloud and stress the phoneme /g/.<br>4. Say /g/ and shiver as if feeling cold.<br>5. Pupils listen and say /g/ and shiver as if feeling cold.<br><br>Example:<br>g g g    goat<br>bag      g g g | Suggested word list:<br><br>goat<br>good<br>girl<br>bag<br>rag | Materials :<br><br>colourful and attractive Mickey ears<br>picture cards. |
| **Song :   Here Comes The Duck**<br><br>1.  Sing the song.<br>2.  Read words with the phoneme /k/.<br>3.  Pupils repeat.<br><br>    Teacher  :  du**ck**<br>    Pupils    :  /k/<br>4.  Paste word cards on the board.<br>5.  Pupils complete the words correctly. | **Song Chart**<br><br>Tune : Here we go round the Mulberry Bush<br><br>Here comes the duck now<br>Duck now duck now<br>Here comes the duck now<br>Quack quack quack | Materials:<br><br>song chart<br>word cards<br>strips with the 'ck' letters<br><br>Word Cards :<br><br>du _____<br><br>qua_____ |
| **Rhyme :  Tick Tock Tick Tock**<br><br>1.  Say the rhyme together.<br>2.  Point to 'ck' and say  /k/.<br>3.  Read the words aloud.<br>4.  Paste a set of incomplete words on the board.<br>5.  Pupils complete the words correctly.<br>6.  Say the rhyme again. | **Rhyme chart**<br><br>Tick, tock, tick, tock<br>goes the clock.<br>Tick, tock, tick, tock<br>it's four o'clock<br><br>**Word List :**<br>      tick<br>      tock<br>      clock<br>      duck<br>      quack<br><br>a)  ti __   b) to__   c) clo__<br>d)  du__  d) qua__ | Materials:<br><br>rhyme chart<br>word cards<br>strips with the 'ck' letters. |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Mirror! Mirror!**<br><br>1. Show 3 picture cards.<br>2. Identify the pictures.<br>3. Say /dʒ/.<br>4. Distribute sharpeners with mirrors.<br>5. Pupils say /dʒ/ while looking into the mirror.<br>6. Pupils write the letter 'j' in the air and on their friend's back.<br>7. Pupils pronounce the words shown correctly. | Word List :<br><br>jam<br>jeep<br>jeans | Materials :<br><br>picture cards<br>word cards<br>little round sharpeners with mirrors |
| **Let's Sing**<br><br>1. Introduce the sound /t ʃ/.<br>2. Use a popular melody.<br>   (eg. London Bridge sung as chchchchch)<br>3. Pupils sing in pairs with action.<br>4. Distribute sharpeners with mirrors to pairs (optional) or ask pupils to face each other.<br>5. Pupils sing while looking at the mirror or facing each other. | Grapheme : 'ch'<br><br>London Bridge tune sung as chchchchch | Materials:<br><br>mirrors |
| **Echo**<br><br>1. Divide pupils into groups.<br>2. Get pupils to stand in rows.<br>3. Whisper a word containing the phoneme /tʃ/ to the first pupil.<br>4. The pupil will whisper to the pupil behind him or her.<br>5. The next pupil will whisper to another pupil.<br>6. The last pupil will say the word aloud.<br>7. List out all the words on the board and identify the phoneme /tʃ/.<br>8. Introduce the phoneme /tʃ/ to the pupils. | Grapheme : 'ch'<br><br>Word List:<br><br>chair<br>chilli<br>chain<br>chest | Each group will be given a different word. |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Where is My Match?**<br><br>1. Prepare picture cards and word cards.<br>2. Put the word cards face-down on the table.<br>3. Display the picture cards on the board.<br>4. A pupil picks a word card.<br>5. The pupil reads and matches it to the picture on the board. | Grapheme : 'i'<br><br>Word List:<br><br>ink<br>six<br>pin<br>tin | Materials :<br><br>picture cards<br>word cards<br><br>**6** |
| **Find Me Now**<br><br>1. Prepare word cards as in word list.<br>2. Paste all the word cards on the board.<br>3. Pupils read all the words.<br>4. Remove all the word cards and place them on the table.<br>5. Ask a pupil to say a word.<br>6. Get another pupil to find the word card and read the word aloud. | Word List:<br><br>tick<br>tock<br>clock<br>duck<br>quack | Materials :<br><br>word cards |
| **Get To Know Me**<br><br>1. Show the letter 'h'.<br>2. Say the phoneme /h/ while forming the letter 'h' with both hands.<br><br>E.g. | Word List :<br><br>As in R1 | Materials :<br><br>letter cards<br>word cards<br>picture cards<br><br>h  b  f  ff  l<br><br>ll  ss<br><br>hat |

| | | |
|---|---|---|
| 3. Show pictures, say the phoneme /h/ and do the action.<br>4. Give pupils picture cards.<br>5. Say aloud a word emphasizing the /h/ sound.<br>6. The pupil with the correct picture will show the card.<br>7. Pupils read the word aloud. | | This activity can be carried out with the other phonemes as listed in the word list. |
| **Baby**<br><br>1. Prepare picture and word cards.<br>2. Get pupils to say the words stressing on the /b/ sound.<br>3. Put up the rhyme chart.<br>4. Say the rhyme stressing on the phoneme /b/ with actions.<br>5. Get pupils to recite the rhyme with actions while holding the picture cards. | Word List :<br><br>baby<br>ball<br>boy<br><br><br>Rhyme :<br><br>Baby boy has a ball.<br>The ball is blue.<br>Baby boy gives the ball<br>To me and you. | Materials:<br><br>word cards<br>picture cards<br>rhyme chart |
| **Read and Colour Me**<br><br>1. Distribute worksheets.<br>2. Pupils look at pictures in column A.<br>3. Read the words in column B and colour the correct word. | | Materials :<br><br>worksheets<br>colours<br><br>Refer to R2 |
| **Help Birdy Bird Fly To His Nest.**<br><br>1. Distribute worksheets.<br>2. Pupils colour the path that has words that begin with /b/. | | Refer to R3 |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Fox In A Box**<br><br>1. Prepare a box and a puppet of a fox.<br>2. Say words with the phoneme /ks/ and get pupils to repeat them.<br>3. Next, read the sentences and perform the actions using the box and the puppet.<br>4. Pupils take turns to read the sentences and do the actions. | Word List :<br><br>fox<br>box<br><br>Sentences :<br><br>There is a fox on the box.<br><br>Put the fox in the box.<br><br>Now the fox is in the box. | Materials :<br><br>box<br>puppet/ soft toy<br>sentence strips |
| **Stir, Seek and Read**<br><br>1. Prepare word cards and a set of picture cards.<br>2. Put the word cards in a large bowl and paste the picture cards on the board.<br>3. A pupil will take a word card out and match it to the picture.<br>4. Read the word aloud.<br>5. If the answer is correct, the class will clap twice and say the word.<br>6. Pass the bowl to the next person. | Word List :<br><br>chain<br>chin<br>chest<br>chop<br>cheek<br>chalk<br>chess | Materials :<br><br>a large bowl<br>word cards<br>picture cards |
| **Where is the 's'?**<br><br>1. Chant aloud.<br>2. Pupils read the words with the phoneme /s/ aloud after teacher.<br>3. Say the words with the phoneme /s/ louder while chanting.<br>4. Put up Chart A.<br>5. Pupils complete the chant. | Jazz Chant :<br><br>Siti sees a silly snake.<br>She points to the snake.<br>On the sand. (2x)<br>The snake hisses<br>S…..s…..s….. (2x)<br><br>Chart A<br>__iti __ees a __illy snake.<br>She point__ to the snake.<br>On the __and.<br>The snake hi__ __ e __<br>__..__..__... | Materials :<br><br>jazz chant chart<br>letter cards with 's' |

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| Activity | Content | Teacher's Notes |
|---|---|---|
| **Let's Circle**<br><br>1. Sing the song.<br>2. Teacher says aloud the phoneme and word.<br>3. Distribute worksheet.<br>4. Pupils listen, repeat and circle the words in the maze.<br>5. Check answers with pupils.<br>6. Sing the song again. | Tune : Brown Girl In The Rain by Boney M)<br><br>Goody is the goat g g g g g<br>Meets a good girl<br>With a bag g g g g g g<br>A rag is  in the bag g g g g g<br>Goody likes the rag in the bag g g<br><br>Word list :<br>girl<br>good<br>bag<br>rag | Worksheet :<br><br>As in R4 |
| **Say It Aloud**<br><br>1. Paste a word with the phoneme /k/ on the blackboard.<br>2. Read and pupils repeat.<br>3. Explain to pupils that the letter 'c' and 'k' in the word list are pronounced as /k/.<br>4. Get a pupil to choose a word card, paste it on the board and say the word aloud. | Word List :<br><br>tick<br>kick<br>pick<br>book<br>lick<br>sick | Materials :<br><br>word cards<br><br><br>can use other words as distractors<br><br>draw to pupils' attention that grapheme c and grapheme k has the same sound |
| **Catch My Name**<br><br>1. Prepare sets of cards with pupils' names.<br>2. Divide pupils into groups.<br>3. Explain how to play the game.<br>4. Distribute sets of name cards to groups.<br>5. Call out names aloud stressing on a particular phoneme learnt, for example /s/.<br>6. The group with the phoneme mentioned by the teacher in their name cards will clap their hands twice and read the name aloud. | Example:<br><br>Teacher :  **S**ally! Ra**s**tam!<br>Ravi! Farid! | Materials:<br><br>cards with pupils' names<br><br>Instructions:<br><br>1. Arrange the cards on the desks.<br>2. Listen carefully when I call out the names.<br>3. Clap your hands when you hear the name which has the /s/ sound.<br><br>Teacher can focus on any phoneme. |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Treasure Hunt**<br><br>1. Prepare word cards.<br>2. Paste the cards on walls in the classroom.<br>3. Explain how to play the game.<br>4. After playing the game, pupils chant together. | Word List :<br><br>is, sad, sits, sees, has, cat, catch, Siva, rat, mat, and<br><br>Jazz Chant :<br><br>Siva <u>has</u> a small cat, (2x)<br>His cat is sad, it <u>is</u> <u>sad</u> (3x)<br>It <u>sits</u> on the mat<br>And <u>sees</u> a rat<br>It can't catch it. (2x)<br>It <u>is</u> <u>sad</u>. (2x) | Materials :<br><br>jazz chant chart<br>word cards<br>masking tape<br><br>Instructions :<br><br>1. Number the pupils in groups.<br>2. Call out numbers at random.<br>3. Ask pupils to look for a word card. Example : with the phoneme /s/. Music is played in the background.<br>4. Pupils must return to their group with the word cards when the music stops.<br>5. Each group to stand up and read aloud the words they have found.<br>6. Pupils paste the words found in the Jazz Chant chart. |
| **Jazz With Me**<br><br>1. Get pupils to clap their hands in rhythm.<br>2. Display a jazz chant.<br>3. Perform the jazz chant while clapping/ snapping/ stamping/ tapping in rhythm.<br>4. Pupils do the actions while the teacher is performing the jazz chant.<br>5. Pupils and teacher chant with actions. | Jazz Chant :<br><br>Ipin, Ipin<br>  Ipin has a pin,<br>Where, where<br>  Where is the pin?<br>In the bin,<br>  In the bin,<br>Ipin's pin<br>  is in the bin. |  |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Morphing Spelling**<br><br>1. Write the word 'tick' on the board.<br>2. Change the first letter in the word to make a new word.<br>3. Continue the process with another word.<br>4. Continue playing in this manner by allowing all the pupils to participate. | Word List :<br><br>a) **t**ick    a) **t**ock<br>b) **k**ick    b) **r**ock<br>c) **l**ick    c) **s**ock<br>d) **s**ick    d) **d**ock<br>e) **p**ick    e) **l**ock | ↻tick<br>↓<br>kick |
| **Secret Word**<br><br>1. Prepare an alphabet chart with the numbers 1 to 26 below each letter to make a code.<br>2. Prepare letter cards from a to z.<br>3. Write numbers on the blackboard.<br>4. Pupils find the letters according to the numbers and stick below them.<br>5. Pupils read out the words formed loudly.<br><br>    Eg.    4   21   3   11<br>             d    u    c    k | Suggested word list :<br><br>duck<br>ink<br>sat<br>pat<br>rat<br>jam<br>king<br>sing<br>chin | Materials :<br><br>letter cards<br>alphabet chart<br><br>refer to R5 |
| **Mazy Me**<br><br>1. Divide pupils into pairs.<br>2. Distribute worksheet to each pair.<br>3. Pupils find words in the word maze.<br>4. Pupils read aloud as a class after completing step 3. | Words in the maze:<br><br>lamb      shell<br>pale       lame<br>light      lane<br>lamp     hill | Refer to R6 |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Cut and Sort**<br><br>1. Divide pupils into groups.<br>2. Distribute worksheets.<br>3. Pupils cut out the words and sort them into three sets according to their final letters.<br>4. Groups read out sets of words in front of the class. | Focus on words with the phoneme /ff/, /ss/ and /ll/ | Refer to R7 |
| **Put The Pieces Together**<br><br>1. Prepare puzzles and put them in envelopes.<br>2. Divide pupils into groups.<br>3. Each group has to complete the jigsaw puzzle.<br>4. The group that finishes first stands up and reads all the words. | Word List :<br><br>jam<br>chin<br>ball<br>king<br>lion<br>six<br>grass<br>rat<br>duck<br>ship | Refer to R8 |

After learning a minimum of four phonemes, /s/ , /æ/ , /t/ and /p/, pupils are taught to blend the phonemes to form words such as **sat, pat, tap** and **sap**.

After learning the next four phonemes, /I/, /n/, /m/ and /d/ pupils are able to blend phonemes to form more words, for example **sit, pin, mat, pan, tap, sap, sat and sand.**

However, for the word **sand**, the teacher needs to explain that the phoneme /n/ and /d/ are joined together to form the final blend /nd/. As blends and digraphs are introduced, the teacher needs to explain to pupils that the sounds differ in the words being taught.

The second part will deal with the blending of these phonemes to teach pupils to form words mainly CVC words. Blending can be taught in various ways in order to teach pupils the concept of forming words using individual sounds.

## Learning Standard

2.1.3    Able to blend two to four phonemes into recognisable words and to read them aloud.

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Jam Them Up!**<br><br>1. Say the phonemes aloud /t/, /æ/ and /p/.<br>2. Move each card closer to form a word.<br><br>3. Say the phonemes aloud as you blend the word.<br>4. Pupils repeat after teacher.<br>5. Repeat the steps for each word on the list.<br>6. Pupils do the activity in groups or pairs. | Word List :<br><br>sap<br>sat<br>tap<br>pat | Materials :<br><br>letter cards<br>picture cards<br><br>This activity can be used to teach other words in the word list.<br><br>pat<br><br>sat<br><br>sap |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Secret Code**<br><br>1. Place the picture card face down. Show the letter cards of the picture.<br>2. Pupils blend the sounds and guess the picture.<br>3. Show the picture to confirm the pupils' answer.<br>4. Pupils read the word.<br>5. Repeat the steps with each word on the list. | Word List :<br><br>sat<br>sap<br>tap<br>pat | Materials :<br><br>letter cards<br>picture cards<br><br>This activity can be used to teach other words in the word list.<br><br>Teacher : Who can guess this picture?<br><br>Picture face down<br><br>Teacher : These are the clues. Say the sounds correctly.<br><br>t  a  p<br><br>Pupil : **/t/  / æ/  /p/**<br><br>Teacher : Say the word<br><br>Pupil : **tap**<br><br>Teacher turns over picture card to confirm the answer.<br><br>**tap** |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **What's Missing?**<br><br>1. Paste a picture card on the board.<br>   eg.  a bag<br>2. Paste two letter cards below it.<br>3. Pupils say aloud /b/ and /g/.<br>4. Pupils find the missing letter in the box.<br>5. Pupils paste the missing letter.<br>6. Say aloud all the phonemes and blend together.<br>   E.g.<br>   /b/ **/æ/  /g/  bag** | Word List :<br><br>bag<br>rag<br>leg<br>dog<br>peg<br>pig<br><br><br><br>| b |   | g | | Materials:<br><br>letter cards<br>picture cards<br>phoneme box |
| **My Word Bank**<br><br>1. Prepare a box and label it.<br>2. Prepare letter cards and put them in a bag.<br>3. A pupil picks a card and says the phoneme.<br>4. The pupil picks another two cards to form a word.  If a word is formed correctly, drop them into 'My Word Bank'.<br>5. If they fail to form a word, the letter cards are put back into the bag.<br>6. Pupils take turns to repeat the activity. | Word List:<br><br>Words which could be formed from the learnt phonemes. | Materials :<br><br>Prepare 5 or more pieces of each letter card of the phonemes learnt.<br>A bag/sack<br>A box<br><br>My Word Bank :<br><br><br><br>My Word Bank |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Closer! Closer!**<br><br>1. Show the letters and say the phonemes aloud:<br><br>  Eg: /tʃ/, /I/, /n/<br><br>  ch ⟸ i  n<br><br>2. Move each card closer to form a word.<br>3. Pupils follow each step in pairs.<br>4. Repeat the steps with other words on the list based on the phonemes pupils have already learnt. | Word List:<br><br><table><tr><td>sat</td><td>leg</td><td>get</td></tr><tr><td>sit</td><td>peg</td><td>neck</td></tr><tr><td>sip</td><td>pet</td><td>chop</td></tr><tr><td>tip</td><td>pat</td><td>chin</td></tr><tr><td>tap</td><td>rat</td><td>chip</td></tr><tr><td>sap</td><td>ran</td><td>ship</td></tr><tr><td>pin</td><td>rag</td><td>shop</td></tr><tr><td>pit</td><td>bun</td><td>fish</td></tr><tr><td>pan</td><td>sun</td><td>this</td></tr><tr><td>pat</td><td>dog</td><td>that</td></tr><tr><td>pot</td><td>bin</td><td>with</td></tr><tr><td>pod</td><td>pig</td><td>thin</td></tr><tr><td>pad</td><td>kid</td><td>thick</td></tr><tr><td>sad</td><td>pen</td><td>bath</td></tr><tr><td>mat</td><td>men</td><td>ring</td></tr><tr><td>hat</td><td>kid</td><td>rang</td></tr><tr><td>rat</td><td>can</td><td>song</td></tr><tr><td>cat</td><td>cot</td><td>wing</td></tr><tr><td>cap</td><td>gas</td><td>king</td></tr><tr><td>mop</td><td>got</td><td>sing</td></tr><tr><td>map</td><td>pop</td><td>long</td></tr></table> | Materials :<br><br>letter cards<br>flannel board or magnetic board.<br><br>Use lamp shade (improvise) with the letters<br><br>The word list is a combination of phonemes learnt in Year 1. |
| **Getting Closer!**<br><br>1. Put up the letter cards on the board.<br>2. Pupils say the phonemes aloud.<br>3. Move the letter cards closer and pupils say the phonemes .<br>4. Call out three pupils (according to the number of letters in the word) to hold the letter cards.<br>5. The three pupils stand apart and say the phonemes. Other pupils repeat.<br>6. The three pupils move closer together and say the phonemes. The other pupils repeat.<br>7. Repeat the steps with other words. | Word List :<br><br>tick<br>kick<br>duck<br>rock<br>pen<br>ten<br>hen<br>bun<br>hut<br>bug<br>gum<br>rat<br>rug<br>red<br>ram | b  u  n<br>/b/  /ʌ/  /n/<br><br>b u n<br>/b/  /ʌ/  /n/<br><br>b u n<br>/bʌn/ |
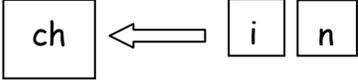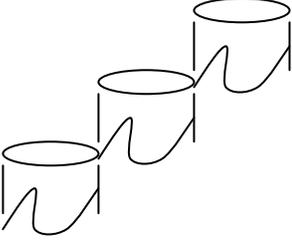
This activity can be carried out for all the other phonemes learnt.

| **Roll and Make a Word** | Word List | Cube 1 labeled : ch, sh, th, wh, th, ch (onset) |
|---|---|---|

**Roll and Make a Word**

1. Distribute activity sheet and two cubes to each group.
2. Pupils take turns to roll each cube.
3. Pupils blend the onset and rimes from both cubes to form a word. (e.g. 'ch' + 'ick' = chick)
4. Ask pupils to write the words formed (nonsense or real) under the appropriate columns.
5. Carry on with the activity listing down all possible words.
6. Ask pupils to read the words in the columns.

Word List

| ch | sh | wh | th |
|---|---|---|---|
| chip | ship | whip | thin |
| chop | shop | what | that |
| chin | shin | | thick |
| chat | shine | | thine |
| chick | | | |

Nonsense words:

| ch | sh | wh | th |
|---|---|---|---|
| chine | shick | whop | thop |
| | shat | whin | |

Cube 1 labeled : ch, sh, th, wh, th, ch (onset)

Cube 2 labeled : at, op, in, ip, ine, ick (rimes)

Refer to R9

**Blend Them Right!**

1. Prepare a chart as shown in the notes column.
2. Pupils work in groups to construct as many words as possible.
3. Pupils say the phonemes and blend them together.
   E.g. :

   /b/, /æ/, /t/ - bat

   /s/, /I/, /t/ - sit

Word List

bat
pen
son
bad
pet
sin
tap
tip
top

Materials :

chart

| b | a | t |
|---|---|---|
| p | e | h |
| s | i | n |
| t | o | m |
| m | u | p |
| n | | b |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Wheel of Words**<br><br>1. Cut 3 round cards of different sizes.<br>2. Pin them together as shown.<br>3. Spin the cards.<br>4. Pupils make as many words as possible.<br>5. Pupils read the words aloud. | Possible Words :<br><br>bin    ten    sun<br>bat    pet    son<br>tap    tip    top | Refer to R10 |
| **Turn, Turn, Turn and Say**<br><br>1. Three pupils to stand in front facing the board.<br>2. Each pupil wears a mask with a letter on it.<br>3. Class claps twice and says 'turn' twice.<br>4. The pupil wearing the mask with the letter 'b' turns.<br>5. Repeat steps 3 and 4 for the other two pupils.<br>6. Read the word and pupils follow.<br>7. Pupils say aloud /b/ as the pupil wearing the /b/ mask take a step forward.<br>8. Pupils repeat step 7 for /æ/ and /g/.<br>9. The activity is repeated with the other words. | Word List:<br><br>bag<br>rag<br>pit<br>pat<br>rat<br>mat<br>cat<br>big<br>red<br>ring<br>this<br>chin | Materials :<br><br>mask<br><br> |
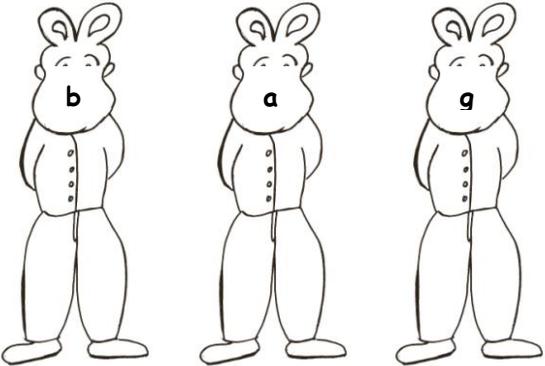
The third part will give teachers' ideas on segmenting and how to teach pupils to segment words to spell. Basically segmenting is the reverse of blending which is the process of splitting up whole spoken words into individual phonemes, i.e. /k/, /æ/ and /t/.

If pupils are learning the word 'frog', they need to know that it consists of a blend /fr/, /ɒ/ and /g/. If pupils are learning the word 'blue', then they need to know that it is segmented in the following manner, /bl/ and /u:/.

When learning the word 'clock', the teacher needs to tell pupils that it is segmented in the following manner /kl/, / ɒ /, /k/ and the diagraphs 'c' and 'k' is pronounced as /k/ in the word 'clock'.

Learning Standard:

2.1.4     Able to segment words into phonemes to spell.

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Split Up**<br><br>1.  Show the word and the picture.<br><br>/s/   /ɪ/   /t/<br><br>2.  Say the word aloud and separate the phonemes into segments.<br>3.  Pupils repeat after the teacher.<br>4.  Repeat the steps with each word on the list. | Word List :<br><br>sap<br><br>sit<br><br>tap<br><br>pat | Materials :<br><br>sets of letter cards and pictures for each group<br><br><br><br>This activity can be used to teach other words learnt. |
| **Phoneme Counting**<br><br>1.  Say aloud the word **'s a t'** .<br>2.  Pupils to identify the number of phonemes by tapping on the desk according to the phoneme count.<br>3.  Pupils say the phonemes in the word.<br>4.  Show the word card  sat . . .  and pupils check the counts.<br>5.  Repeat the steps with each word on the list. | Word List :<br><br>sap<br>. . .<br><br>sat<br>. . .<br><br>tap<br>. . .<br><br>pat<br>. . . | Materials :<br><br>sets of word cards<br><br>e.g.<br>**Teacher :**<br>Listen to this word **'s a t'** . How many sounds are there?<br><br>**Pupils** : Tap ..tap…tap<br><br>**Teacher :** Name the sounds<br><br>**Pupils : /s/  / æ /   /t/** |

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| Activity | Content | Teacher's Notes |
|---|---|---|
| **Spell It Right**<br><br>1. Say aloud the word on the board and pupils repeat.<br>2. Put a dot under each letter and say the phonemes aloud. Pupils repeat after teacher.<br>3. Separate the letters and say the phonemes individually. Pupils repeat after teacher.<br>4. Call out pupils (according to the number of phonemes in the word) to hold the letter cards. They stand close together and say the word together. All the other pupils follow.<br>5. The three pupils stand slightly apart and say the phonemes aloud individually. Other pupils repeat.<br>6. The three pupils stand far apart and the rest of the class say the phonemes aloud.<br>7. Teacher can follow steps 4 – 6 for all the other words. | Word List :<br><br>hat, hut, head, hand, hop, hot<br>bag, bat, boy, bed, web, fan, fish, huff, puff, off<br>lamb, love, pail, ball, wall<br>grass, glass, kiss, miss | Materials:<br><br>word cards<br>letter cards<br><br>hat<br><br>hat<br>. . .<br><br><br><br>This activity can be carried out for all the other focus phonemes. |
| **Moving Charts**<br><br>1. List down the words on the board.<br>2. 3 or 4 pupils to stand in front facing the class.<br>3. Pupils hold the word cards as shown.<br>4. Teacher demonstrates segmentation of a word.<br>  a. read the word<br>  b. class repeats | Word List :<br><br>ch-i-n<br>ch-o-p<br>ch-e-f<br>sh-i-p<br>sh-o-e<br>s-i-ng | Materials :<br><br>large word cards<br><br> |
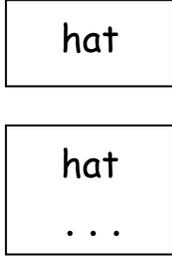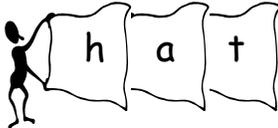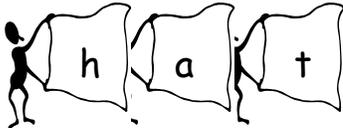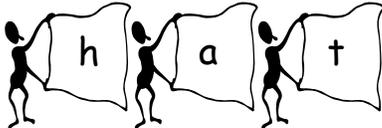
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| | | |
|---|---|---|
| c. say the phonemes / tʃ/, /ɪ/ and /n/. <br> 5. Pupils with the respective cards will move apart from the row as / tʃ/, /ɪ/ and /n/ are said. <br> 7. Pupils repeat after the teacher. <br> 8. Repeat the steps for all the words in the word list. | | |
| **Map-A-Word** <br><br> 1. Show and say a word. <br> 2. Say the phonemes aloud and separate the letters into segments. <br> 3. Pupils repeat after the teacher. <br> 4. Pupils sit in groups. <br> 5. Distribute picture cards, word cards and letter cards. <br> 6. Pupils segment the words by separating the phonemes correctly. | Word List: <br><br> chin <br> chop <br> chef <br> ship <br> shoe <br> sing | Materials : <br><br> picture cards <br> word cards <br> letter cards <br><br> chin <br><br> ch \| i \| n <br><br> chop <br><br> ch \| o \| p |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Poison Parcel**<br><br>1. Prepare a box with word cards.<br>2. Get pupils to sit in a circle.<br>3. While music is played, pass the poison box around the circle.<br>4. Stop the music and the child holding the box:<br>   a. will take a word card from the box<br>   b. say the word<br>   c. segment it and say the phonemes aloud. | Word List:<br><br>chin<br>chop<br>ship<br>shoe<br>sing | Materials :<br><br>box<br>word cards |
| **Body Language**<br><br>1. Pupils work in groups of 3 – 5.<br>2. Give each group a word.<br>3. Form the letters with their bodies.<br>4. The other groups will try to guess the word.<br>5. Then, they segment the word. | **Word List :**<br><br>chin<br>chop<br>sat<br>shoe | Materials :<br><br>word cards |
| **Find My Word**<br><br>1. A minimal pair set and letter cards are given to each group.<br>2. Say out the minimal pairs.<br>3. Pupils take turns to arrange the letters and say the phonemes.<br>5. Read the word aloud as a group. | Suggested minimal pairs :<br><br>pin – bin<br>pat –bat<br>cat – rat | Materials:<br><br>phoneme cards of rhyming words picture cards<br><br><br><br>Minimal pairs are two words that differ in only one sound.<br><br>E.g. **p**at and **m**at |
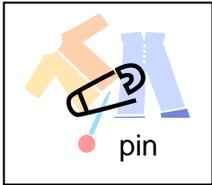
The fourth part of this section will give teachers ideas on how to teach pupils to read fluently.  First, pupils are taught the phonemes and then they learn to blend as well as segment words.   This is further enhanced by the introduction of rhyming words and phrases in order to get pupils to read phrases.  Phrases can be introduced through rhymes and chants as well as songs.

Examples of rhyming words (1 – 4 words):

| | |
|---|---|
| pat a cat | a rat and a cat |
| a cat on a mat | a hat on a mat |
| a rat on a cat | cats and dogs |

Examples of phrases (1 – 5 words)

| | |
|---|---|
| to huff and puff | a bear in a box |
| a fat cat and a fat rat | an egg in a cup |
| a dog in a pot | hop on the bus |

When pupils are ready, the teacher can then introduce simple sentences through stories for them to begin reading.  During this stage, a lot of reading materials should be made available in the form of picture books and big books. Below is a list of activities which teachers can use or adapt to build pupils vocabulary.

Learning Standard :

2.2.1  Able to read and apply word recognition and word attack skills by matching words with:

(a)  graphics

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Look and Read**<br><br>1. Put up five pictures on the board.<br>2. Show word cards to the pupils.<br>3. Pupils read the words aloud.<br>4. Call pupils individually to match the word cards to the pictures.<br>5. The pupil matches the word card to the appropriate picture. | Word List:<br><br>rat<br>cat<br>bat<br>mat<br>hat | Materials :<br><br>word cards<br>picture cards |
| **Look and Say**<br><br>1. Point to one of the five pictures pasted on the board.<br>2. Place set of word cards in a box.<br>3. A pupil picks a word card from the box.<br>4. The pupil reads the word and matches it to the picture. | Word list:<br><br>rat<br>cat<br>bat<br>mat<br>hat | Materials:<br><br>word cards<br>picture cards |
| **Read and Colour**<br><br>1. Distribute worksheets.<br>2. Show a word card.<br>3. Pupils read the word.<br>4. Pupils colour the right picture in a worksheet.<br>  (eg. colour the car blue.)<br>5. Repeat the steps for the other words. | Word List (SK) :<br>car , computer , clock , cap , cat , cupboard<br><br><br>Word List (SJK) :<br>tap , tent , top , desk , door , doll | Materials:<br><br>Refer to R2. |
| **Card Game**<br><br>1. Give a set of picture cards and word cards to each group.<br>2. Pupils match the word cards to the correct pictures.<br>3. The group which is the fastest to match the cards correctly is the winner. | Word List :<br><br>father<br>mother<br>brother<br>sister<br>grandfather<br>grandmother | Materials :<br><br>word cards<br>picture cards of family members |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Hidden Objects**<br><br>1. Distribute worksheets.<br>2. Pupils read the word shown by the teacher.<br>3. Pupils identify the correct object hidden in the picture.<br>4. Repeat the steps for the other objects.<br>5. The teacher can also ask the pupils to colour an object with a particular colour.<br>  (eg. colour the chair brown) | Word List :<br><br>pen<br>bag<br>bin<br>book<br>chair | Prepare a composite picture (worksheet) with the hidden objects. |

**The basic idea behind teaching is to teach people what they need to know.**
**Carl Rogers**

Learning Standard:

2.2.1   Able to read and apply word recognition and word attack skills by matching

words with:

(b)   spoken words

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Listen and Match**<br><br>1. Divide pupils into groups.<br>2. Distribute five word cards to each group.<br>3. Say the words.<br>4. Pupils put up their cards and read the word when their word is mentioned.<br>5. Repeat the steps for other words. | Word List :<br><br>cat<br>car<br>cup<br>cap<br>cow | Materials:<br><br>word cards |
| **Hear Them Right**<br><br>1. Divide pupils into groups.<br>2. Distribute a pair of word cards to each group.<br>3. Say the words.<br>4.  Pupils put up the word cards when they hear their words. | Suggested Minimal Pairs :<br><br>bat - rat<br>bin - pin<br>cap – map<br>bed – red<br>hat – mat | Materials :<br><br>word cards |
| **Find Me**<br><br>1. Distribute a word maze to each pupil.<br>2. Read a word aloud.    .<br>3. Pupils look for the word in the maze and circle it.<br>4. Repeat the steps for the other words. | Word List :<br><br>bat<br>ant<br>tent<br>pin<br>net | Refer to R11 |

Learning Standard :

2.2.4  Able to read a paragraph of 3 – 5 simple sentences.

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Read and Draw**<br><br>1. Give a worksheet to pupils.<br>2. Read instructions and pupils repeat them.<br>3. Explain the meanings of the words :<br>    divide, centre, spin<br>4. Pupils read the words.<br>5. Pupils read the instructions step by step as a class /group.<br>6. Pupils make a spin wheel. | Instructions to do a spin wheel:<br><br>Draw a circle.<br>Divide the circle into 8 parts.<br>Colour and cut the circle.<br>Push a toothpick in the center of the circle.<br>Spin the circle.<br><br> | Materials :<br><br>manila cardboard<br>marker |
| **Read and Do**<br><br>1. Show directions with actions :<br>left, right, front.<br>2. Demonstrate the actions :<br>turn to the left, turn to the right, turn to the front.<br>3. Pupils move to the left, right and front as they read the words.<br>4. Pupils read the sentences in groups without actions.<br>5. Call out group by group to do the actions while the rest read the sentences.<br>6. Repeat the steps until all the groups have done the actions. | Instructions :<br><br>Turn to your right;<br>Turn to your left;<br>Turn to the front,<br>Walk to the front,<br>Now you can take a rest! | Materials :<br><br>sentence strips |
| **Substitute and Read**<br><br>1. Put up a substitution table on the board.<br>2. Show how to make sentences using a substitution table.<br>3. Read the sentences and pupils repeat them.<br>4. Teacher writes two paragraphs.<br>4. Pupils read paragraphs in small groups. | Amir Siti / wakes up / in the morning.<br>He She / goes / to school.<br>He She / likes / English. Mathematics. | Materials :<br><br>chart |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **What Am I?** <br><br> 1. Put up a chart containing riddles. <br> 2. Pupils repeat the sentences after the teacher. <br> 3. Pupils read the riddles loudly in groups to solve them. | I have four legs. <br> I live on a farm. <br> I like to eat grass. <br> I moo. <br> What am I ? <br><br> I have two legs. <br> I have two wings. <br> People wake up when I crow. <br> What am I ? <br><br> I have four legs. <br> I purr and meow. <br> I like to drink milk. <br> I like to catch mice. <br> What am I ? | Materials : <br><br> riddles on manila card. <br><br><br> Teacher can also prepare a power point presentation. |
| **Match and Read** <br><br> 1. Put up a picture series on the board. <br> 2. Pupils talk about the pictures. <br> 3. Put up a chart containing parts of sentences on the board. <br> 4. Pupils read the sentence parts in groups / as a class. <br> 5. Pupils read the sentence parts and match them accordingly in their groups. <br> 6. Pupils read the complete sentence in groups/individually. | **A**  **B** <br><br> An ant falls — away. <br> A bird helps — the hunter. <br> A hunter wants — into water. <br> The ant bites — the ant. <br> The bird flies — to kill the bird. | Materials : <br><br> Prepare the picture series and the chart containing the sentence parts. <br> Refer to R12 <br><br><br> Refer to MOE Teaching Courseware English Year 1(B) SK |
| **Rebus** <br><br> 1. Put up a rebus chart. <br> 2. Point to the pictures in the rebus and pupils name them. <br> 3. Read the incomplete sentences and pupils repeat them. <br> 4. Pupils complete the rebus with the correct words. <br> 5. Pupils read the completed paragraph in groups / individually. | | Materials: <br><br> Refer to R13 |

| Activity | Content | Teacher's Notes |
|---|---|---|
| **Fun Reading**<br><br>1. Distribute a sentence strip to each group.<br>2. Pupils read their sentence strips in their groups.<br>3. Pupils exchange their sentence strip with another group.<br>4. Pupils read the second sentence strip.<br>5. The steps are repeated until all the groups have read all the 4 strips.<br>6. Pupils rearrange the sentence strips on the blackboard into a text and read it aloud. | Amir goes to school.<br><br>He comes home.   He plays<br><br>football.   He goes to bed. | Materials:<br><br>a sentence strip for each group. |
| **Rearrange Words and Read**<br><br>1. Distribute word cards to each group.<br>2. Pupils read the words.<br>3. They rearrange the words to form correct sentences in a paragraph.<br>4. Pupils read the sentences. | Ramu.   is   He<br><br>seven years old.   He   is<br><br>He   Taman Jati.<br><br>lives in<br><br>SK Jati   He   goes to | Materials :<br><br>sentence strips |
| **Choral Reading Competition**<br><br>1. Put up a chart containing a text.<br>2. Read the text and pupils repeat.<br>3. Stress on the intonation and pronunciation.<br>4. Pupils practise to read the text with actions in groups.<br>5. Pupils read the text loudly in groups and the teacher assesses them. | Chart<br><br>One, two, touch your shoe.<br>Three, four, sweep the floor.<br>Five, six, pickup sticks.<br>Seven, eight, sit up straight.<br>Nine, ten, hold a pen. | Materials :<br><br>Score sheet :<br><br>| Pronunciation | / 30 |<br>| Stress / Intonation | / 10 |<br>| Presentation | / 10 | |

| Gp | Pro | St | Pre |
|----|-----|-----|-----|
|    |     |     |     |

Gp – group
Pro – pronunciation
St – stress/intonation
Pre – presentation

The pupils are graded based on pronunciation, stress, intonation and presentation.

Pupils begin to read by segmenting phonemes beginning with VC and CVC words and then progress to rhyming phrases. After pupils are familiar with reading rhyming phrases, they then move on to reading simple sentences. While engaged in reading materials, pupils will be reading high-frequency words, which appear in sentences. These words should be taught when teachers are teaching rhyming phrases to enable pupils to experience what it feels like to read some words automatically. The high frequency words are listed in the table below:

**Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.**

**Henry Ford**

## 100 high-frequency words in order

| | | | | |
|---|---|---|---|---|
| 1. the | 21. that | 41. not | 61. look | 81. put |
| 2. and | 22. with | 42. then | 62. don't | 82. could |
| 3. a | 23. all | 43. were | 63. come | 83. house |
| 4. to | 24. we | 44. go | 64. will | 84. old |
| 5. said | 25. can | 45. little | 65. into | 85. too |
| 6. in | 26. are | 46. as | 66. back | 86. by |
| 7. he | 27. up | 47. no | 67. from | 87. day |
| 8. I | 28. had | 48. mum | 68. children | 88. made |
| 9. of | 29. my | 49. one | 69. him | 89. time |
| 10. it | 30. her | 50. them | 70. Mr | 90. I'm |
| 11. was | 31. what | 51. do | 71. get | 91. if |
| 12. you | 32. there | 52. me | 72. just | 92. help |
| 13. they | 33. out | 53. down | 73. now | 93. Mrs |
| 14. on | 34. this | 54. dad | 74. came | 94. called |
| 15. she | 35. have | 55. big | 75. oh | 95. here |
| 16. is | 36. went | 56. when | 76. about | 96. off |
| 17. for | 37. be | 57. it's | 77. got | 97. asked |
| 18. at | 38. like | 58. see | 78. their | 98. saw |
| 19. his | 39. some | 59. looked | 79. people | 99. make |
| 20. but | 40. so | 60. very | 80. your | 100. an |

*Education…is a painful, continual and difficult work to be done in kindness, by watching, by warning; by praise, but above all, by example.*

*John Ruskin*

**Get To Know Me**

**Word List**

| /h/ | /b/ | /f/, /ff/ | /l/, /ll/ | /ss/ |
|-----|-----|-----------|-----------|------|
| hat | bag | fan | lamb | glass |
| hop | bat | fat | lame | grass |
| hot | ball | fin | lamp | hiss |
| hut | bath | fly | lane | less |
| hair | bed | fair | light | miss |
| hand | boy | fun | leaf | kiss |
| head | bud | fish | love | mess |
| help | bird | five | pail | toss |
| horse | bush | four | ball | loss |
| house | web | off | fall | |
| | | huff | hall | |
| | | puff | bull | |
| | | cough | hill | |
| | | laugh | dull | |
| | | | pull | |
| | | | shell | |
| | | | wall | |

Read and Colour Me.

| A | B |
|---|---|
| 5 🔥 🐟 4 🪭 | five   fire   four<br><br>four   fly   fire<br><br>fly   five   fish<br><br>fun   fan   four<br><br>fan   four   fire |

Colour the words with 'b'.

Follow the coloured boxes and find my home.
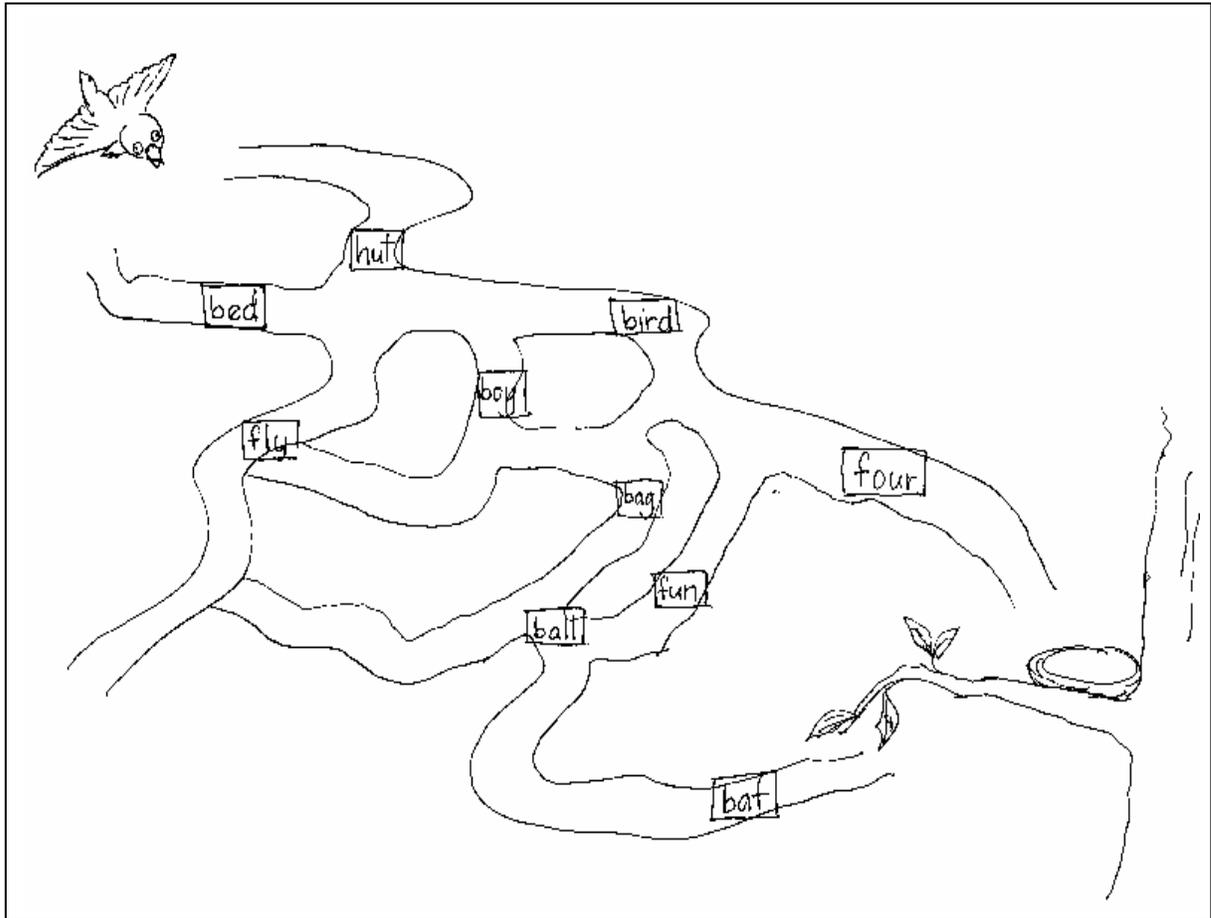
Let's circle these words :

| bag | girl | rag | good |
|-----|------|-----|------|

| | | | | |
|-----|-----|-----|-----|-----|
| g | b | a | t | g |
| g | o | g | g | i |
| b | a | g | i | d |
| p | a | t | r | o |
| g | i | b | l | o |
| r | o | r | a | g |

**Secret Word**

**Alphabet Chart**

| a | b | c | d | E |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |

| f | g | h | i | J |
|---|---|---|---|---|
| 6 | 7 | 8 | 9 | 10 |

| k | l | m | n | O |
|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 |

| p | q | r | s | T |
|---|---|---|---|---|
| 16 | 17 | 18 | 19 | 20 |

| U | v | w | x | Y |
|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 |

| z |
|---|
| 26 |

Circle these words :

lamb          pail          shell          lame

          lamp          light          pale          hill

| | | | | | |
|---|---|---|---|---|---|
| l | a | m | b | a | h |
| a | a | b | c | d | l |
| m | e | n | f | g | l |
| p | a | l | e | p | l |
| l | a | m | e | a | h |
| i | t | h | g | i | l |
| s | h | e | l | l | j |

**Cut and Sort**

| | | | |
|---|---|---|---|
| off | less | pill | moss |
| will | cuff | toss | sell |
| puff | mess | tall | huff |
| miss | fall | hiss | tell |
| pull | kiss | hill | wall |

**R8**
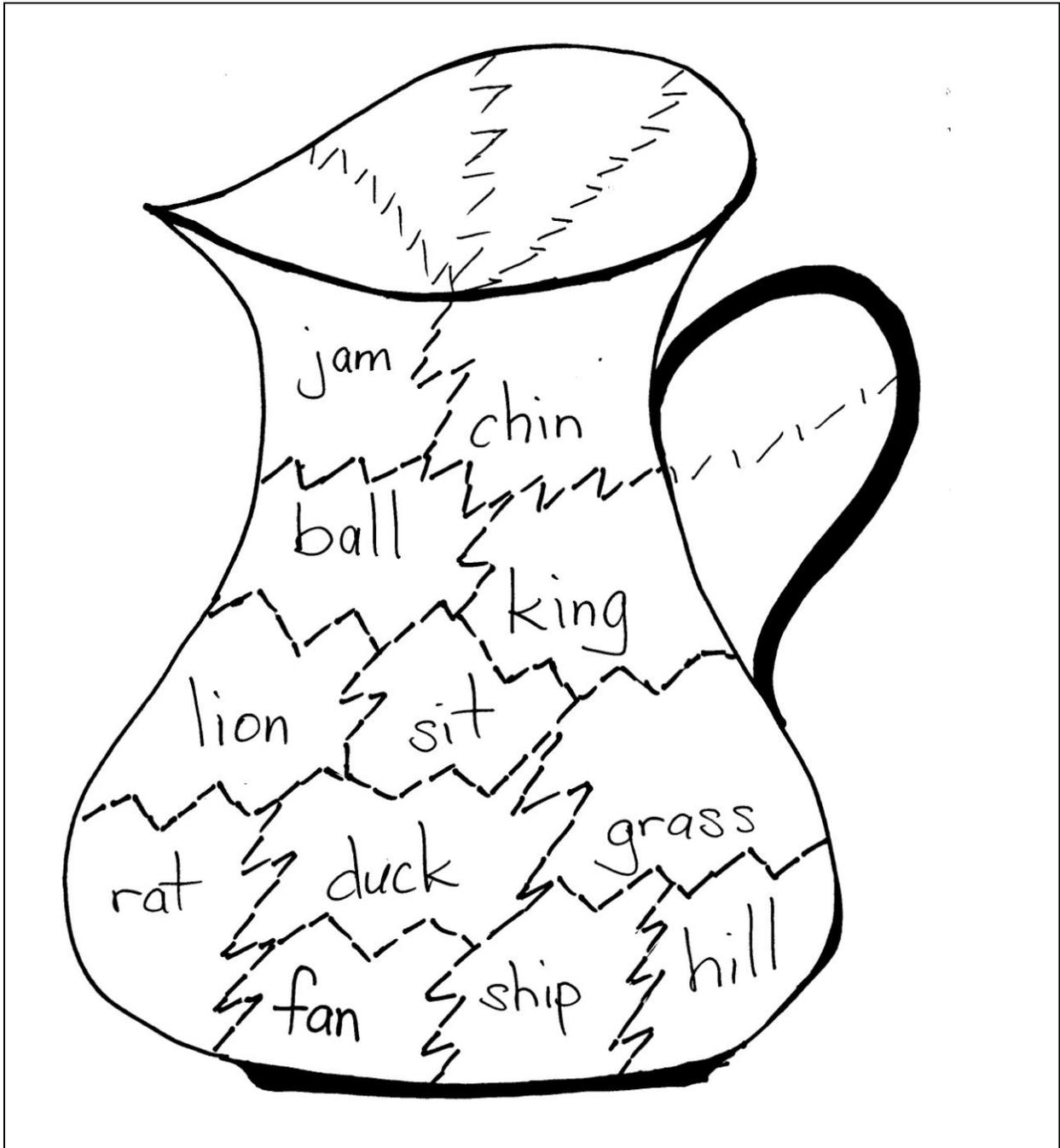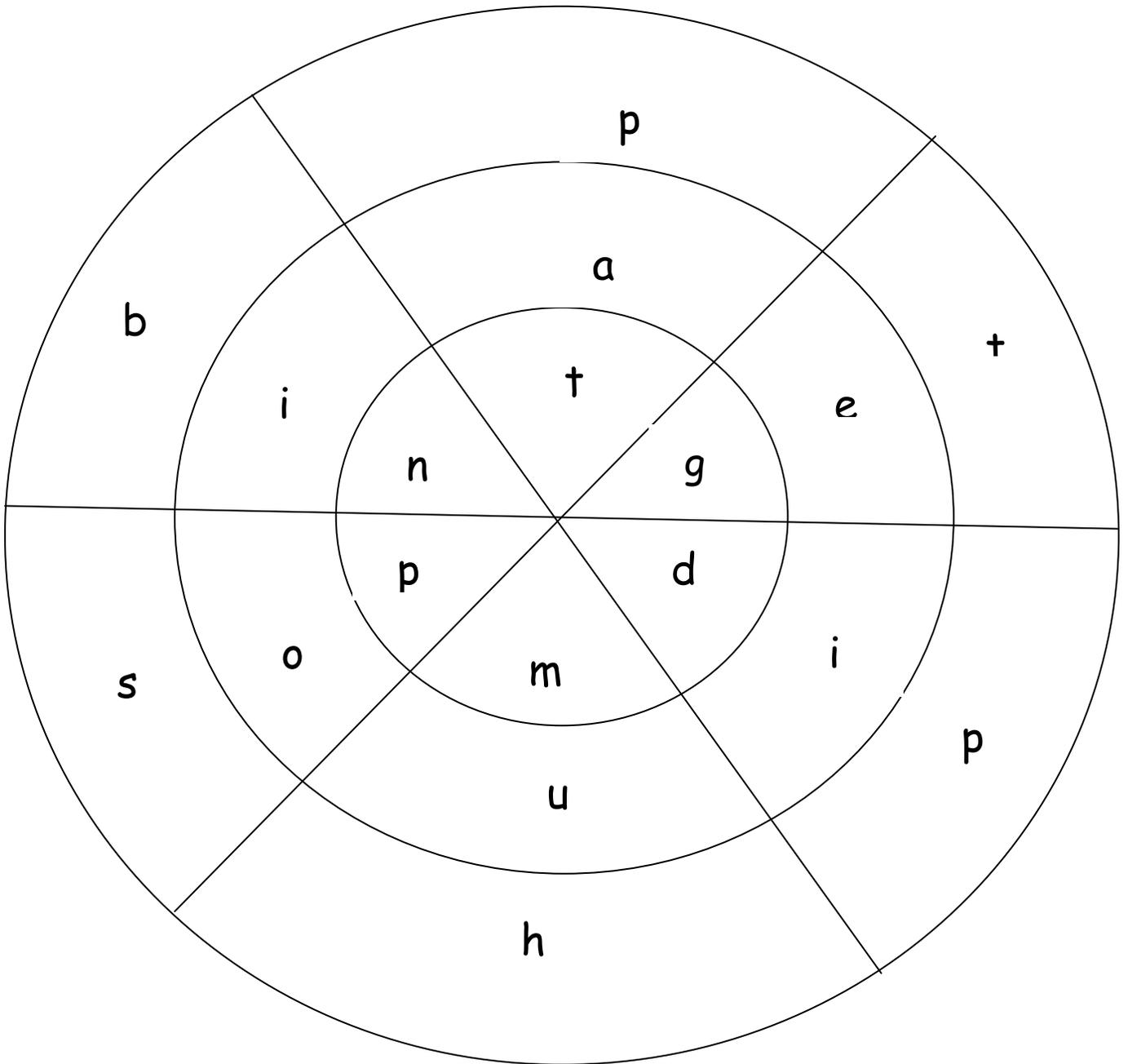
| ch | sh | wh | th |
|---|---|---|---|
|  |  |  |  |

| | | | | |
|---|---|---|---|---|
| b | a | t | c | d |
| k | n | g | t | o |
| p | t | e | e | t |
| i | m | l | n | e |
| n | n | e | t | w |

Fill in the blanks with words.

My best friend is _____ .

He is _____ | 7 | years old.  He lives  in a

_____ .

He goes to

_____ .

.

**Materials from the Teaching Courseware (SK)**

|  | Teaching Courseware | Title | Sound System |
|---|---|---|---|
| 1 | English Language Year 1 Lesson 4 Unit 10 CD 3 | The Little Frogs Go Out | /æ/ and /a:/ |
| 2 | English Language Year 1 Lesson 5 Unit 10 CD 3 | The Little Frogs Go Out | /p/ and /b/ |
| 3 | English Language Year 1 Lesson 4 Unit 11 CD 4 | Mother's Present | /t/ and /d/ |
| 4 | English Language Year 1 Lesson 5 Unit 11 CD 4 | Mother's Present | Short and long 'e' sound |
| 5 | English Language Year 1 Lesson 4 Unit 12 CD 4 | The New Bear Family Home | /k/, /ck/ and /g/ |
| 6 | English Language Year 1 Lesson 5 Unit 12 CD 43 | The New Bear Family Home | /h/ and /j/ |
| 7 | English Language Year 1 Lesson 4 Unit 13 CD 4 | Baby Bear At Home | Short and long 'i' sound |
| 8 | English Language Year 1 Lesson 5 Unit 13 CD 4 | Baby Bear At Home | /f/ and /v/ |
| 9 | English Language Year 1 Lesson 4 Unit 14 CD 5 | Kitty The Dirty Cat | /s/ and /z/ |
| 10 | English Language Year 1 Lesson 5 Unit 14 CD 5 | Kitty The Dirty Cat | Short and long 'o' sound |
| 11 | English Language Year 1 Lesson 4 Unit 15 CD 5 | The Calendar | /m/ and /n/ |
| 12 | English Language Year 1 Lesson 5 Unit 15 CD 5 | The Calendar | /l/ and /r/ |
| 13 | English Language Year 1 Lesson 4 Unit 16 CD 5 | Muthu's Diary | Short and long 'u' sound |
| 14 | English Language Year 1 Lesson 5 Unit 16 CD 5 | Muthu's Diary | /j/ and /w/ |

**Materials form the Courseware (SJK)**

| No. | Teaching Courseware | Title | Sound System |
|---|---|---|---|
| 1. | Ministry of Education Malaysia English Language Year 1 (B) CD 1 | Lesson 1<br>Baa, Baa, Black Sheep | (i) Initial - /b/<br>(ii) Medial - /a/ |
| | | Lesson 2<br>How Many? | Initial - /b/ |
| | | Lesson 3<br>Reach For The Sky | (i) Initial - /t/<br>(ii) Final - /s/ |
| | | Lesson 4<br>The Ball | Initial - /b/, /t/ |
| | | Lesson 5<br>In Bed | Initial - /b/, /r/, /sh/ |
| 2. | Ministry of Education Malaysia English Language Year 1 (B) CD 2 | Lesson 6<br>Good Morning To You! | Initial - /g/ |
| | | Lesson 7<br>Five Little Frogs | Final - /ll/, /w/ |
| | | Lesson 8<br>Hello! | Initial - /h/, /th/ |
| | | Lesson 9<br>Cabin In The Woods | Initial - /h/, /w/ |
| | | Lesson 10<br>My Dream | Initial - /b/, /t/ |
| | | Lesson 11<br>Every Day | Initial /e/ as in 'every' |
| 3. | Ministry of Education Malaysia English Language Year 1 (B) CD 6 | Lesson 30<br>Bunny and Toto | Initial - /st/, /sl/ |
| | | Lesson 31<br>The Rain | Final - /ay/<br>Medial - /ai/ |
| | | Lesson 32<br>Eating Right | Final consonant - /s/ |
| | | Lesson 33<br>The Special Guest | Final -/g/, /d / |

| No. | Teaching Courseware | Title | Sound System |
|---|---|---|---|
| | | Lesson 34<br>Grandma's Little Friends | Initial consonant - /k/ |
| | | Lesson 35<br>The Little Red Hen | Initial consonant - /n/ |
| 4. | Ministry of Education Malaysia English Language Year 1 (B) CD 7 | Lesson 36<br>The Ant and the Bird | (i) Initial vowel - /a/<br>(ii) Initial consonant - /h/ |
| | | Lesson 37<br>The Ducks | (i) Initial – /t /<br>(ii) Medial – /ow/, /a/<br>(iii) Final - /ck / |
| | | Lesson 38<br>Neat and Tidy | (i) Initial – /sw/, /fl/, /cl/<br>(ii) Final - /sh/, /ch/ |
| | | Lesson 40<br>Ben Looks for Nip | Initial consonant - /l/ |
| | | Lesson 41<br>Lost and Found | Initial consonant - /p/ |
| 5. | Ministry of Education Malaysia English Language Year 1 (B) CD 8 | Lesson 42<br>Snow | Initial consonant – /l/ , /r/ |
| | | Lesson 43<br>The Family | (i) Medial - /ea/<br>(ii) Final – /ll/ |
| | | Lesson 44<br>What Lina Did | Initial consonant - /w/ |
| | | Lesson 45<br>The Birds | (i) Final - /op/<br>(ii) Initial - /sh/, /fl/ |
| | | Lesson 46<br>A Surprise! | Initial consonant - /t/ |
| | | Lesson 47<br>The Spelling Game | Initial consonant - /h/ |
| 6. | Ministry of Education Malaysia English Language Year 1 (B) CD 9 | Lesson 48<br>Where Have You Been? | Initial consonants - /d/, /t/ |
| | | Lesson 49<br>Five Little Monkeys | Initial consonant - /k/ |

| | | Lesson50<br>Ben And Mum | Initial consonant - /s/ |
|---|---|---|---|
| | | Lesson 51<br>Do You Know? | Initial consonant - /f/ |
| | | Lesson 52<br>We Can Share | Medial – /ar/, /ow/ |
| | | Lesson 53<br>Mo And Leo | Initial consonant - /g/ |
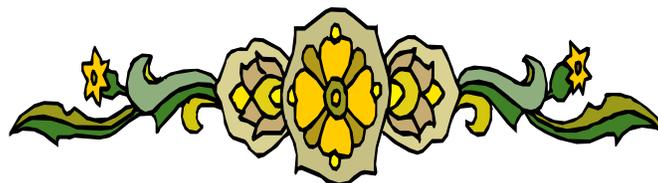
**THE WRITING SKILL**

Pupils are often given writing tools to use before they are ready to write. In this module, it is hoped that pupils in Year 1 will develop good motor skills and other pre writing skills such as penmanship. Pupils also need to receive and coordinate accurate sensory information when developing their writing skills. The Writing Content and Learning Standards for Year 1 are as follows:

| Content Standards | Learning Standards |
|---|---|
| 3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. | 3.1.1 Able to demonstrate fine motor control of hands and fingers by:<br><br>a) handling objects and manipulating them.<br>b) moving hands and fingers using writing apparatus<br>c) using correct posture and pen hold grip<br>d) scribbling in clockwise movement<br>e) scribbling in anti-clockwise movement<br>f) drawing simple strokes up and down<br>g) drawing lines from left to right<br>h) drawing patterns<br><br>3.1.2 Able to copy and write in neat legible print:<br>a) small (lowercase) letters<br>b) capital (uppercase) letters<br>c) numerals<br>d) words<br>e) phrases<br>f) simple sentences |
| 3.2 By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes | 3.2.1. Able to complete with guidance:<br>a) forms with personal details<br>b) lists<br><br>3.2.2 Able to write 3-5 word sentences with guidance.<br><br>3.2.3 Able to punctuate correctly:<br>a) capital letters<br>b) full stop<br>c) question mark<br><br>3.2.4 Able to spell common sight words and seen words. |
| 3.3 By the end of the 6-year primary schooling, pupils will be able to write and present ideas through a variety of media using appropriate language, dorm and style.<br><br>. | 3.1.3 Able to create simple non-linear texts using a variety of media with guidance:<br>a) greeting cards<br>b) lists |

In this module, pupils in Year 1 will be able to develop fine motor control of hands and fingers as stipulated in Learning Standard 3.11. Most of the learning standards are dealt with except Learning Standard 3.2.3. Although, this module does not provide suggested activities for this learning standard, it is hoped that teachers would be able to plan lessons and activities on their own and incorporate them into their lessons. The activities provided here are merely suggested ones. It is hoped that teachers of Year 1 English would be able to 'think out of the box' creatively and innovatively when devising the lessons.

**Learning Standard:**

3.1.4   Able to demonstrate fine motor control of hands and fingers by:

a) handling objects and manipulating them.
b) moving hands and fingers using writing apparatus
c) using correct posture and pen hold grip
d) scribbling in clockwise movement
e) scribbling in anti-clockwise movement
f) drawing simple strokes up and down
g) drawing lines from left to right
h) drawing patterns

| Activities | Content | Teacher's Notes |
|---|---|---|
| **1. Teacher demonstrates and pupils follow:** <br><br> • hold and grip rubber balls; <br><br> • roll, stretch, mould and press plasticine; <br><br> • squeeze bean bags. | • handling objects and manipulating them | Prepare plasticine, rubber balls and bean bags. |
| **2. Show the correct way to hold a pencil** <br><br> • right-handed pupil <br><br>  <br><br> • left-handed pupil <br><br>  | • moving hands and fingers using writing apparatus <br><br> • using correct posture and pen hold grip | Refer to courseware: <br><br> English Language (Interactive Fun Learning Programme) unit 1-1(A) SK Year 1 CD |

WRITING

| 3. Draw squiggles in clockwise and anti-clockwise manner. | • scribbling in clockwise movement<br><br>Example :<br><br>OOOOOOOO | Prepare trays of sand.<br><br>* video show of the different scribbles :<br><br>Refer to course ware – English Language (Interactive Fun Learning Programme) unit 1-1(A) |
| 4. Form squiggles in the air, on the friend's back or in the stand tray. | • scribbling in anti-clockwise movement<br><br>Example:<br><br>llllllllll | |
| 5. Draw straight lines in the air. Vertical – up, down, Horizontal – left and right.<br><br>• Draw a straight line:-<br><br>up and down<br>down and up<br>left to right<br>right to left | • drawing simple strokes up and down<br><br>↑ ↓<br>// //<br><br>• drawing lines from left to right<br><br>←<br>→ | |
| 6. Trace and join dots to form a pattern or a picture<br><br>7. Draw squiggles in a given picture | • drawing patterns<br><br>Example: | Encourage pupils to use:<br><br>crayons<br>coloured pencils<br>pencils<br>coloured chalks<br><br>Refer to WS1 and WS2 |

**The job of an educator is to teach students to see the vitality in themselves.**
**Joseph Campbell**

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**Learning Standard:**

3.1.5   3.1.2   Able to copy and write in neat
legible print:
a) small (lowercase) letters
b) capital (uppercase) letters
c) numerals
d) words
e) phrases
f) simple sentences

| Activities | Content | Notes |
|---|---|---|
| **1. Show the correct way to form letters of the alphabet by:** <br><br> • tracing letters <br> • joining dots <br> • copying | • small letters <br> • capital letters <br> • numerals <br> • words <br> • phrases <br> • sentences | Refer to WS3 and WS4 <br><br> Refer to English Language (Interactive Fun Learning Programme Courseware; CD 1-10) |
| **2. Trace or  join dots to form:** <br><br> • small letters <br> • capital letters <br> • both small and capital letters | • letters | Teacher can hold pupil's hand to show or guide them to : <br>　* write small and <br>　　capital letters <br>　* space between <br>　　words. |
| **3. Form letters using:** <br><br> • plasticine <br> • strings | | Refer to : <br> http://www.first-school for more activities (writing activities, games and craft). |
| **4. Write on different medium:** <br><br> • ground,  sand,  air,  friend's back | | |
| **5. Match and write :** <br><br> • small letters to  capital letters <br><br> • picture to words | | Refer WS5 |

Example :

book

clock

- **picture – phrases**

    Example :

    a white rabbit

**6. Join dots or trace to form words and phrases**

Example :

car  c a r

**7. Fill in the blanks**

Example :

F is for _____

flower

**8. Fill in the box**

Example :

Configuration clues

**9. Fill in the blanks with letters or words**

Example :

5   _ i _ e  -  five

---

**10. Rearrange me**

Example :

Fly me in the sky
**e i k t**

I am a _____

---

**11. Replace pictures with words**

Example :

I have a [book image] book.

Rebus writing

Refer to WS6

---

**12. Read, circle and write**

Example :

a) 1

| 3 | 5 |
|---|---|
| 6 | 1 |

one   ——

b) I like to eat
(papaya) /apple.

_____

| 13. **Rearrange words to form phrases**<br><br>Example :<br><br>  butterfly<br><br>a   big<br><br>----------------------------------- |  |  |
|---|---|---|
| 14. **Rearrange words to form phrases or sentences** |  | Refer to WS7 |

*The limits of your language are the limits of your world.*
*Ludwig Wittgenstein*

**Learning Standard:**

3.2.1. Able to complete with guidance:
    a) forms with personal details

| Activities | Content | Notes |
|---|---|---|
| **1. Puppet Show**<br><br>• Teacher demonstrates a puppet show to the pupils.<br><br>• Pupils introduce themselves<br><br><br><br>• Fill in the personal details. | Introducing personal details.<br><br>"Hello, I am Amir/ Siti.<br><br>I'm a boy / girl.<br><br>I'm seven years old.<br><br><br><br>Name:<br>_____<br><br>Gender:<br>_____<br>(boy/girl)<br><br>Age:<br>_____<br><br>Class:<br>_____ | Prepare two puppets using various mediums such as stockings, egg shells<br><br><br><br><br>Prepare the pupil's card. Teacher can also choose to do other activities such as filling in library forms. |
| **2. Sing A Song**<br><br>• Paste lyrics on the board.<br><br>• Sing along with pupils.<br><br>• Pupils fill in the blanks with missing words as they listen to the song. | **Sample song:**<br><br>" I am <u>Ali Atan</u>,<br>Sitting beside <u>Fikri</u>,<br>I am in Year <u>One</u>,<br>I am very happy."<br><br>*Tune: Jala-jala Ikan* | Get the song from CD or other sources or compose an authentic one.<br><br><br>Refer to the Music Teacher for guidance. |

| | | |
|---|---|---|
| **3. Rearrange phrases and words to form correct sentences**<br><br>Example :<br><br>1.  I am    Hello,    Ali.<br><br>_____<br><br>2.  a boy.    I am<br><br>_____ | | Prepare word cards and phrase strips.<br><br>Suggested teaching aids :<br><br>• Flannel board |

*The mind is not a vessel to be filled, but a fire to be ignited.*

*Plutarch*

**3.2.1 Able to complete with guidance:**

b) list

| Activities | Content | Notes |
|---|---|---|
| **1. Things in the classroom.**<br><br>• Use the word web to guide pupils to recognise things in the classroom<br>• Label things in the classroom<br>• List the things in the classroom<br><br>List the things in the classroom.<br>a. _____<br>b. _____<br>c. _____<br>d. _____<br>e. _____<br><br>**2. Food and drink**<br><br>• Show pictures of:<br><br>  a) food and drinks<br>  b) fruit and vegetables<br><br>• Pupils name the things in the pictures by:<br><br>  c) labeling<br>  d) listing<br>  e) grouping | Web words<br><br>Suggested Word lists:<br><br>a. Things in the classroom:<br>  - duster<br>  - whiteboard<br>  - marker pen<br>  - ruler<br>  - table<br>  - desk<br><br>b. Food and drinks:<br>  - bun<br>  - sandwich<br>  - milk<br>  - tea<br><br>c. Fruit and vegetables:<br>  - apple<br>  - orange<br>  - cucumber<br>  - cabbage | Prepare pictures of fruits and vegetables.<br><br>Example :<br><br>\| Food \| Drinks \|<br><br>\| Fruit \| Vegetables \|<br><br>Suggested additional activities:<br>  a. things to do<br>  b. shopping list |
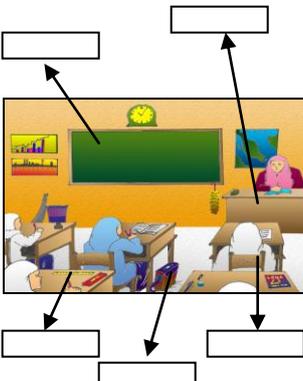
In the Notes column:

| Food | Drinks |
|---|---|
|  |  |
|  |  |
|  |  |

| Fruit | Vegetables |
|---|---|
|  |  |
|  |  |
|  |  |

**Learning standard:**

3.2.2    Able to write 3-5 word sentences with correct spelling:
       a) matching.
       b) rearranging words.
       c) parallel writing.

| Activities | Content | Notes |
|---|---|---|
| **1.  Match and write.**<br><br>Example:<br><br>1   I have     Comot.<br><br>2   Its name is    a big cat.<br><br>   1.      <u>I have a big cat.</u><br><br>   2.      <u>Its name is Comot.</u> | Matching the phrases. | Prepare phrase cards.<br><br><br>Refer to WS8 |
| **2.  Arrange words to make sentences.**<br><br>a. In groups of three, pupils arrange the word cards to make correct sentences.<br><br>b. In an activity sheet, pupils rearrange the words and write the sentences correctly. | Rearranging the words. | Prepare the word cards.<br><br><br><br>Refer to WS9 |
| **3.  Make sentences from the substitution table.** | Parallel writing | Refer to WS10 |

**Learning Standard:**

3.3.1 Able to create simple non-linear texts using a variety of media with guidance :

    a) greeting cards

| Activities | Content | Notes |
|---|---|---|
| **1. Happy Days**<br>• Hum the birthday song.<br>• Ask pupils to guess.<br>• Paste the lyrics on the board.<br>• Sing the song.<br>• Pupils copy the lyrics.<br>• Highlight keywords from the lyrics.<br>• Highlight keywords from the lyrics.<br><br>Example:<br><br>Happy birthday to you.<br>May God bless you. | Resources :<br>Minus One CD<br>(Happy Birthday)<br><br>Happy Birthday:<br><br>Happy birthday to you,<br>Happy birthday to you,<br>Happy birthday to Aleeza,<br>Happy birthday to you. | Other greeting cards:<br><br>Happy Mothers' Day<br><br>Happy Teachers' Day |
| **2. Greeting Cards**<br><br>• Distribute coloured paper and ask pupils to create a birthday or a greeting card.<br><br>• Pupils prepare greeting cards using suitable sentences. | Example :<br><br>'Happy Birthday Siti'<br><br>'May God Bless You'<br><br>Example :<br><br>I love you, mom.<br>Thank you teacher.<br>Enjoy your birthday | Prepare greeting cards.<br><br>Encourage the use of ICT to produce cards. |

Learning Standard:

3.3.1 Able to create simple non-linear texts using a variety of media with guidance :
   b) lists

| Activities | Content | Notes |
|---|---|---|
| **1. Magic Box**<br><br>• Bring a "Magic Box" and get pupils to name the objects.<br><br>• Pupils pick an object each and show it to their friends.<br><br>• Other pupils write the names of the objects according to their category.<br><br>• List all the objects in the box with guidance.<br>**2. Distribute worksheets.**<br><br>• match the pictures<br>• fill in the blanks<br>• complete the word web<br>• arrange the words in alphabetical order | Things in the classroom:<br><br>1. _____<br>2. _____<br>3. _____<br><br>Things in the house:<br><br>1. _____<br>2. _____<br>3. _____<br><br> | Prepare the following realia:<br><br>• ruler<br>• eraser<br>• comb<br>• soap<br><br><br>Suggested additional activities:<br><br>1. Children's Day Celebration:<br><br>Prepare:<br>Food<br>Class decoration<br>Costume parade<br><br>2. A birthday party.<br><br>Prepare:<br>Guest list<br>Food<br>Decoration<br>Presents |
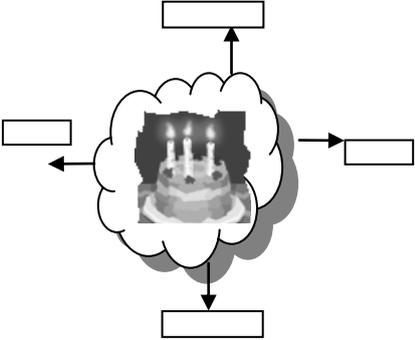
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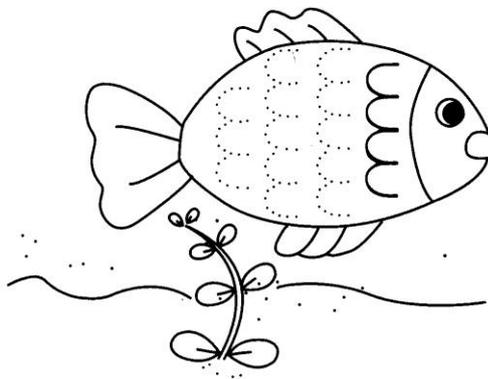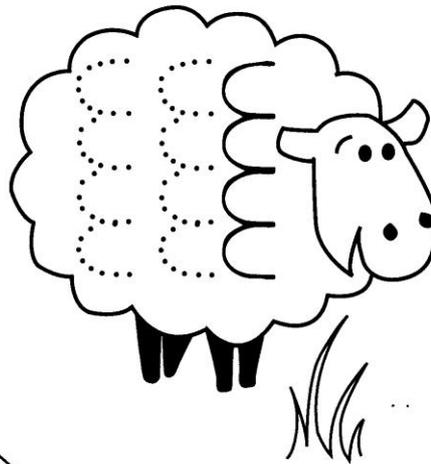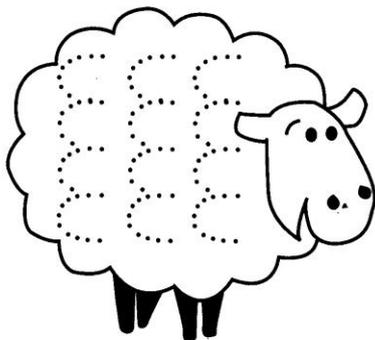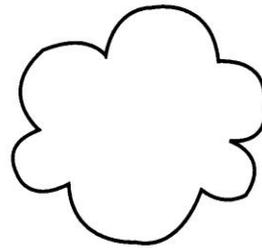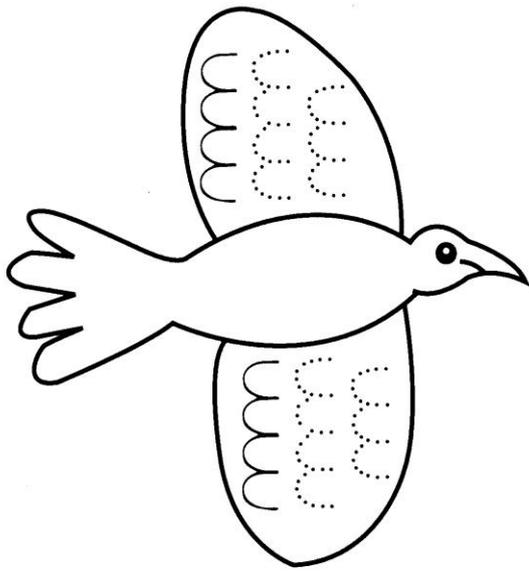
Learn to print the alphabet

www.PrintActivities.com - Free Printables for Kids

a b c d e f
g h i j k l
m n o p q r
s t u v w x
y z

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**CURRICULUM DEVELOPMENT DIVISION**
**MINISTRY OF EDUCATION, MALAYSIA**

ABCDEF
GHIJKL
MNOPQR
STUVW
XYZ

Writing small letters:-

**a**

**b**

**c**

**d**

e

f

g

h

146

147

m

m m m m m

n

n n n n n n

o

o o o o o o

p

p p p p p p

q q q q q q q

r r r r r r r

s s s s s s

t t t t t t t

149

**u**

U U U U U U

**V**

V V V V V V

**W**

W W W W W

**X**

X X X X X X

y

u u u u u u

z

z z z z z z
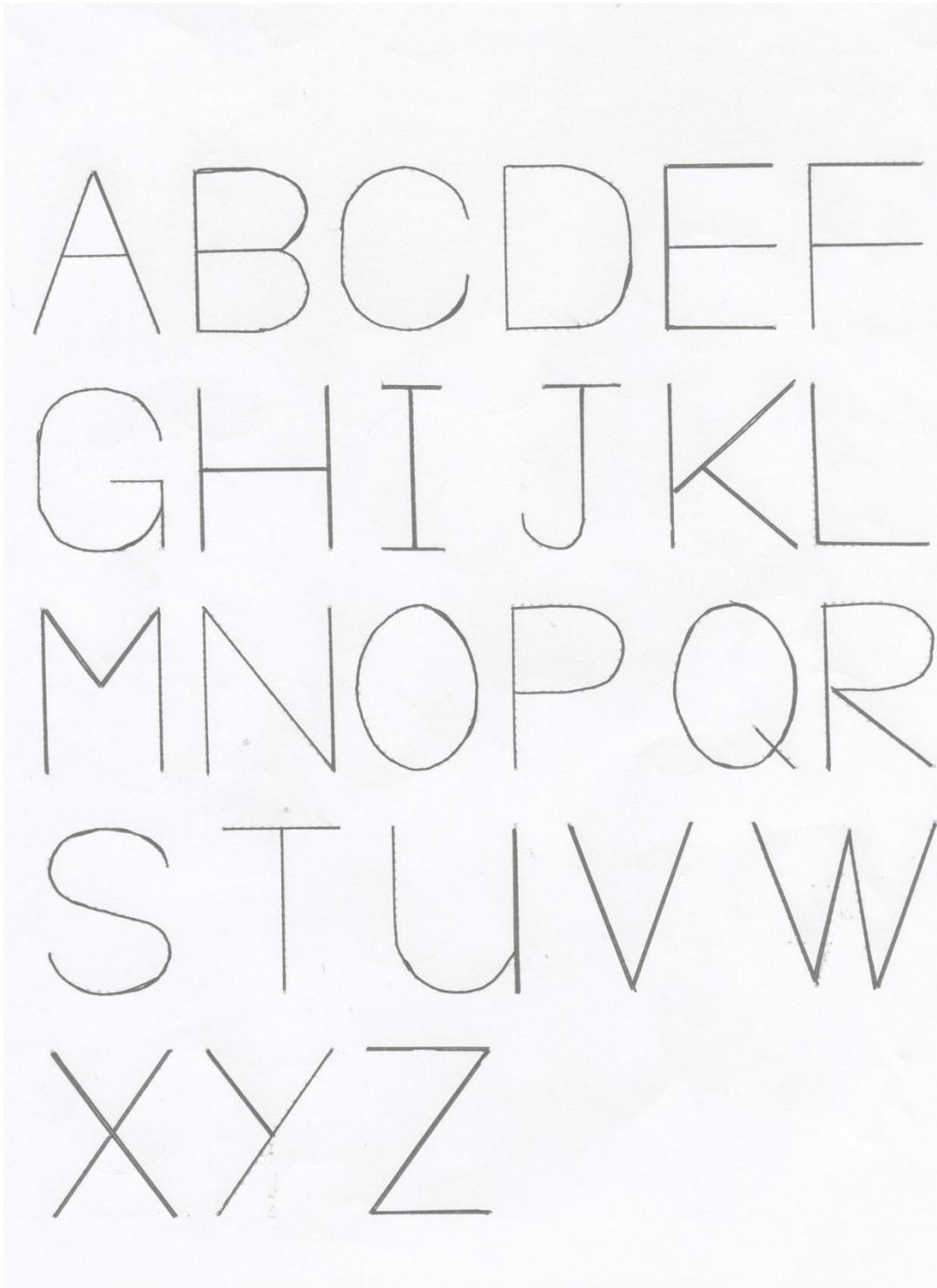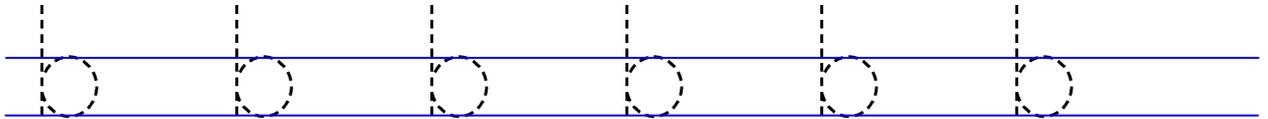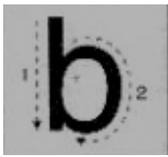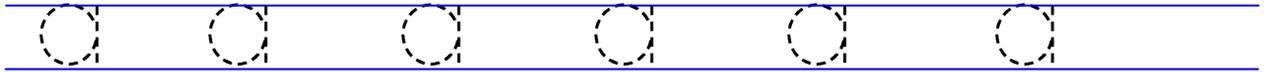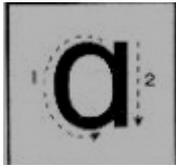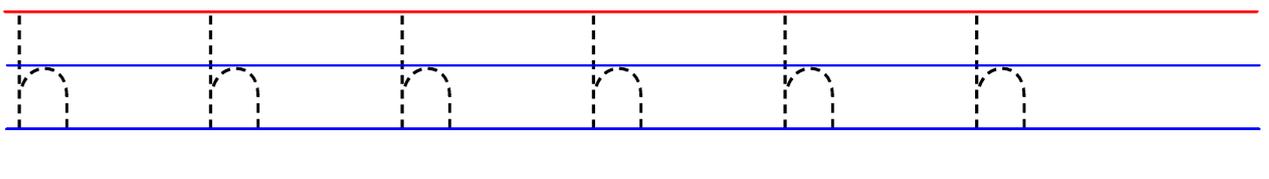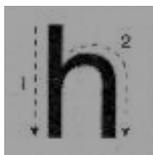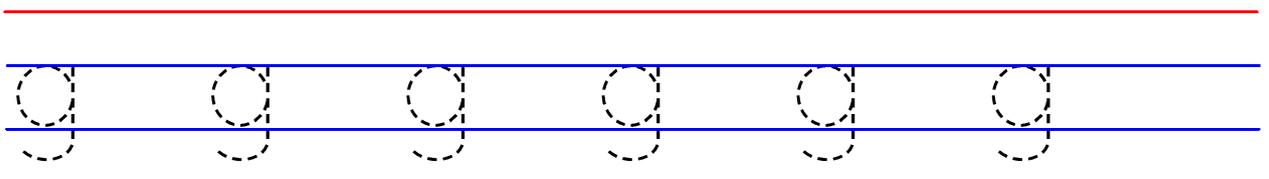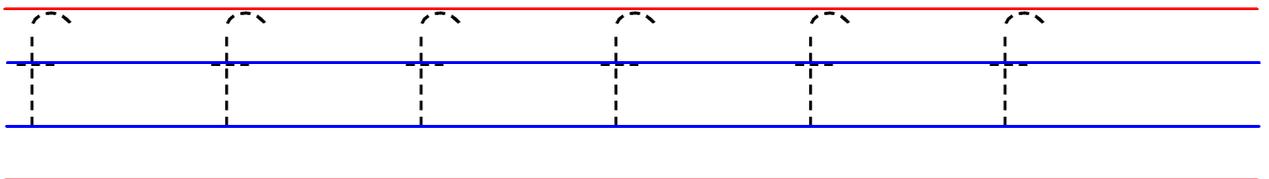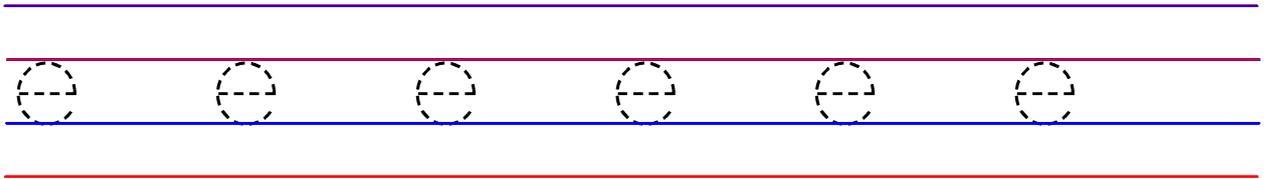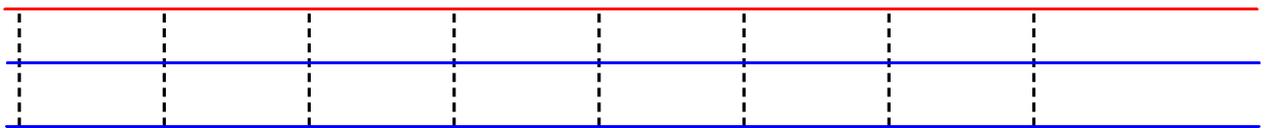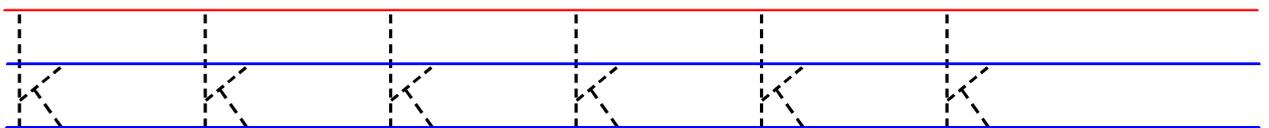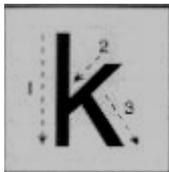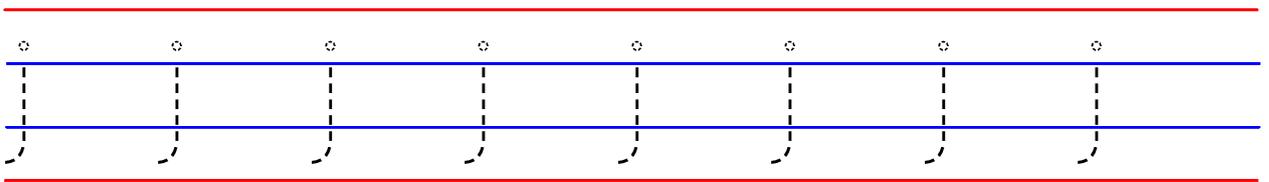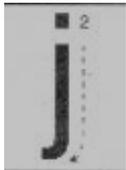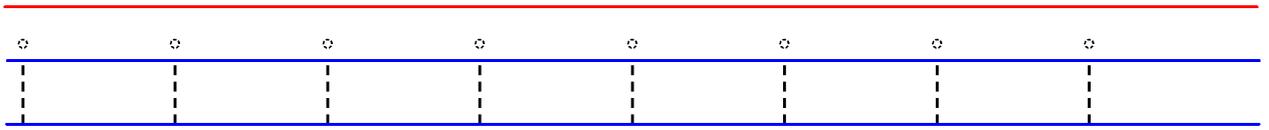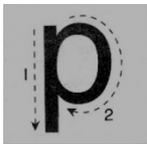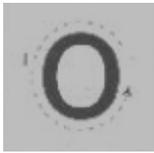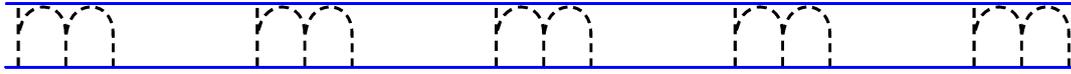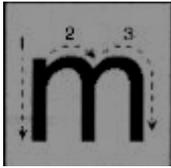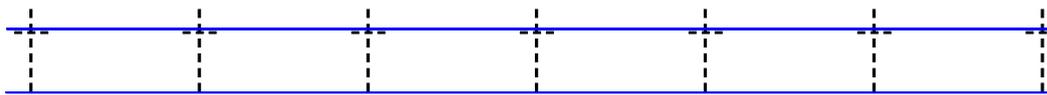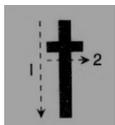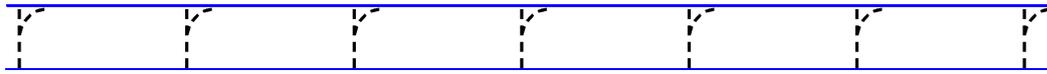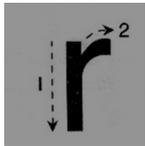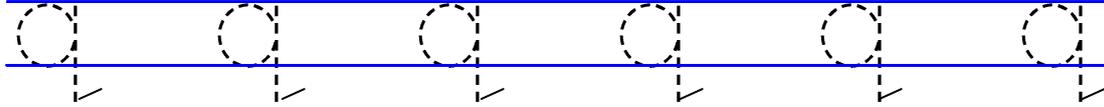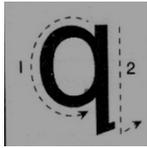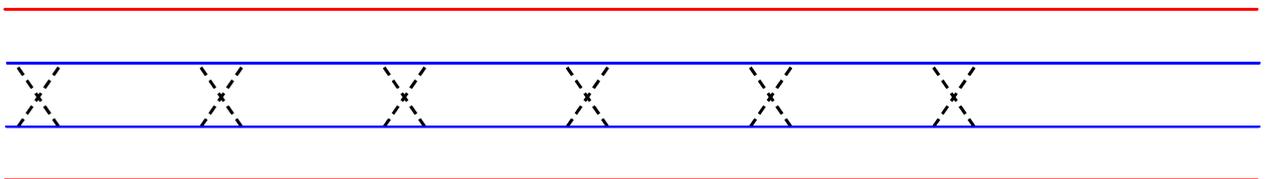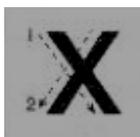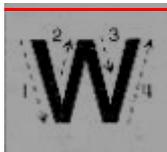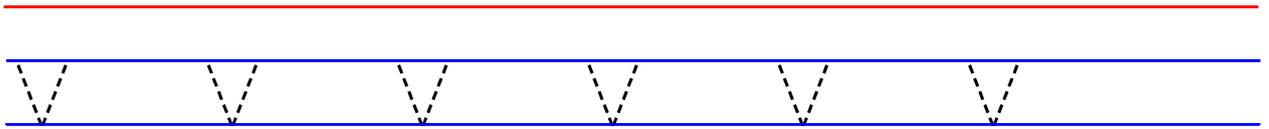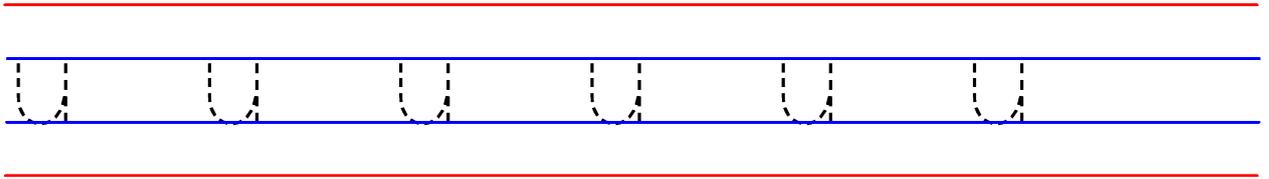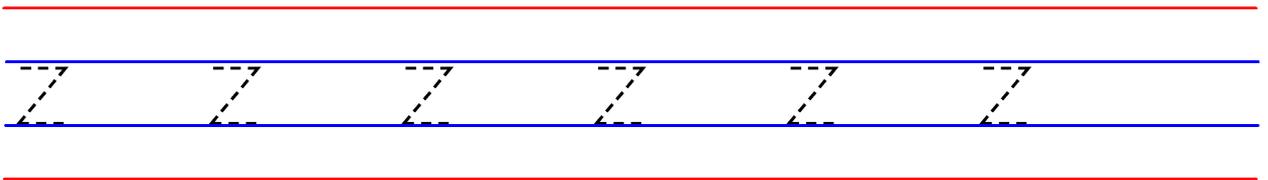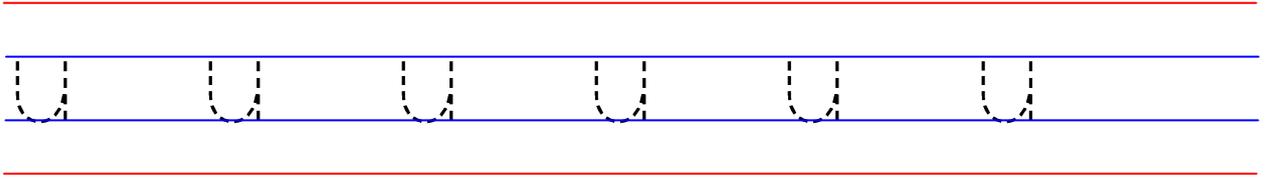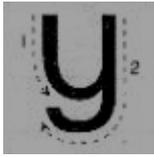
Writing Capital Letters :-

A A A A A A

B B B B B B

C C C C C C

152

D D D D D D D

E E E E E E

F F F F F F

153

G G G G G

H H H H H H

I I I I I I I

154

J J J J J J
J J J J J J

K K K K K K

L

M

M M M M M M

N

N N N N N N

O

O O O O O O

156

P P P P P P

Q Q Q Q Q

R R R R R R

157

S S S S S S S

T T T T T T T

U U U U U U U

V

V V V V V

W

W W W W

X

X X X X X X

Y Y Y Y Y Y Y

Z Z Z Z Z Z Z

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**MINISTRY OF EDUCATION, MALAYSIA**
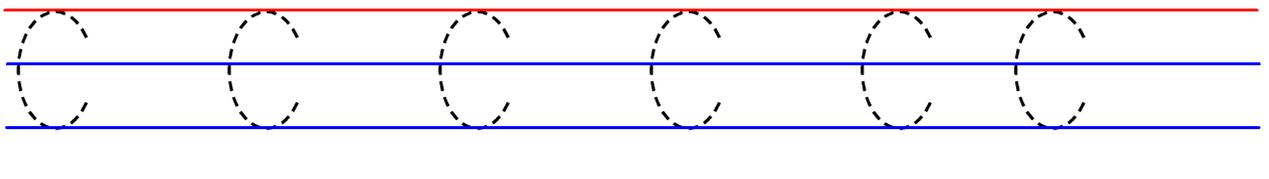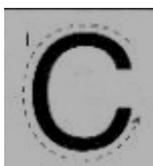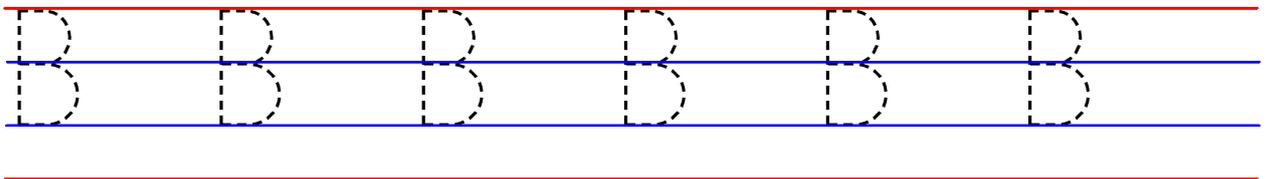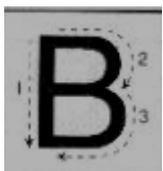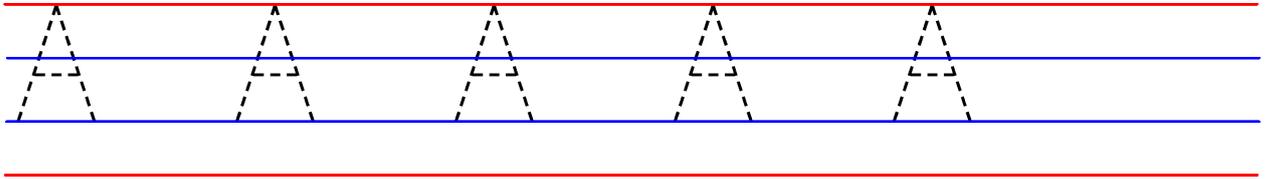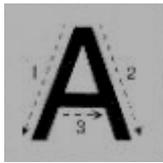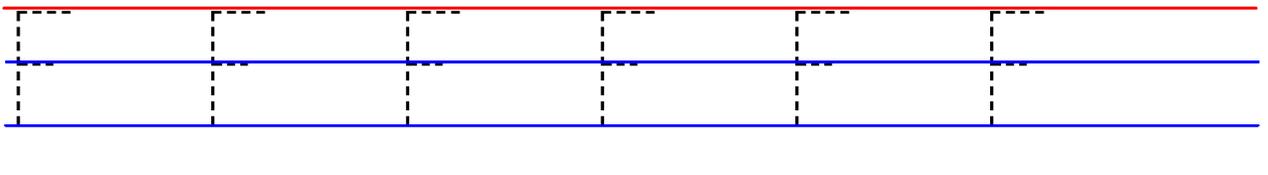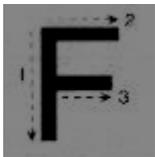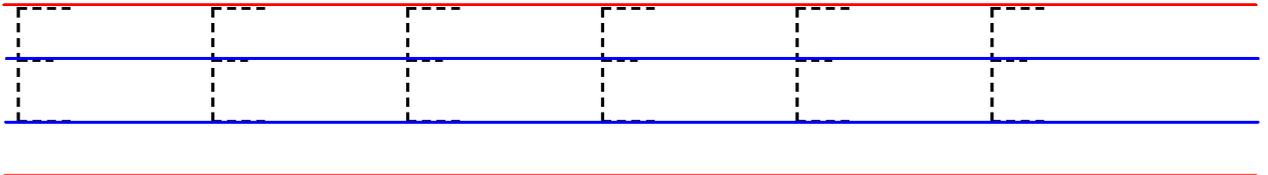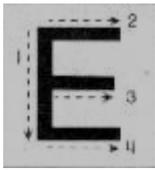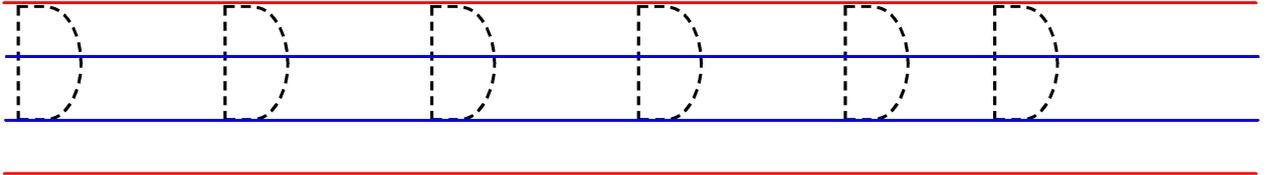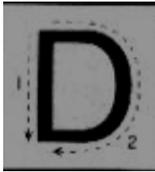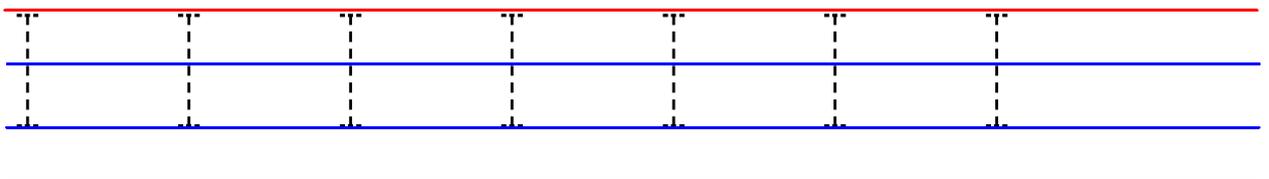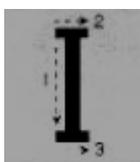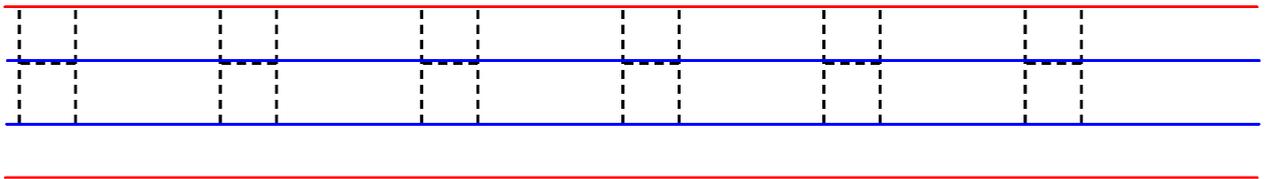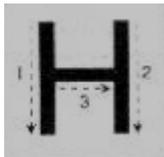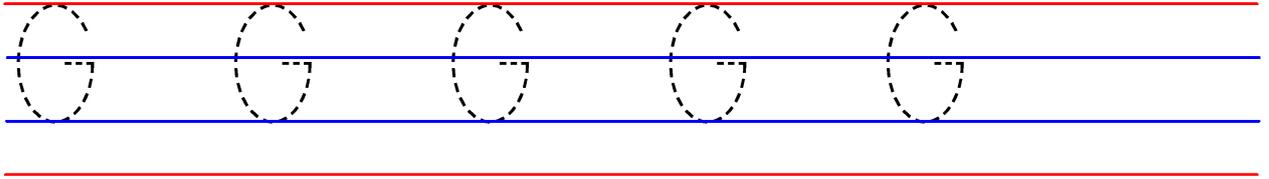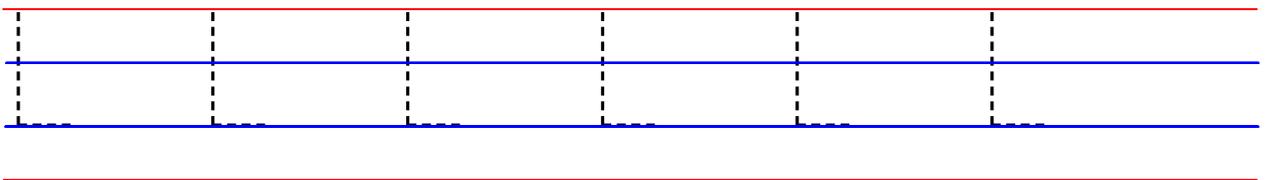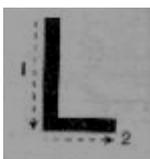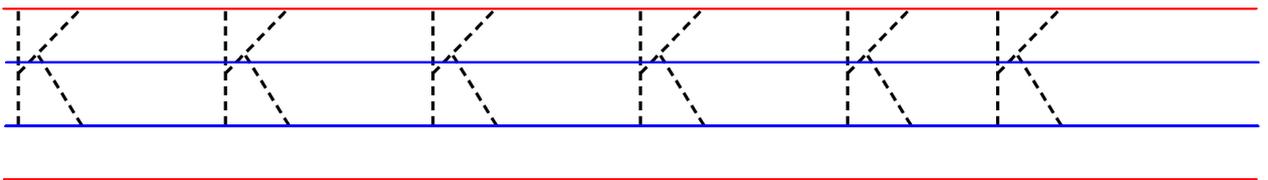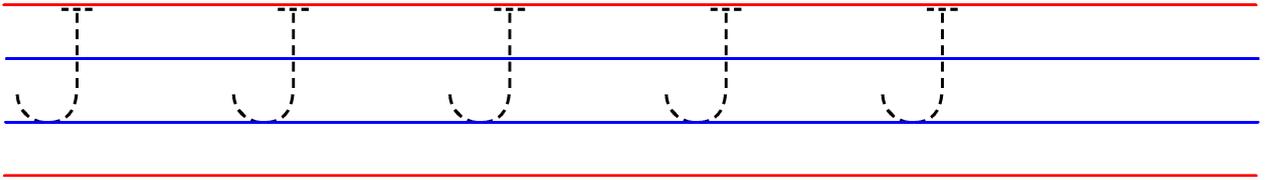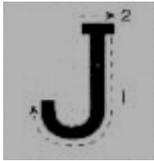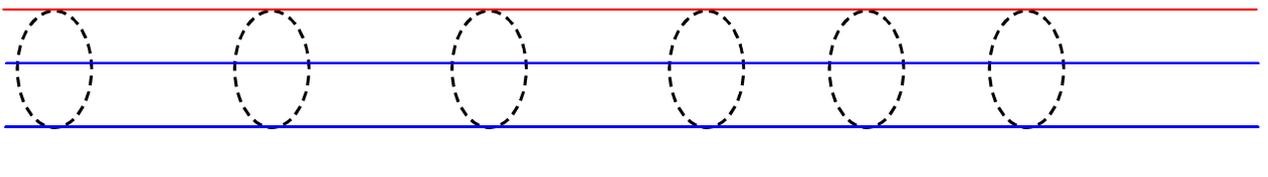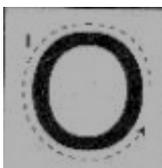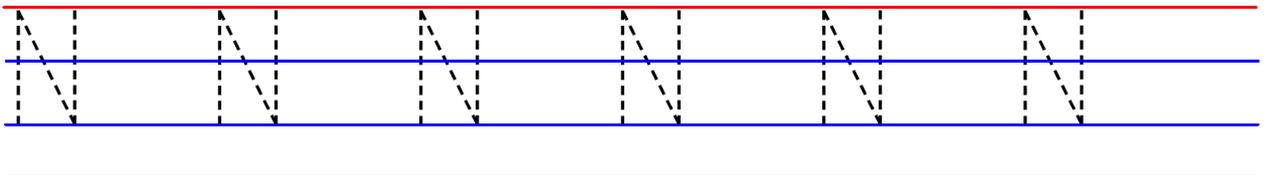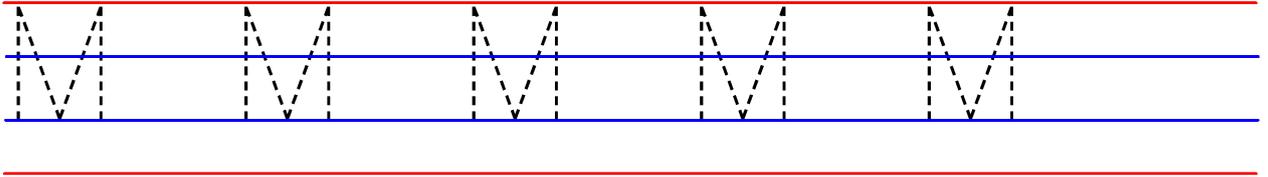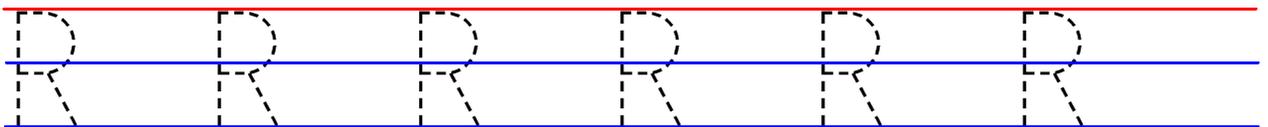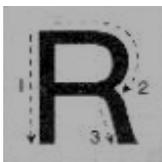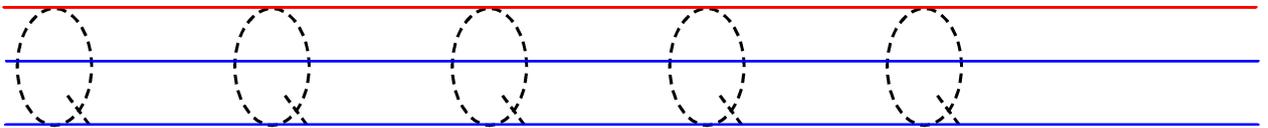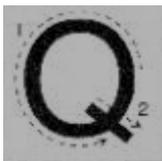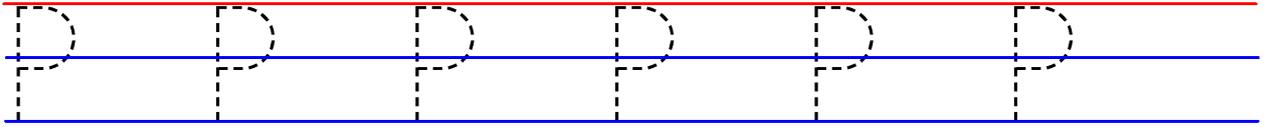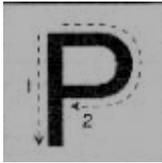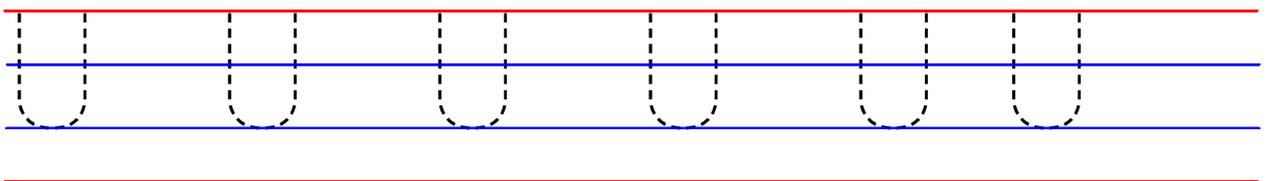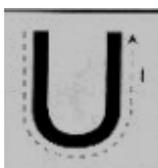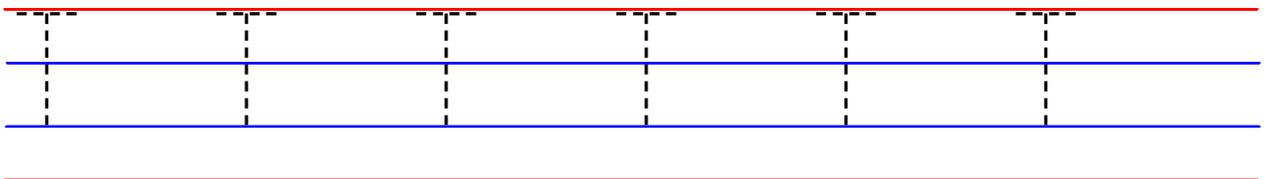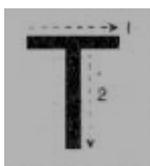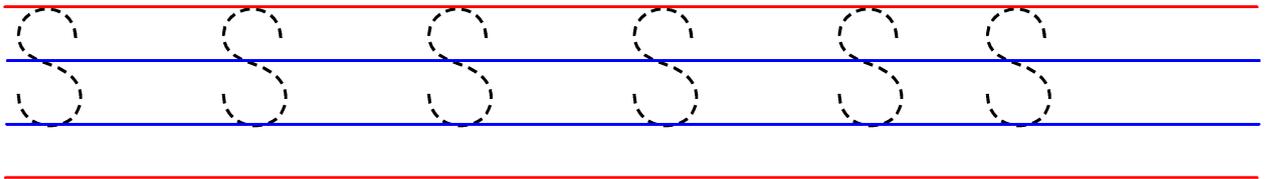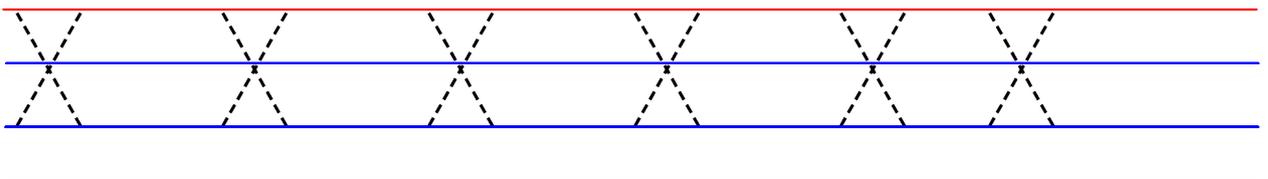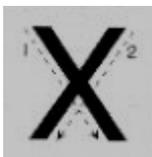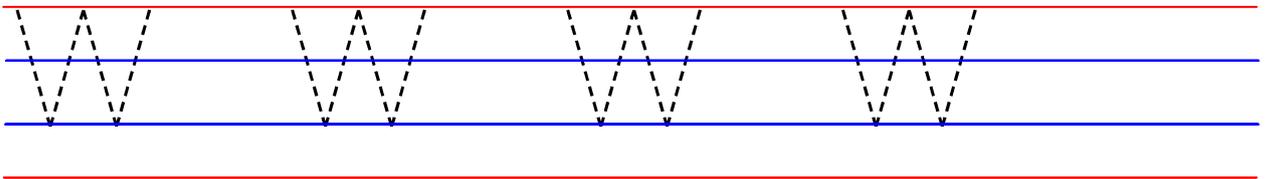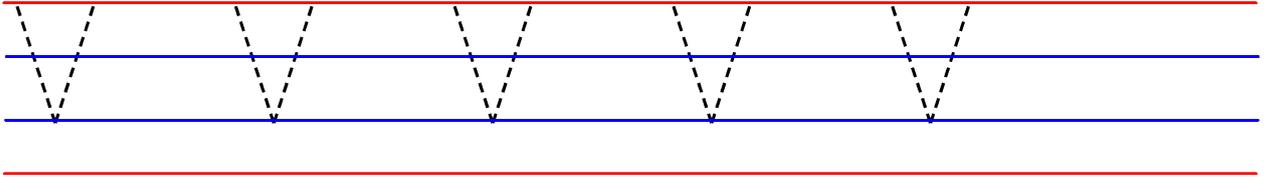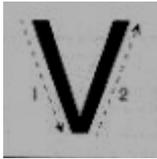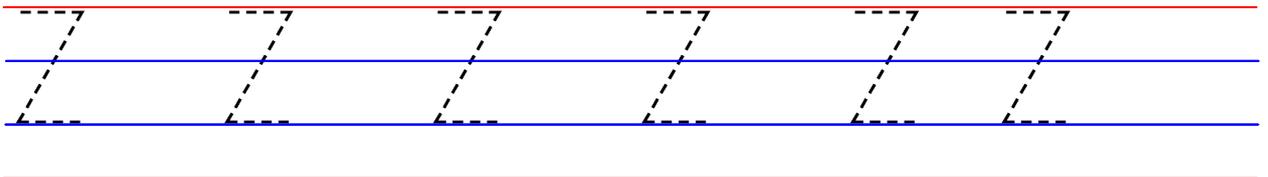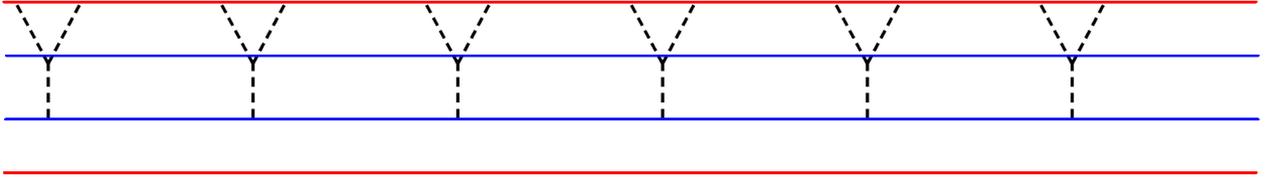
Name : _____ Year : _____

Match and write .

1. A ○          ○ e → E e

2. C ○          ○ b →

3. D ○          ○ c →

4. B ○          ○ f →

5. E ○          ○ a →

6. F ○          ○ d →

|   |   | 4. |   |   |
|---|---|---|---|---|

Crossword puzzle:

- 4. (vertical): k l l o n s s
- 1. (across): k
- 2. (across): n g
- 3. (across): n d l
- 5. (vertical): e s n s

Replace the pictures with words.

1. I love to eat c_____ .
2. My friends sing a birthday s _____ .
3. There are seven c_____ .
4. The b_____ are hanging at the door.
5. My friends bring me p_____.

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Rearrange the phrases to form sentences.

1.

| is eating | Basir | an ice-cream. |
|---|---|---|
| _____ | | |

2.
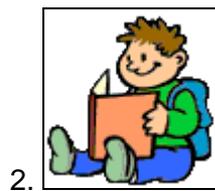
| is reading | a | Ah Meng | storybook. |
|---|---|---|---|
| _____ | | | |

3.

| cute | teddy bear. | has a | Sabrina |
|---|---|---|---|
| _____ | | | |

4.

| likes | to play | ball. | Peter |
|---|---|---|---|
| _____ | | | |

5.

| is taking | Rodi | bath. | His |
|---|---|---|---|
| _____ | | | |

**MY PET**



This is my pet.

It is a <u>cat</u>.

It is <u>brown</u>.

Its name is <u>Tompok</u>.

It likes to eat <u>fish</u>.

Replace the underlined words with different pets.

Example :
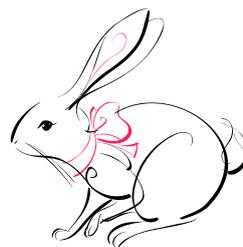


| rabbit | white | Ruby | carrot |
|--------|-------|------|--------|

This is my pet.
It is a _____.
It is _____.
Its name is _____.
It likes to eat _____.

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Write

| | |
|---|---|
|  | am   Ai Ling.   I <br><br> _____ <br><br> a   I   girl.   am <br><br> _____ <br><br> am   seven   Old.   I   years <br><br> _____ |
|  | Saturday.   is   Today <br><br> _____ <br><br> a   Siva   book.   reads <br><br> _____ <br><br> a   He   chair.   on   sits <br><br> _____ |

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Substitution Table

Read the substitution tables below.

| I am | Fatimah.<br><br>Mary.<br><br>Ah Chong. |
|---|---|

| I am | Nine<br><br>ten<br><br>eight | years old. |
|---|---|---|

| I live | at | No. 14, Taman Selasih, Kulim.<br><br>No. 21, Jalan Bayam, Ipoh. |
|---|---|---|
| | in | Jitra. |

| I go to | Sekolah Kebangsaan Seri Cahaya.<br><br>Sekolah Kebangsaan Taman Murni.<br><br>Sekolah Kebangsaan Kepong Satu. |
|---|---|

**LANGUAGE ARTS**

Language Arts is a new component designed to create appreciation and enjoyment amongst pupils as they learn language. This experience should be fun filled as well as used as a means to create confidence in pupils to use the language without inhibitions. As such, learning standards have been designed for pupils to achieve the above mentioned goals. Following are the learning standards for language arts for Year One:

| CONTENT STANDARDS | LEARNING STANDARDS |
|---|---|
| 4.1 By the end of the six year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs, through performance. | 4.1.1 Able to listen to and enjoy nursery rhymes and action songs through non-verbal response.<br><br>4.1.2 Able to listen to and recite nursery rhymes, and sing action songs with correct pronunciation and rhythm. |
| 4.2 By the end of the six year primary schooling, pupils will be able to demonstrate understanding of and express personal response to literary texts. | 4.2.1 Able to talk about:<br>a) book covers<br>b) pictures in books<br>with guidance. |
| 4.3. By the end of the 6-year primary programme, pupils will be able to plan, organize and produce creative works for enjoyment. | 4.3.1 Able to produce simple creative works with guidance based on:<br>a) nursery rhymes<br>b) action songs<br><br>4.3.2 Able to take part with guidance in a performance based on:<br>a) nursery rhymes<br>b) action songs<br>c) fables |

As this is a new component, ideas of activities for learning standards have been covered in this section. However, teachers are encouraged to use their own creative ideas to conduct lessons in the classroom as well.

Learning Standard : 4.1.1 Able to listen and respond to nursery rhymes and action
songs by using non-verbal gestures

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Nursery Rhymes** using non-verbal gestures<br><br>1. Pupils chant nursery rhymes while using non-verbal gestures. | Example 1:<br><br>**Peas Porridge Hot**<br><br>Peas porridge hot<br>Peas porridge cold<br>Peas porridge in the pot<br>Seven days old<br><br>Some like it hot<br>Some like it cold<br>Some like it in the pot<br>Seven days old<br><br>**Rhythmic Method :**<br><br>**Suggested gestures for 'Peas Porridge Hot'**<br><br>**Peas porridge hot**<br>*(clap \*, clap\*, clap\* )*<br>**Peas porridge cold**<br>*(clap \*, clap\*, clap\* )*<br>**Peas porridge in the pot**<br>*(clap \*, clap\*, clap\* clap\*, clap\* )*<br>**Seven days old**<br>*(clap \*, clap\*, clap\* )*<br><br>**Some like it hot**<br>*(clap #, clap#, clap# )*<br>**Some like it cold**<br>*(clap #, clap#, clap# )*<br>**Some like it in the pot**<br>*(clap #, clap#, clap# clap#, clap#)*<br>**Seven days old**<br>*(clap #, clap#, clap# )*<br><br>clap\* - clapping own hands<br>clap# - patting friend's palm | Nonverbal gestures can be created by teacher or pupils.<br><br>Suggested non-verbal gestures that may be used with any nursery rhyme:<br>• clap hands<br>• pat palm<br>• stamp feet<br>• tap feet<br>• slap thighs<br>• wave hands<br>• bow head<br>• bow<br>• curtsey<br>• sway body<br>• jump<br>• hop<br>• turn around<br>• point to objects<br>• point to body parts<br>• point to people<br>• pretend to take off cap<br>• snap fingers<br>• shake hands with partners<br>• shake hands in the air<br>• use smiley cards |

| | | 2 ways approach<br>* rhythmic method<br> - clapping with certain rhythm<br>* meaning in context with action |
|---|---|---|
| | **Meaning in Context**<br><br>**Suggested gestures for 'Peas Porridge Hot'**<br><br>**Peas porridge hot**<br>*(action of fanning oneself )*<br>**Peas porridge cold**<br>*(shivering action )*<br>**Peas porridge in the pot**<br>*(action of stirring porridge in the pot )*<br>**Seven days old**<br>*(show 7 fingers )*<br><br>**Some like it hot**<br>*(action of fanning oneself )*<br>**Some like it cold**<br>*(shivering action )*<br>**Some like it in the pot**<br>*(action of stirring porridge in the pot)*<br>**Seven days old**<br>*(show 7 fingers )* | |

One must learn by doing the thing; for though you think you know it, you have no certainty, until you try.

*Sophocles*

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| | Example 2: | |

**Let Us Chant**

Farid has a fish
Farid has a fan
Farid has a fish and a fan

Velu has a vase
Velu has a van
Velu has a vase and a van

**Rhythmic Method**

**Suggested gestures
for 'Let Us Chant'**


**Farid has a fish**
(*Clap hands once at Farid and fish*)
**Farid has a fan**
(*Clap hands once at Farid and fan*)
**Farid has a fish and a fan**
(*Clap hands once at Farid, fish and fan*)

**Velu has a vase**
(*Clap hands once at Velu and vase*)
**Velu has a van**
(*Clap hands once at Velu and van*)
**Velu has a vase and a van**
(*Clap hands once at Velu, vase and van*)

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| Teach actions for **action songs** by using non-verbal gestures. | Example 1:<br><br>**At The School Garden**<br><br>Good morning to you<br>Good morning to you<br>Good morning, good morning<br>And how do you do!<br><br>Good afternoon to you<br>Good afternoon to you<br>Good afternoon, good afternoon<br>And how do you do!<br><br>Good evening to you<br>Good evening to you<br>Good evening, Good evening<br>And how do you do!<br><br>*Tune : Happy Birthday* | Non-verbal gestures can be created by teacher or pupils. |

**Suggested gestures for
'At The School Garden'**

Good morning to you
*(girls curtsey and boys bow)*
Good morning to you
*(girls curtsey and boys bow)*
Good morning, good morning
*(pupils waving)*
And how do you do!
*(pupils shake hands with their
 friends)*

Good afternoon to you
*(girls curtsey and boys bow)*
Good afternoon to you
*(girls curtsey and boys bow)*
Good afternoon, good afternoon
*(girls curtsey and boys bow)*
And how do you do!
*(pupils shake hands with their
 friends)*

Good evening to you
*(girls curtsey and boys bow)*
Good evening to you
*(girls curtsey and boys bow)*
Good evening, Good evening
*(girls curtsey and boys bow)*
And how do you do!
*(pupils shake hands with their
 friends)*

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| | Example 2:<br><br>**Let Us Sing**<br><br>We can read<br>We can write<br>We can count up to ten<br>We are clever little children<br>We will learn more in Year 2<br><br>*Tune : Rasa Sayang*<br><br><br>**Suggested gestures for 'Let Us Sing'**<br><br>**We can read**<br>*(clap own hands while swaying body)*<br>**We can write**<br>*(clap own hands while swaying body)*<br>**We can count up to ten**<br>*(clap own hands while swaying body)*<br>**We are clever little children**<br>*(clap own hands while swaying body)*<br>**We will learn more in Year 2**<br>*(clap own hands while swaying body)*<br><br>*Tune : Rasa Sayang* | Teacher may ask some pupils to mime the lyrics as others sing the song. |

Learning Standard:

4.1.2   Able to listen to and recite nursery rhymes, and sing action songs with clear pronunciation and rhythm.

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Rhymes:** <br> **One, Two, Three Four, Five** <br><br> 1. Recite the rhyme. <br> 2. Pupils recite nursery rhyme or sing action songs. | One, Two, Three Four, Five <br><br> One, two, three, four, five <br> Once I caught a fish alive <br> Six, seven, eight, nine, ten <br> Then I let it go again | Teacher prepares number cards 1 to 10.  The number cards shaped like a fish. |
| **Big Cat** <br><br> 1. Show picture of a big cat to get pupils to say the words 'big' and 'cat'. <br><br> 2. Show picture of a fat rat to get pupils to say the words 'fat' and 'rat'. <br><br> 3. Show picture of a red mat to get pupils to say the words 'red' and 'mat'. | Big Cat <br><br> The big cat runs <br> after the fat rat <br> The fat rat runs <br>  under the red mat. | Prepare pictures of a: <br> a. big cat <br> b. fat rat <br> c. red mat |
| **Colours** <br><br> 1. Show coloured cards -red, yellow, blue and green. | Colours <br><br> Red and yellow, <br> blue and green <br> Blue and green <br> Blue and green <br> Red and yellow, <br> blue and green <br> I like colours. | Prepare coloured cards: <br> a. red <br> b. yellow <br> c. blue <br> d. green |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **The Cat and the Rat**<br><br>1. Use the MyCD to introduce the rhyme. | The Cat And The Rat<br><br>The big cat runs after the fat rat<br>The fat rat runs under the red mat. | Refer to LA1 for more nursery rhymes. |
| **Elly Elephant**<br><br>1. Show a picture of an elephant and ask questions such as:<br><br>a. What can you see in the picture?<br>b. Is it a big animal or a small animal? | Elly Elephant<br><br>E is for ear (2X)<br>Elly Elephant<br>has two big ears.<br><br>N is for nose (2X)<br>Elly Elephant<br>has a long nose.<br><br>T is for tail (2X)<br>Elly Elephant<br>has a tiny tail. | Refer to LA2 for more animals. |
| **Ollie, the Ox**<br><br>1. Get pupils to draw a small circle (anti clockwise) in the air and say /o/.<br>2. Get pupils to chant, oo..ooo…<br>3. Then, sing the rhyme. | Ollie, the ox<br><br>Ollie, the ox,<br>found an orange<br>"An orange! An orange!"<br>said Ollie, the ox<br>with the orange. | |
| **Action Songs:**<br><br>**I saw a fat cat**<br><br>1. Pupils sing the song with actions. | I saw a fat cat<br><br>I saw a fat cat [2x]<br>On the mat [2x]<br>I saw  a fat  rat [2x]<br>Under  the mat [2x]<br><br>*  Tune: 'Are you Sleeping?' | Teacher can prepare a mask of a cat and a rat. |

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| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **My Eyes**<br><br>1. Use suitable non-verbal gestures for the song.<br>2. Teacher illicit suitable actions from the pupils. | My Eyes<br><br>These are my eyes<br>These are my eyes<br>These are my eyes<br>I see with my eyes<br><br>These are my hands<br>These are my hands<br>These are my hands<br>I touch with my hands<br><br>This is my mouth<br>This is my mouth<br>This is my mouth<br>I eat with my mouth<br><br>This is my nose<br>This is my nose<br>This is my nose<br>I smell with my nose<br><br>[Sing to the tune of 'Wau Bulan'] | |
| **Ten Little Children**<br><br>1. Use the MyCD to introduce the rhyme. | Ten Little Children<br><br>One little<br>Two little<br>Three little children<br>Four little<br>Five little<br>Six little children<br>Seven little<br>Eight little<br>Nine little children<br>Ten happy children are here | |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Let's Learn Together**<br><br>Ask a pupil to recite a nursery rhyme/song to be learnt by all the other pupils.<br><br>1. Pupils volunteer to recite any rhyme/song that he/she already knows.<br>2. The other pupils learn the rhyme/song that the first pupil recited/sang. | | Refer to LA1 for more nursery rhymes.<br><br>This can be carried out as an enrichment activity. |
| **Mime Time**<br><br>Mime actions found in the nursery rhyme/song for pupils to guess the nursery rhyme/song.<br><br>1. Teacher mimes actions found in a nursery rhyme/song to be taught or a nursery rhyme/ song that has been taught.<br>2. Pupils guess the title of the nursery rhyme/ song to be learnt or have learnt. | Example of rhyme:<br><br>One, two<br>Touch your shoe<br>Three, four<br>Sweep the floor<br>Five, six<br>Pick up sticks<br>Seven, eight<br>Sit up straight<br>Nine, ten<br>Hold a pen | |
| **Tag-A-Friend:**<br><br>A pupil tags a friend to continue his/her recitation of a poem.<br><br>1. Pupil 1 recites line 1 of the nursery rhyme learnt.<br>2. Then, pupil 1 tags pupil 2 to recite line 2 of the same nursery rhyme learnt. | Content depends on the nursery rhyme that has been taught.<br><br>Pupil 1 → Pupil 2 → Pupil 2 | Teacher needs to prepare an object that the pupils can use to tag a friend –<br><br>e.g. bean bag, long ruler, etc. |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Maximum Recall**<br><br>Recite rhymes/songs learnt as often as possible in sequential order as they were learnt for reinforcement.<br><br>1. Pupils recite nursery rhymes/songs that they have learnt as often as possible. | Content is the nursery rhymes/songs that the teacher has taught.<br><br>Sample Rhyme:<br><br>Ahmad is tall,<br>He has a ball,<br>He climbs a wall,<br>He has a fall.<br>All his friends,<br>Hear him call,<br>And they carry him<br>Into the hall. | Teacher may use a prop to aid daily review. For example, show the pupils a toy egg if she wants them to recite 'Humpty Dumpty'. |
| **Mirror Mirror On The Wall**<br><br>Pupils imitate the teacher.<br><br>1. Pupils look closely at their teacher's mouth when she pronounces words in the nursery rhyme.<br>2. Pupils then imitate the teacher pronouncing the words.<br><br>3. They may then look at their partner's mouth when they recite the nursery rhyme that they are learning. | Content is the nursery rhymes that the teacher has taught | Teacher may supply pupils with mirrored sharpeners for this activity.<br><br><br>Refer to the MOE CD Year 1 ( CD 1-1A & 1-1B) |
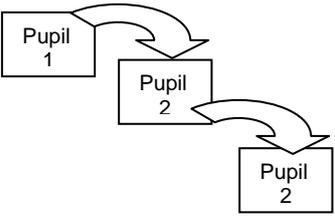
**Learning is never done without errors and defeat.**

**Vladimir Lenin**

| ACTIVITY | CONTENT | TEACHER'S NOTE |
|---|---|---|
| **Tapping Time**<br><br>Recite the rhyme while tapping out the rhythm in order for pupils to feel and recite the rhyme with rhythm.<br><br>1. Pupils recite nursery rhyme learnt.<br>2. Teacher teaches pupils to tap the rhythm to accompany the recitation of the nursery rhyme.<br>3. Pupils practice tapping the rhythm learnt.<br>4. Pupils then recite the nursery rhyme and tap the rhythm learnt together. | Content is the nursery rhymes that the teacher has taught. | Teacher may tap on the table or use an instrument to give the pupils that sense of rhythm. |
| **Run and Hide**<br><br>Pupils make actions that are suitable for the song.<br><br>1. Pupils listen to a song.<br>2. Teacher demonstrates examples of actions suitable for the song.<br>3. Pupils then make other actions suitable for the song. | Example of song:<br><br>You put your right hand in<br>You put your right hand out<br>You put your right hand in<br>And you shake it all about<br>Do the hokey pokey<br>And you turn yourself around<br>That's what it's all about | Activity can be carried out outside the classroom. |
| **Chant Before You Sing**<br><br>1. Pupils chant the lyrics of the song to check pronunciation.<br><br>2. Teacher asks pupils to chant the lyrics of the song with the correct pronunciation. | | Teacher gets pupils to chant the lyrics of the song with the correct pronunciation. |

Learning Standard:

4.2.1 Able to talk about:
  a) book covers
  b) pictures in books with guidance

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| Talk about book covers with guidance . <br><br> 1. Teacher shows a book cover to the pupils. <br> 2. Teacher then asks questions based on the book cover. | **a. Book cover** <br><br>  <br><br> Suggested questions: <br><br> - What can you see? <br> - Are there any animals? Name them. <br> - How many hens are there? <br> - Name the things that you can see in the picture. <br> - What is the title? <br> - Name the colours that you can see. <br> - What sound does a hen make? <br> - What do hens eat? <br> - Where do the hens sleep? <br> - Where can you find a chicken coop? | Additional suggested questions: <br><br> - Where is this place? Have you ever been to a place like this? <br> - If you were in the story, who/what would you like to be? Why? <br><br> Teacher may use any books suitable for year one pupils. |

| ACTIVITIES | CONTENT | NOTES |
|---|---|---|
| Talk about pictures in books with guidance.<br><br>1. Teacher picks a picture from the book she is reading to the pupils.<br><br>2. Teacher then asks questions based on the picture. | **b. Pictures in books**<br><br><br><br>Suggested questions:<br><br>- What can you see in the picture?<br>- How many people are there?<br>- Who do you think they are?<br>- Are there any animals? Name them.<br>- How many hens are there?<br>- Name the things that you can see in the picture.<br>- Name the colours that you can see.<br>- Where can you find a chicken coop?<br>- What sound does a hen make?<br>- What do hens eat?<br>- Have you seen a chicken coop before?<br>- What do you think will happen next? | Additional suggested questions:<br><br>- Where is this place? Have you ever been to a place like this?<br>- If you were in the story, who/what would you like to be? Why?<br><br>Teacher may use any books suitable for year one pupils. |
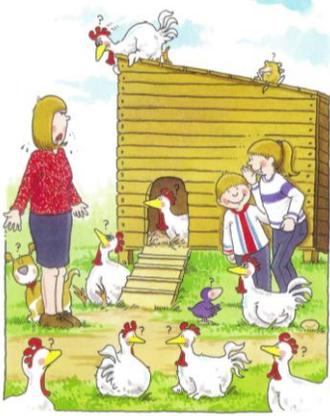
Learning Standard:

4.3.1    Able to produce simple creative works based on
   a.  nursery rhymes
   b.  action songs
   c.  fables  learnt.

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Let's  Draw**<br><br>Pupils illustrate rhyme learnt.<br><br>1. Pupils read the rhyme given.<br>2. They are given manila cards,  markers, colours/ crayons.<br>3. Pupils write the rhyme on the manila card and draw pictures based on the rhyme.<br>4. Pupils put up their work on the wall around the classroom. | Example of rhyme:<br><br>Teddy Bear, Teddy Bear<br>Round and round.<br>Teddy Bear, Teddy Bear<br>Touch the ground.<br>Teddy Bear, Teddy Bear<br>Touch your nose.<br>Teddy Bear, Teddy Bear<br>Stand on your toes.<br>Teddy Bear, Teddy Bear<br>Go to sleep. | Materials needed:<br><br>manila cards<br>markers<br>colours/ crayons |
| **Creating Games**<br><br>Pupils create simple games based on fables heard or read.<br><br>1. Pupils read the fable.<br>2. Pupils create a game based on the fable in pairs.<br>3. Pupils play the game. | Example of fable:<br>The Tortoise and the Hare<br><br>Suggested game:<br>1. Pupils draw a race track (The race track should have segments that are numbered)<br>2. They make a dice using an eraser.<br>3. They draw and cut out figurines of  the hare and the tortoise.<br>4. They play the game in pairs.<br>5. The pupil who reaches the finishing line first is the winner. | Materials needed to make dice, figurines and racing track:<br><br>eraser<br>manila cards<br>markers<br>colours/crayons<br><br>This can be regarded as an enrichment activity. |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Creating picture puzzles**<br><br>Pupils make simple puzzles based on characters from fables.<br><br>1. Pupils are given pictures of characters from a fable/ nursery rhyme to be coloured.<br>2. Pupils cut the pictures into pieces and put them in an envelope.<br>3. They let their friends assemble the picture puzzle. | Example of fable:<br><br>Two Friends and The Bear<br><br>Characters from the fable:<br><br>The Bear<br>The two friends( boys) | Materials needed:<br><br>manila cards<br>markers<br>colours/crayons<br>pairs of scissors<br>envelopes<br><br>Refer to LA5 for sample of picture puzzle. |
| **Making masks/ figurines/ puppets**<br><br>Pupils make masks/ figurines/ puppets of characters in the nursery rhymes/ action songs/ fables.<br><br>1. Pupils are provided with manila cards, markers, a pair of scissors, colours/ crayons, satay sticks to stick the figurines, egg shells or socks for the puppets.<br>2. They are required to create masks/ figurines/ puppets of the characters in the rhyme/ song/ fable.<br>3. They retell the fable/ sing the action song using the mask/ figurines/ puppets. | Suggested song:<br><br>Old Macdonald Had A Farm<br><br>Masks of the animals in the song. | Materials needed:<br><br> paper plates and colours<br><br>Refer to LA6 for mask template and guide to make sock puppets.<br><br>Materials needed:<br><br>Manila cards, markers<br>A pair of scissors<br>Colours/ crayons,<br>Satay sticks to stick the figurines<br>Egg shells or socks for the puppets. |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Create A Storybook**<br><br>1. Pupils are given a list of characters from the rhyme/ fable.<br>2. They are required to create their own story using the characters given with guidance.<br>3. They draw pictures for their story and create a cover.<br>4. Pupils read the story to their friends. | Example of song:<br><br>Old Macdonald Had A Farm<br><br>Characters from the song:<br><br>the farmer<br>cow<br>goat<br>hen<br>ducks<br><br>Sample story:<br><br>**The farmer** goes to the market.<br><br>He sells his **cow.**<br><br>He has a lot of money.<br><br>He buys a **hen,** two **ducks** and a **goat.**<br><br>He goes home happily. | Materials needed:<br><br>A4 paper<br>colours/crayons |
| **Role-play**<br><br>Pupils role-play characters from the fables with guidance.<br><br>1. Pupils pretend to be the characters in a fable.<br>2. They act out a certain part of the fable using their own dialogues.<br>3. They can use the masks that they have done in previous lessons. | Sample fable:<br><br>Extract from 'The boy who cried Wolf' | |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **What Would You Say?**<br><br>Pupils fill speech bubbles with guidance.<br><br>1. Pupils are given picture series from a story.<br>2. Pupils draw speech bubbles and write what the characters might be saying in the pictures.<br>3. Pupils read/role-play the dialogues to the class. | Example of picture series:<br><br><br>Pull! Pull!  Mmm!<br><br><br>Jenny, Come and give us a hand.  Coming , mummy.<br><br><br>Ready! 1,2 , pull.  It's not working.<br><br><br>Lassy, come on boy. Help us.  Woof, Woof. | Teacher needs to prepare the pictures. |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Junior Idol**<br><br>Pupils take part in a singing competition as judges and contestants with guidance.<br><br>1. Pupils are divided into singers and judges.<br>2. Singers think of a song with actions to sing.<br>3. They sing the song with actions.<br>4. The judges give marks for their performance and announce the winner.<br>5. Pupils from the advance level can become the judges. | Example of score sheet for the judges:<br><br><table><tr><td>Name</td><td>Voice</td><td>Action</td><td>Do you like it?</td></tr><tr><td></td><td></td><td></td><td></td></tr></table><br>Key:<br><br>Voice: Loud: 2 marks<br>　　　 Soft : 1 mark<br><br>Action: Very good: 2 marks<br>　　　 Good　 : 1 mark<br><br>Do you like it? : Yes: 2 marks<br>　　　　　　　　 No : 1 mark | Teacher prepares the score sheet. |
| **Interview**<br><br>Pupils act as interviewers and interviewees with guidance.<br><br>Songs:<br>1. Pupils pretend to be singers and reporters. (action songs)<br>2. The reporters interview the singers.<br><br>Fables:<br>1. This activity can be carried out in small groups.<br>2. Teacher uses a fable with many characters.<br>3. Group members pretend to be the characters in the fable.<br>4. One of the characters ask questions/interviews the others. | Example of interview 1:<br><br>R: Reporter　　　S: Singer<br><br>R: Welcome, Maria Osman.<br>S: Thank you.<br>R: When did you start singing?<br>S: When I was 4 years old.<br>R: Do you like singing?<br>S: Oh, yes.<br>R: Who is your favourite singer?<br>S: I like Mawi. | Teacher can guide the pupils with the sentence structure. |

| ACTIVITIES | CONTENT | NOTES |
|---|---|---|
| | Example of interview 2:<br><br>E: Elephant<br>T: Tortoise<br>H: Hare<br><br>**Sample fable:**<br>**'The Tortoise And The Hare"**<br><br>E : Congratulations, Ms. Tortoise.<br>T : Thank you.<br>E : Are you happy?<br>T : Yes, I'm very happy.<br>E : Mr. Hare, are you sad?<br>H : Yes.<br>E : You are fast. Why did you | Teacher simplify the story to suit the ability of the pupils. |
| **Make A Book Cover**<br><br>Pupils make book covers for nursery rhymes/ action songs/ fables.<br><br>1. Pupils are given manila cards, markers, colours/ crayons.<br>2. They create a book cover for the fable/ nursery rhyme that they have learnt in the previous lesson.<br>3. Pupils put up their work on the wall in the classroom. | Example of rhyme:<br><br>Twinkle, Twinkle Little Star<br><br>Twinkle, Twinkle, Little Star | Materials needed:<br><br>manila cards<br>markers<br>colours/crayons |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Make A Picture Dictionary**<br><br>Pupils make a picture dictionary based on nursery rhymes/ actions songs/ fables.<br><br>1. Pupils read the rhyme given.<br>2. Pupils create a picture dictionary by drawing the pictures of the words taken from the rhyme. | Example of rhyme:<br><br>Miss Kelly<br>Likes to eat jelly.<br><br>Little boy Mike<br>Rode on his bike.<br><br>Little Miss Pet<br>Got a new hat.<br><br>Little boy Lee<br>Climbed up the tree.<br><br>Example of picture dictionary:<br><br>tree          hat<br><br>Miss Kelly | Materials needed:<br><br>manila cards<br>markers<br>colours/crayons |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Concertina Book**<br><br>Pupils make a concertina book based on the nursery rhymes/ fables.<br><br>1. Pupils read the rhyme/fable given.<br>2. They create a concertina book. | Example of a Concertina Book:<br><br>Pupils draw pictures in a serial form for the rhyme/fable given.<br>Each picture is drawn in separate papers.<br>Then, the papers are glued together to create a picture series.<br><br>First, draw the pictures separately.<br><br><br>Then, glue the pictures together according to the sequence of the events in the rhyme/fable.<br><br><br>Lastly, fold the papers into a booklet/ brochure. | Materials needed:<br><br>A4 papers<br>markers<br>colours/crayons<br>glue |
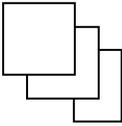
Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own." – Nikos Kazantzakis

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Train Story A**<br><br>Pupils create a train story using sentences.<br><br>1. Teacher tells a story to the pupils.<br>2. Teacher guides the pupils to cut out cards in the shapes of a train engine and carriages.<br>3. Teacher gives sentences to the pupils to write on the cut outs.<br>3. Pupils copy a sentence on each card.<br>4. Pupils are required to form a train (by joining the carriages) that tells the story learnt. | Example of a story:<br><br>**The Fox Has Got The Hens.**<br><br>"Help! Help!"<br>"The fox has got the hens!"<br>yells Pen.<br>Mum runs. Pen runs.<br>Up the hill goes Mum.<br>Up the hill goes Pen.<br>The fox has not got the hens!<br>Mum got cross.<br>The fox runs. The hens run.<br>"Help! Help!"<br>yells Pen.<br>"The fox has got the hens!"<br>Mum got very cross.<br>"In and up to bed!" yells Mum.<br>Up the hill goes Mum.<br>The fox - on a box.<br>The hens – on the pen!<br><br>Suggested sentences to be written on the cards:<br>   1.  Pen shouts for help.<br>   2.  The fox has the hens.<br>   3.  Mum and Pen run up the hill.<br>   4.  The fox has not got the hens.<br>   5.  Mum is angry. | Materials:<br><br> manila cards<br> markers<br> colours/crayons<br><br><br>Refer to RA7 |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Train Story B**<br><br>Pupils create a train story.<br><br>1. The pupils are given a series of pictures.<br>2. Teacher guides the pupils to cut out manila cards in the shapes of a train engine and carriages.<br>3. Pupils paste the pictures on the cut outs.<br>4. They are required to write a sentence for every picture to create a story.<br>5. Then, they read their stories to the class. | Example:<br> | Materials needed:<br><br>manila cards<br>markers<br>colours/crayons |

"Thought flows in terms of stories – stories about events, stories about people, and stories about intentions and achievements. The best teachers are the best storytellers. We learn in the form of stories."

Frank Smith

Learning Standard:

4.3.2   Able to take part with guidance in a performance based on:
      a.   nursery rhymes
      b.   action songs
      c.   fables

Note :  Below are some suggested ideas/activities which teachers may find useful in

      order to prepare for a performance.

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Make Me Up**<br><br>1. Prepare 'face paint' corner for pupils to paint each other's face.<br>2. Teacher demonstrates how these paints are used.<br>3. Pupils then explore by painting each other's face. | | This activity may only be conducted if 'face paint' is available.<br><br><br>*Teacher needs to check whether pupils skin are sensitive before conducting this activity. |
| **Dress-Prop Corner**<br><br>Start a 'dress-prop' corner<br><br>1. Pupils contribute articles of clothing/ props to the dress-prop corner. | | Teacher needs to find storage space for all the items collected. |
| **My New Face**<br><br>Prepare various types of masks for use during performance.<br><br>1. Pupils make masks with guidance. | | Materials needed: manila cards, crayons, paints, elastic bands etc.<br><br>Refer to LA3 for instructions and templates to make masks. |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|---|---|---|
| **Dress Me Up**<br><br>Pupils dress their friends up for a performance.<br><br>1. Pupils work together to dress up a friend in a costume or with props suitable for his/her performance. | | Pupils may use items from the 'Dress-Prop Corner' or make their own with guidance. |
| **Nursery Rhyme Boxes**<br><br>Prepare prop boxes to aid recitation of nursery rhymes.<br><br>1. Prepare a prop box for each nursery rhyme to be taught or have taught.<br>2. Pupils use these props to perform the rhyme. | | Refer to LA1 for samples of nursery rhymes.<br><br>For example:<br>In the 'Humpty Dumpty' box, you may place a plastic egg, blocks to build a wall and toy soldiers for the 'king's men'.<br><br>For 'One, Two, Three, Four, Five' you may place number cards inside. |
| **You Say, I Do**<br><br>Role play as the fable is read aloud.<br><br>1. Pupils concentrate on one task at a time. For example, they only either concentrate on acting or on reading aloud.<br>2. This activity may also be used to train pupils for action song performance. [e.g. just sing the song or perform the actions before combining them together. | <u>Litle Goat and the Wolf</u><br><br>1. Little goat does not know how a wolf looks like. He walks and meets a cow.<br>Little goat: Are you a wolf?<br>Cow: No, I'm not. A wolf has big ears.<br><br>2. He walks and meets an elephant.<br>Little goat: Are you a wolf?<br>Elephant: No, I'm not. A wolf has big eyes.<br><br>3. He walks and meets a horse. | |

| | | |
|---|---|---|
| 3. For pupils at advance level, they may be asked to act out the fable by taking turns. | Litle goat:  Are you a wolf?<br>Horse:  No, I'm not.  A wolf has big teeth.<br><br>4.  Finally, he meets a wolf<br>Little goat:  Are you a wolf?<br>Wolf:????<br><br>Now, what happens? | |

| ACTIVITY | CONTENT | TEACHER'S NOTES |
|----------|---------|-----------------|
| **Let's Create**<br><br>Pupils make props required for performance with guidance.<br><br>1. Teacher prepares materials required to make props for performance of rhymes, action songs and fables.<br>2. Pupils make props with guidance. | | Refer to LA4 for guide to make a prop [finger puppets]. |
| **Respect Your Friends**<br><br>Explain simple performance etiquette.<br><br>1. Teacher explains simple rules of performance.<br>For example, as an audience, one should pay attention when a performance is in progress.<br>2. As a performer, one must try one's best to entertain the audience. | | |

"Once children learn how to learn, nothing is going to narrow their mind. The essence of teaching is to make learning contagious, to have one idea spark another."

Marva Collins

Peas porridge hot,
Peas porridge cold,
Peas porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.
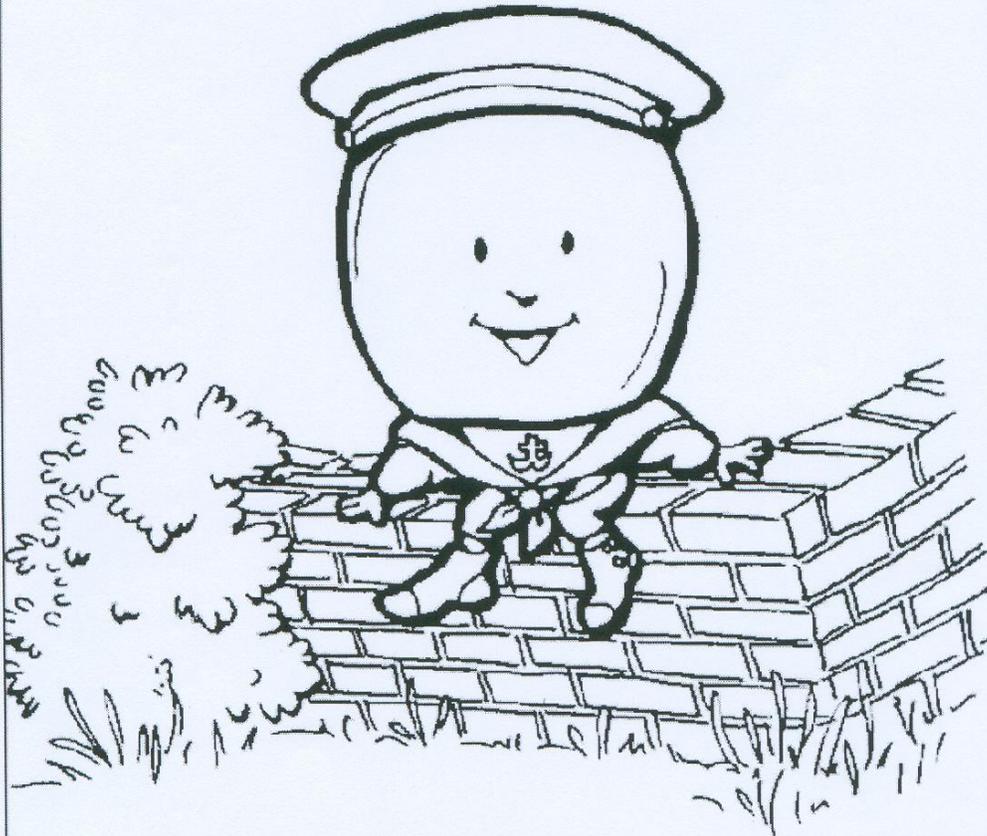
Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses,
And all the King's men
Could not put Humpty together again.

Twinkle, twinkle little star,
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star,
How I wonder what you are.
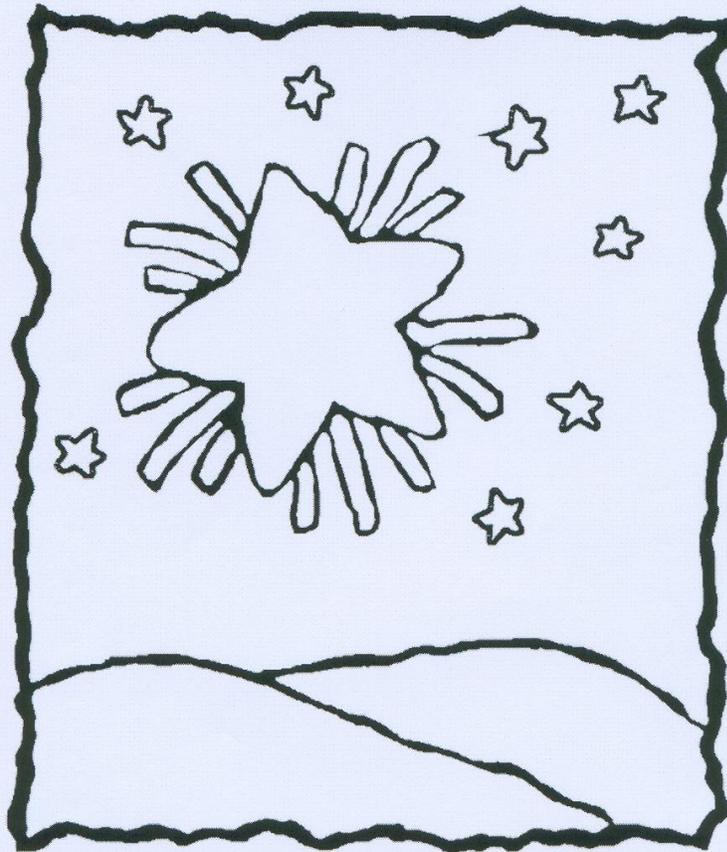
Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Mary had a little lamb,
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.



It followed her to school one day-
That was against the rule.
It made the children laugh and play
To see a lamb at school.

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**MINISTRY OF EDUCATION, MALAYSIA**

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes sir,
Three bags full.

One for the master,
One for the dame,
And one for the little boy
Who lives down the lane.

Jack and Jill went up a hill,
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

## Nursery Rhyme
## Teddy Bear, Teddy Bear

Teddy bear, teddy bear,
Turn around.
Teddy bear, teddy bear
Touch the ground,
Teddy bear, teddy bear,
Show your shoe.
Teddy bear, teddy bear,
That will do.
Teddy bear, teddy bear,
Run upstairs.
Teddy bear, teddy bear,
Say your prayers.
Teddy bear, teddy bear,
Turn out the light.
Teddy bear, teddy bear,
Say good night.
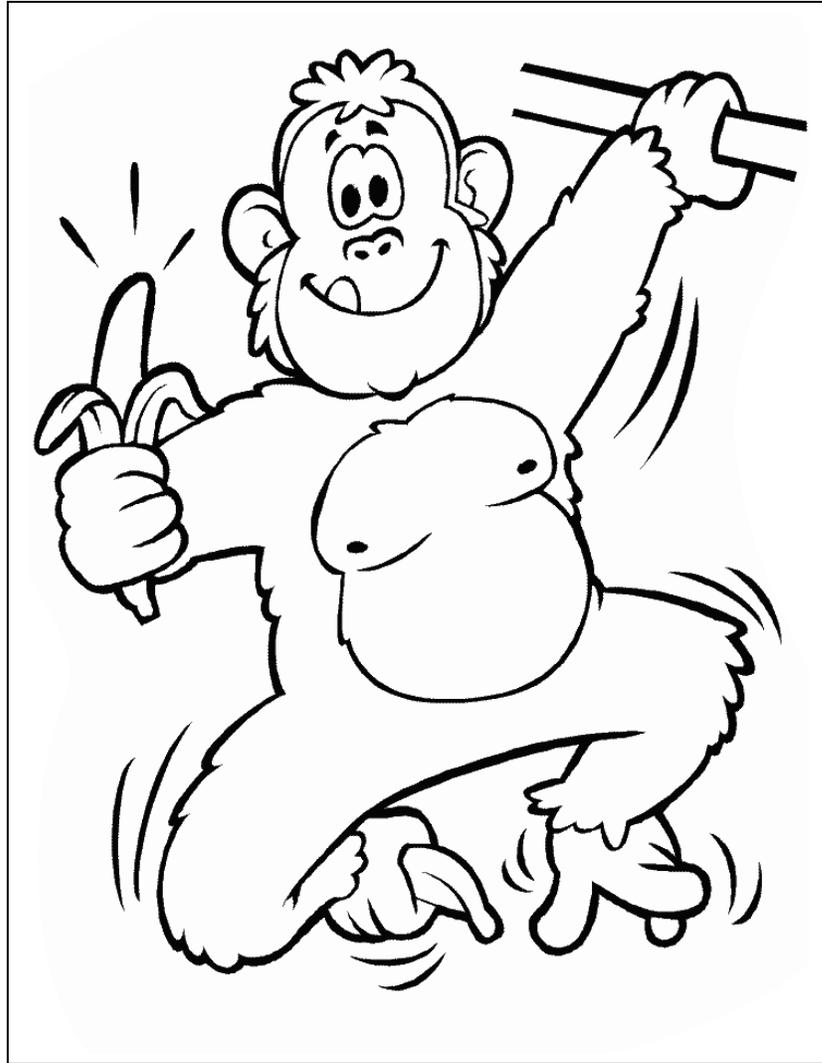
## INSTRUCTIONS FOR MAKING YOUR CREATURE MASK

1. After your mask has been printed it's time for you to decorate it. You can use anything, crayons, markers, paint, use your imagination.

2. With a grown-up's help use scissors to cut your mask out. Then, use a hole punch to make holes on both sides of your animal's head.

3. To wear your mask, tie a piece of string or elastic through each whole. And tie it tight so that your mask will stay on.

POPPER THE TIGER
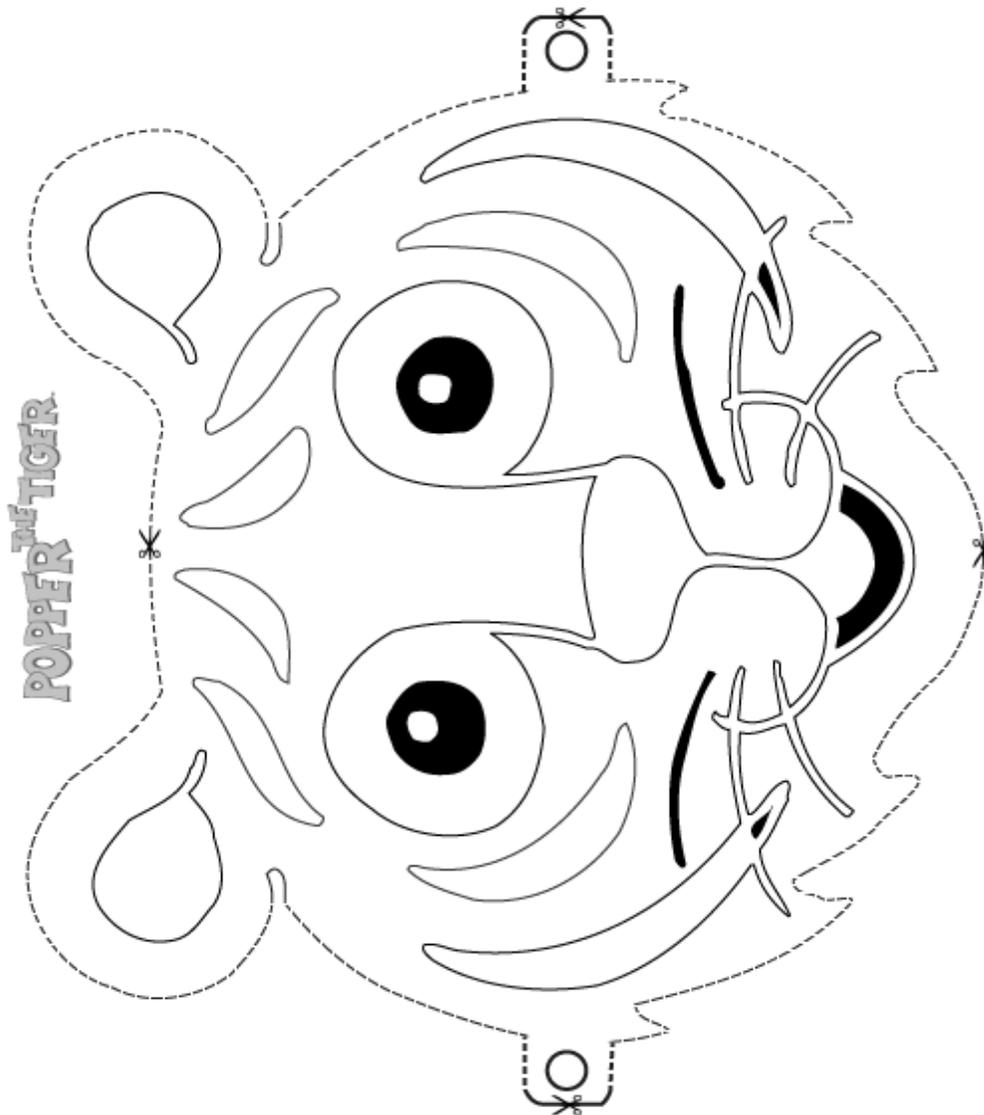
Five Little Monkeys Swinging in the Tree.

Grossmo

## FIVE LITTE MONKEYS SWINGING IN THE TREES

**Gross motor skills:** Pretend to be monkeys. Jump, sit, make funny faces, scratch your head, make monkey noises.

# Five Little Monkeys
Five little monkeys jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"That's what you get for jumping on the bed!"

Repeat with four little monkeys, three little monkeys, etc

## Monkey Finger Puppets

Print and trace monkey puppet pattern onto brown craft paper. Cut out, fold and glue together as indicated on pattern. Glue the monkey's head on top of finger puppet.

Pattern:
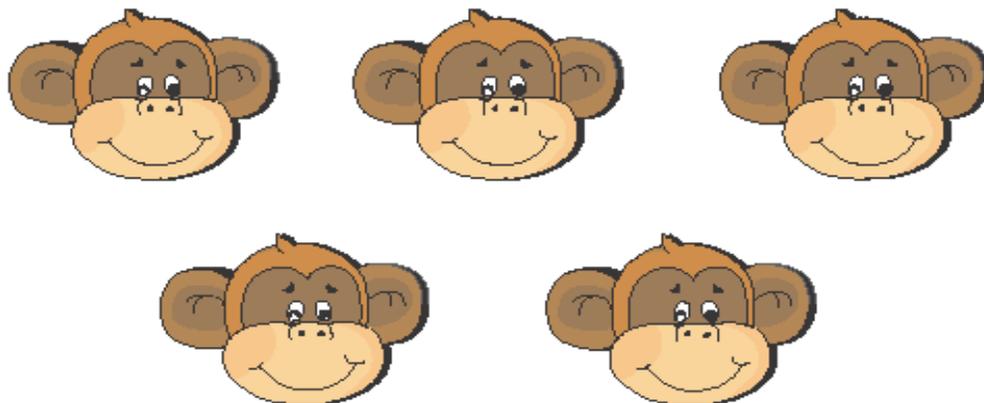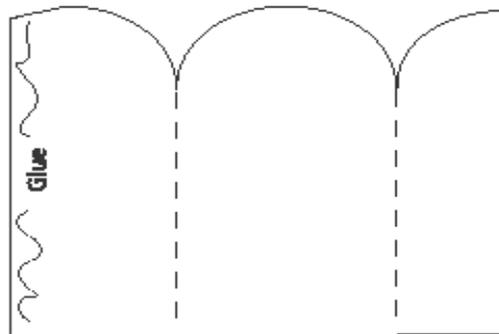




**Count and Hop**

Print and or write numbers from one to five (or ten) on index cards. Hold up a card and let children pretend to be frogs and hop the number of times indicated ont he card. Clap your hand and count the hops.

# Frog Finger Plays:
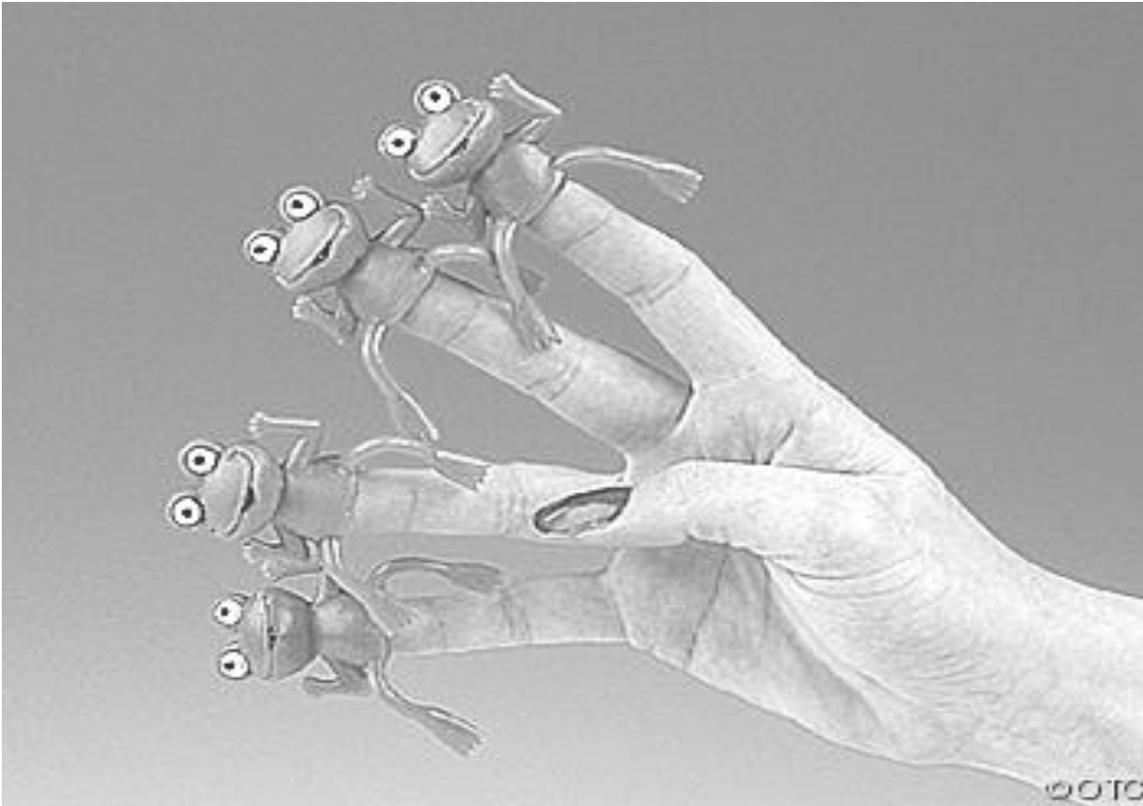


## Five Little Frogs

Five little frogs sitting on a wall. (Hold up five fingers)

One peeked in and down he fell.  (Hold up one finger)

Four frogs jumped high. (With hand holding up 4 fingers, jump up.)

Four frogs jumped low. (With hand holding up 4 fingers, jump up.)

Four frogs jumped everywhere, to and fro! (With both hands jump forward, sideways, backwards)

Continue until none are left.

Appendix



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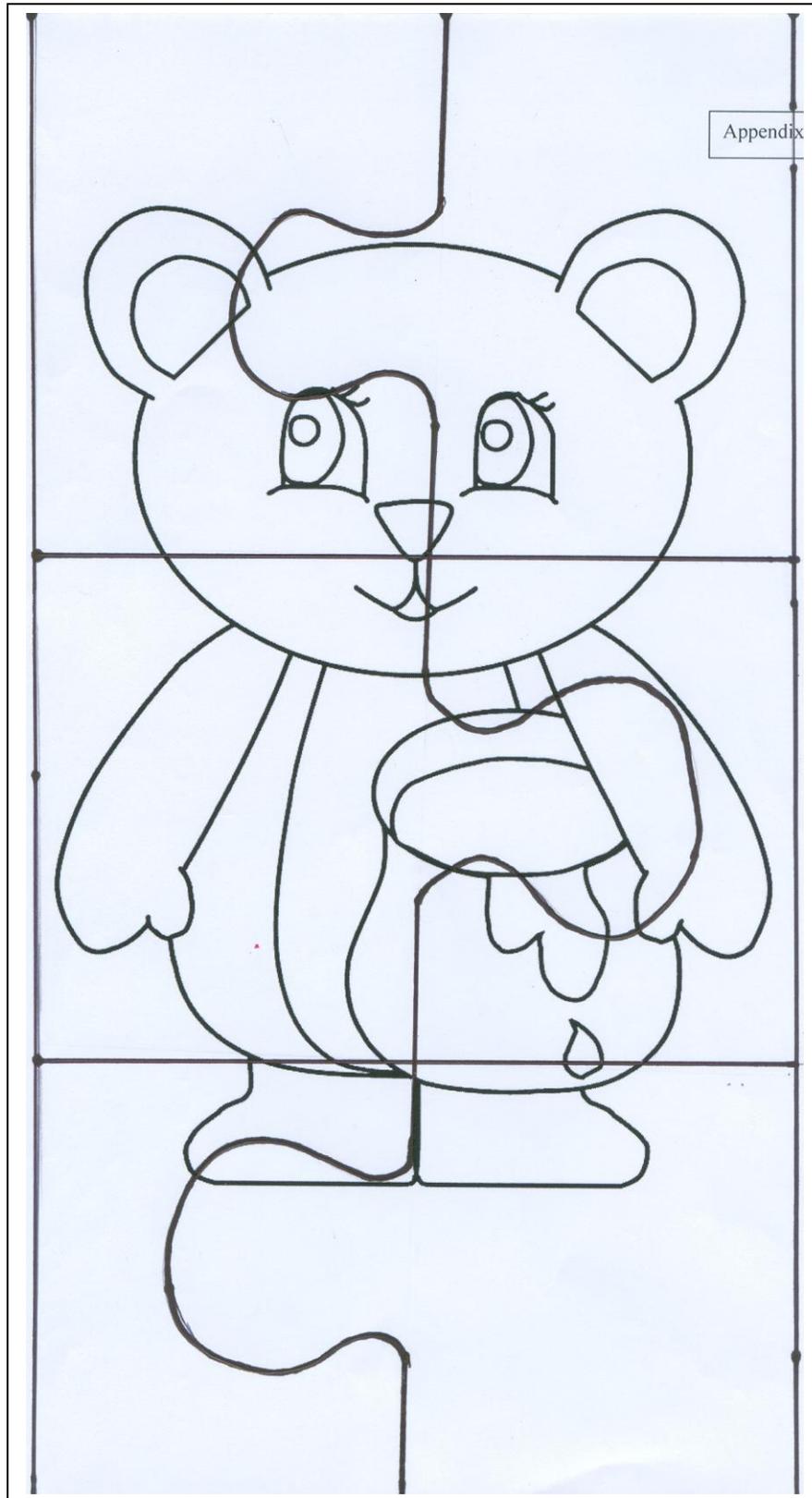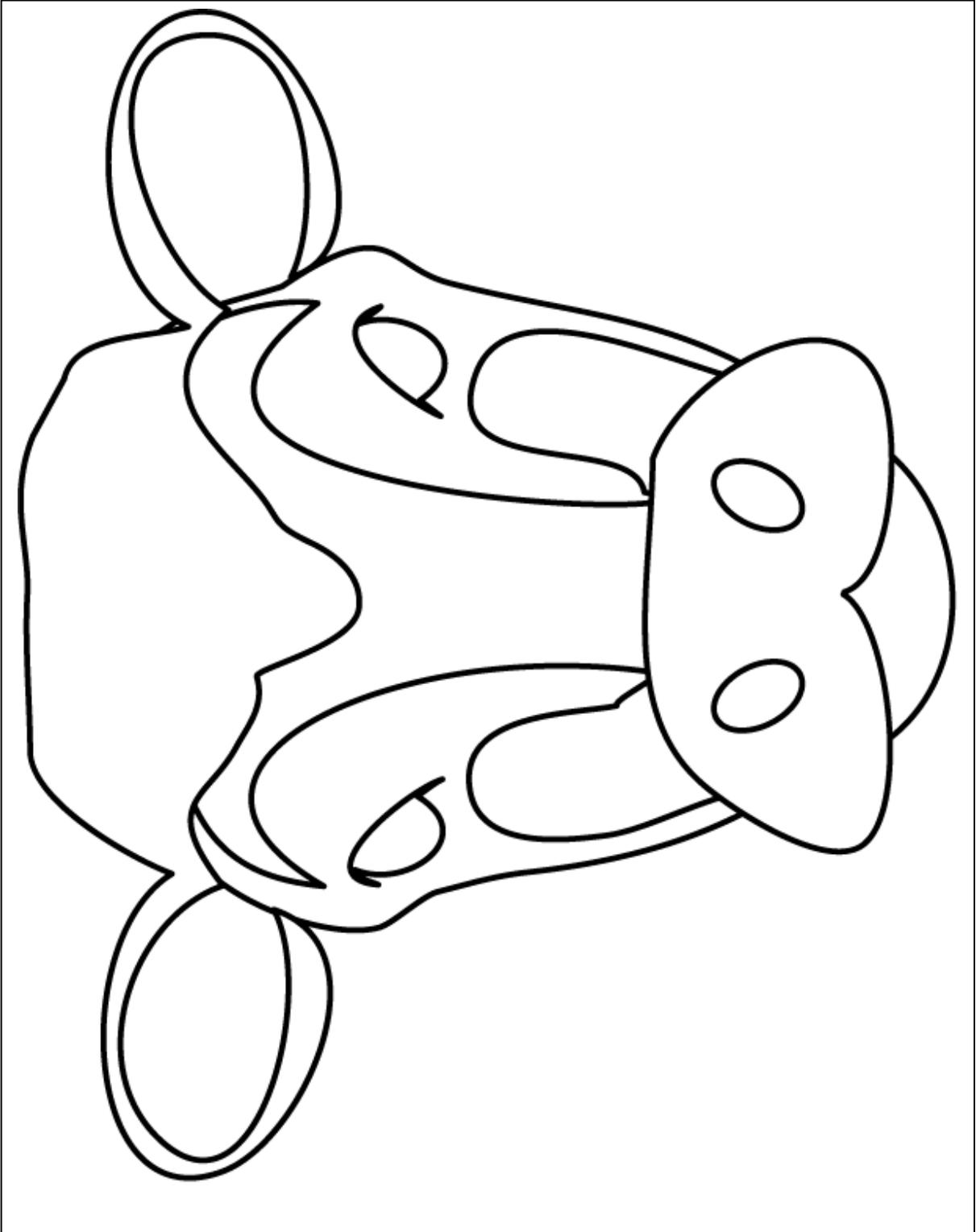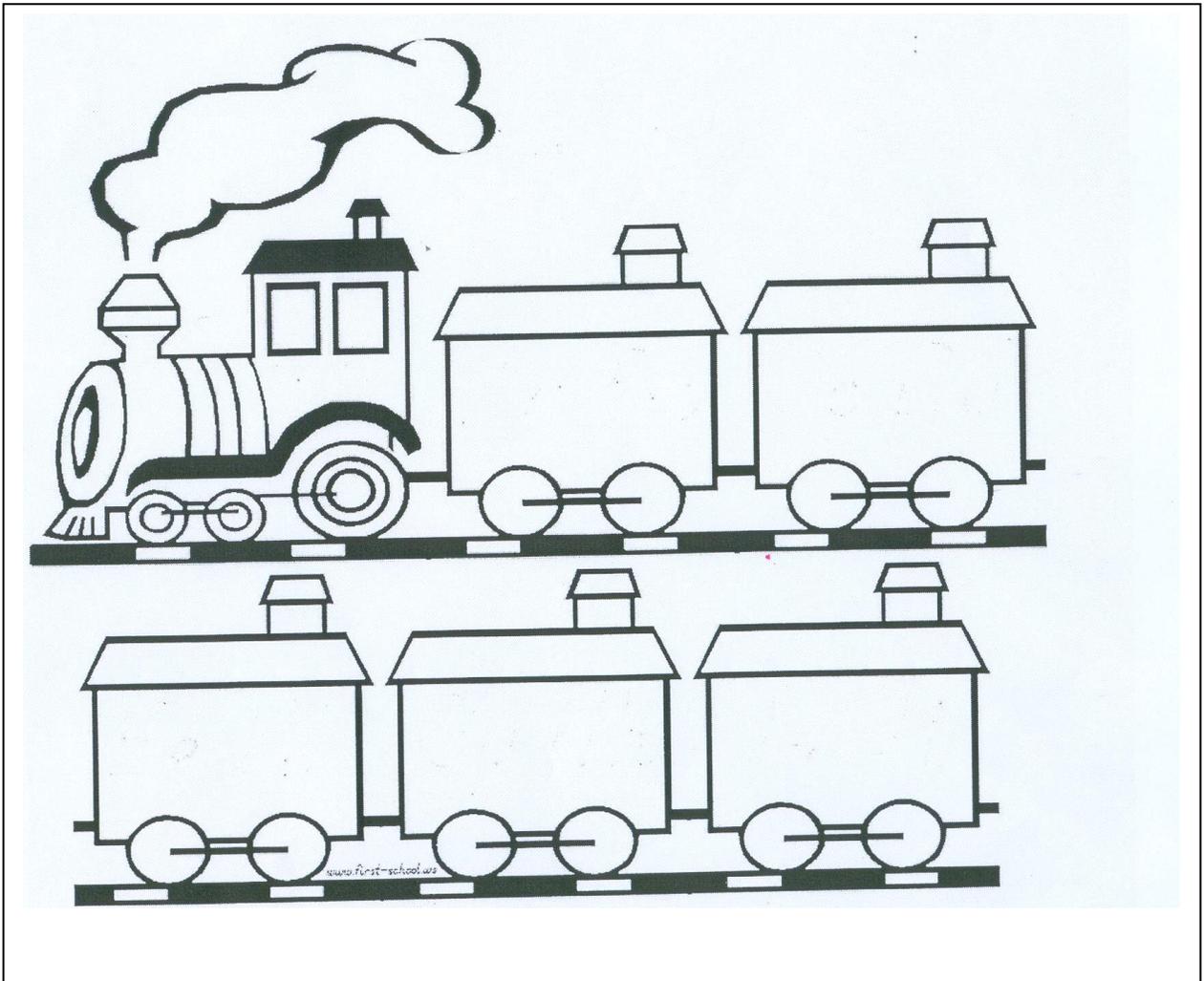
# SECTION THREE

SAMPLE LESSONS

| Focus : | Listening and Speaking |
|---|---|
| Theme : | World of Stories |
| Topic : | Rin and Ash |
| Introduction : | This lesson focuses on listening and speaking. Activities are teacher-led where teacher elicits words with the phoneme /æ/. There should be a lot of encouragement for pupils to speak and share. Teacher's role is to facilitate and provide a good environment for listening and speaking to happen in the classroom. |
| Content Standard : | 1.1    Pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation in accordance to Standard British English (SBE). |
| Learning Standard : | 1.1.1 Able to listen and respond to stimulus given with guidance:<br>    a. environmental sounds<br><br>1.1.2 Able to listen to and enjoy simple stories. |
| Objective: | By the end of the lesson, pupils will be able to:<br>    a.  respond to a story heard verbally<br>    b.  talk about a stimulus with guidance. |
| Time : | 30 / 60 minutes |
| Teaching Aids | Manila card,  power point |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher makes sounds of animals and pupils guess the sounds. | Listening<br>Making interpretations | Sounds of animals<br>Dog –<br>Woof! Woof!<br>Duck- Quack! Quack!<br>Cow- Moo! Moo!<br>Cat- Meow! Meow! |
| 2. Teacher displays the story and reads it aloud with pupils. Pupils listen and follow the text read. | Shared Reading<br><br>Recall and respond | Speech bubbles on the text Rin and Ash<br>Power point<br>Text on manila card or on power point.<br>Appendix 1 |

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| | | Read with expression |
|---|---|---|
| | | Paying attention |
| | 213 | Pupils use facial expressions to show likes or dislikes |
| 3. Teacher points to the words with phoneme /æ/. Pupils to say the words aloud. | Pronunciation Vocabulary Reading Focus on the phoneme /æ/. | Words: rat mat cat hat cap Ash |
| 4. Get pupils to say the words aloud while one of the pupil points to the word. | Pronunciation Vocabulary Reading | Phoneme /æ/ |
| | | |
| **Assessment:** Able to identify and pronounce words correctly. | Identify and pronounce words correctly. | Phoneme /æ/ |
| **Remedial:** 1. Pupil points to the problematic words. 2. Teacher reads the words. | Identify and pronounce words correctly. | Phoneme /æ/ |
| **Enrichment:** Get pupils to talk about their pet. | Build confidence Turn taking | Encourage pupils to talk. |

| Focus : | Reading |
|---|---|
| Theme : | World of Stories |
| Topic : | Rin and Ash |
| Introduction : | This lesson focuses on reading. Teacher reads the story with phoneme /æ/. |
| Content Standard : | 2.1 Pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts. |
| Learning Standard : | 2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.<br>2.1.2 Able to recognise and articulate initial and medial sounds (phonemes) in single syllable words within given context:<br>a. /æ/ (a) |
| Objectives | By the end of the lesson, pupils will be able to:<br>a. distinguish the phoneme /æ/.<br>b. recognise and articulate the phoneme /æ/. |
| Time : | 30 / 60 minutes |
| Teaching Aids | Text, power point , word cards, picture cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher introduces the phoneme /æ/ with parts of the body – arm. Pupils say after the teacher. | Show and tell<br>Pronounce correctly | Shows an arm to the pupils to introduce the phoneme /æ/. |
| 2. Teacher reads the speech bubbles in sequence. | Read with correct intonation | Text on power point or manila card.<br>Appendix 1 |
| 3. Pupils read after the teacher. | Guided reading<br>Emphasis on phoneme /æ/. | Text on the story Rin and Ash |
| 4. Get pupils to articulate the words. | Power point presentation | Word cards<br>rat<br>mat |

| | Reading and pronunciation of phoneme /æ/. | cat<br>hat<br>cap<br>Ash<br>Appendix 2 |
|---|---|---|
| 5. Teacher points to the words and pupils say them. Teacher asks pupils to place word cards next to the picture. | Reading with correct pronunciation<br><br>Identifying word with phoneme /æ/ | Teacher prepares sets of word cards and pictures<br>rat<br>mat<br>cat<br>hat<br>Ash<br>cap |
| 6. Teacher tells pupils to work in groups. Pupils place the word cards next to the pictures. | Building cooperation<br><br>Giving and following instructions. | Teacher gives pupils correct instructions to follow and instil cooperation among pupils. |
| **Assessment:**<br><br>1. Pupils are able to recognise and articulate the phoneme /æ/ in single syllable words.<br>2. Pupils match words to pictures. | Recognise and read words<br><br><br><br><br><br>Matching | Emphasis on phoneme /æ/.<br><br><br><br><br><br>Matching words to pictures in a group. |
| **Remedial:**<br><br>1. Teacher places objects on the table.<br>2. Pupils take turns to point at the objects and say the words.<br>3. Teacher helps pupils in their pronunciation. | Identifying<br><br><br>Pronunciation | Teacher gets ready objects:<br>hat, cap, mat<br><br>Pictures of hat, cap. mat |
| **Enrichment:**<br><br>Get pupils to tell other animal stories that they know. | Story telling<br><br>Self confidence | |

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| Focus : | Writing |
|---|---|
| Theme : | World of Stories |
| Topic : | Rin and Ash |
| Introduction : | This lesson focuses on writing. The main focus of this lesson will be on getting pupils to form the letter 'a' in the correct manner. |
| Content Standard : | 3.1   Pupils will be able to form letters and words in neat legible print including cursive writing. |
| Learning Standard : | 3.1.2 Able to copy and write in neat legible print. <br> (a)   small (lowercase) letters <br> (d)   words |
| Objective: | By the end of the lesson, pupils will be able to <br> a.  trace, copy and write  the letter 'a' <br> b.  spell words with the letter 'a' |
| Time : | 30 / 60 minutes |
| Teaching Aids | Manila card, power point, word cards, worksheet, pictures and objects |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher reads the story again. | Reading aloud <br><br> Focus on the phoneme /æ/ sound in the beginning and middle. <br> Questioning | Power point /Manila card <br><br> Word cards : <br> rat, cat, hat, sad, mat, Ash <br> Appendix 2 <br> e.g. <br> - Which animals can you see in the picture? <br> - What is the cat doing? <br><br> Teacher may add a little by pointing at the cat and question the pupil. <br> Not too many questions as children may loose the storyline. <br> e.g. <br> • Which animals can you see in the picture? <br> • What is the cat doing? |

| | | |
|---|---|---|
| 2. Get pupils to articulate the phoneme /æ/. | Integration of Reading and Speaking | Sound in the beginning : Ash<br>Middle : hat, cap, cat, mat, rat |
| 3. Get pupils to say words with the phoneme /æ/. | Integration of Reading | Sound in the beginning : Ash<br>Middle : hat, cap, cat, mat, rat |
| 4. Demonstrate the correct formation of letter 'ɑ'. | Formation of the letter 'ɑ' | Use a string and form the letter 'ɑ' on the manila card |
| 5. Pupils write or form the letter 'ɑ': | Formation of the letter 'ɑ' by practising. | Teacher tells pupils to look at her closely and follow. Pupils practice by writing<br>-in the air<br>-on the desk<br>-form the letter with plasticine |
| 6. Trace the letter 'ɑ' on activity sheet. | Penmanship with focus on fine motor skills. | Worksheet on trace the letter 'ɑ'<br>Appendix 3 |
| 7. Copy the letter 'ɑ' in neat legible print on activity sheet. | Penmanship with focus on fine motor skills. | Worksheet on copy the letter<br>Appendix 4 |
| 8. Find the letter 'ɑ' on the given activity sheet. | Identifying the letter 'ɑ' | Worksheet on find the letter 'ɑ'<br>Appendix 5 |
| 9. Fill in the missing 'ɑ' on activity sheet. | Filling in the blanks | Worksheet on write the letter 'ɑ'<br>Appendix 6 |
| 10. Label the pictures correctly. | Labelling | Worksheet on label the pictures.<br>Appendix 7 |
| | | |
| **Assessment :**<br><br>1. Pupils are able to trace the letter 'ɑ'.<br>2. Pupils are able to copy the letter 'ɑ'.<br>3. Pupils are able to form the letter 'ɑ' correctly. | Recalling : tracing, copying and forming | |

| Remedial: | Tracing | Appendix 8 |
|---|---|---|
| Pupils trace out the missing alphabet 'ɑ' in the worksheet provided. | | |
| **Enrichment:** | Recalling | |
| Pupils are given alphabet cards and write out the words that they have formed. | | t   n   ɑ <br> c |

| Focus : | Language Arts |
| --- | --- |
| Theme : | World of Stories |
| Topic : | Rin and Ash |
| Introduction : | This lesson allows pupils to enjoy a story through role play. |
| Content Standard : | 4.3   Pupils will be able to plan, organise and produce creative works for enjoyment. |
| Learning Standard : | 4.1.1   Able to plan and prepare for a performance with guidance: (c ) stories |
| Objective: | By the end of the lesson, pupils will be able to: a. retell a story heard with guidance. |
| Time : | 30 - 60 minutes |
| Teaching Aids : | 1.  'Masks of rat and cat |

| Activity | Teaching & Learning Strategy | Notes |
| --- | --- | --- |
| 1. Teacher reads speech bubbles. Pupils listen. | Listening and Speaking | Power point |
| 2.  Teacher reads the story.  Teacher asks for volunteers to role-play as cat and rat. | Role-play | Masks of cat and rat Appendix 9 |
| **Assessment :** Teacher checks on pupils' pronunciation. | Observe pupils role –play | Able to say words with phoneme /æ/ with clear pronunciation. |

Hello, Ash.

Hi, Rin .

APPENDIX 1



Here, take my cap.

Thank you very much. You are very kind.

222

**You are welcome.**

**You are a good rat, Rin.**

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# Word Cards

cat

rat

Ash

cap

sad

mat

hat

# Trace the letter 'ɑ'.
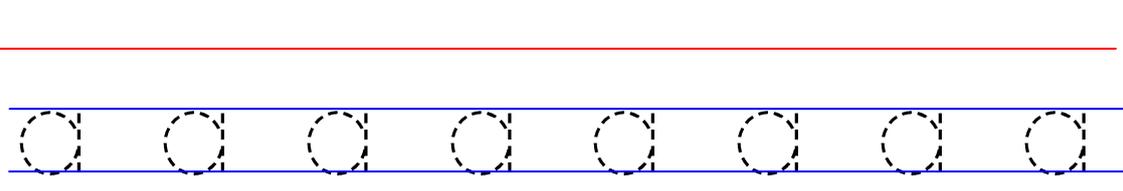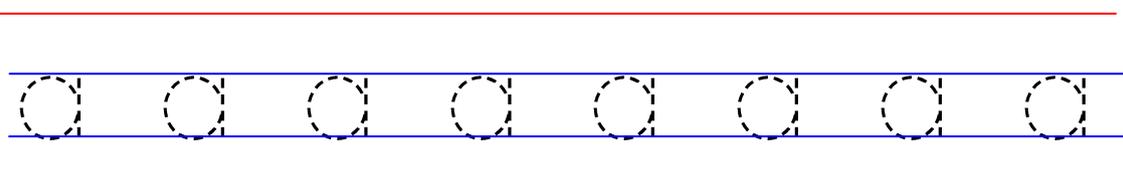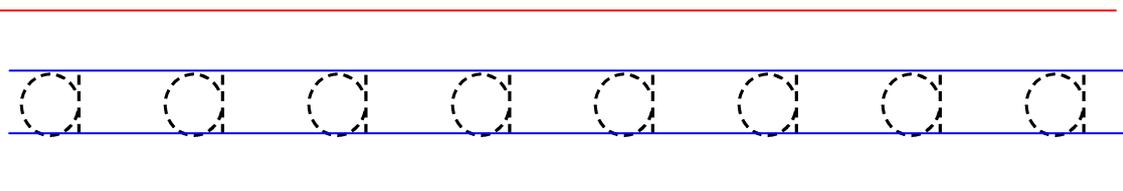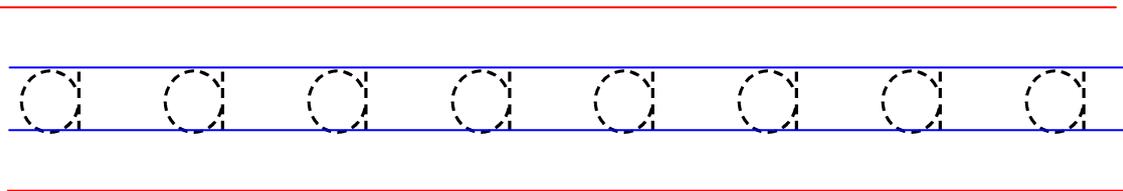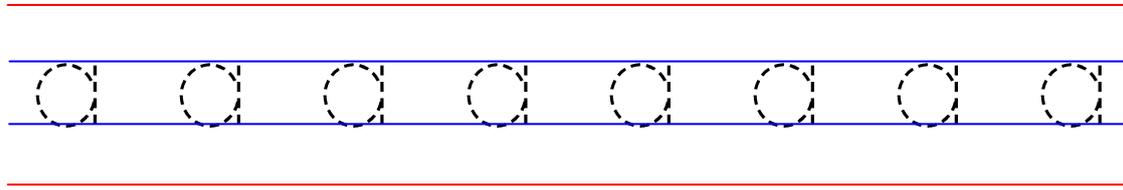
# Copy the letter 'a'.

• a  a  a  a  a  a  a  a  a  a  a  a  a

• _____

• _____

• _____

• _____

• _____

# Find the letter 'a'.

# Write the letter a
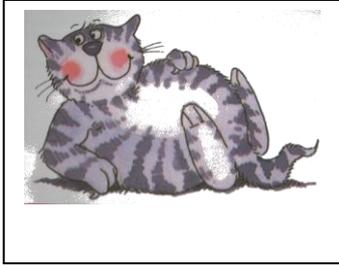


1.   c _ t



2.   h _ t



3.   c_ p



4.   m _ t



5.   r _ t

# Label the pictures.

_____

rat

cap

mat

cat

_____

_____

_____

229

# Trace the missing 'a'.

1. c a t

2. h a t

3. c a p

4. m a t

5. r a t

# Mask- Ash

# Mask- Rin



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| Focus : | Listening and Speaking |
|---|---|
| Theme : | World of Stories |
| Topic : | Iddy The Kid |
| Introduction : | This lesson focuses on listening and speaking. Activities are teacher-led where students get to say what they see on the picture. There should be a lot of encouragement for pupils to speak and share. Teacher's role is to facilitate and provide a good environment for listening and speaking to happen in the classroom. |
| Content Standard : | 1.1 Pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation in accordance to Standard British English (SBE). |
| Learning Standards : | 1.1.1 Able to listen and respond to stimulus given with guidance:<br>a. environmental sounds<br><br>1.1.4 Able to talk about a stimulus with guidance. |
| Objective : | By the end of the lesson, pupils will be able to pronounce words which contain the phoneme /ɪ/. |
| Time : | 30/60 minutes |
| Teaching Aids : | 1. Pictures<br>2. Story of "Iddy The Kid" |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher shows pictures of a few animals.<br>2. Get pupils to make the sounds of the animals shown. | Contextual learning by drawing pupils' previous knowledge. | Power point presentation/ pictures of cat, tiger, elephant, monkey, goat (Appendix 1)<br><br>Sample questions:<br>a. What animal is this?<br>b. Can you make the sound of this animal? |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Teacher tells a story, "Iddy, the Kid". | Story Telling<br><br>Caring | Power point presentation / picture book of 'Iddy The Kid' (Appendix 2) |
| 4. Teacher gets pupils to talk about the people, objects or colour on the pages of the presentation / picture book. | Brainstorming | Power point presentation / picture book of 'Iddy The Kid' (Appendix 2) |
| 5. Teacher points to pictures with the /ɪ/ sound. Teacher says the words and pupils repeat. | Repetition through drilling | Power point presentation / picture book of 'Iddy The Kid' (Appendix 2) |
| 6. Teacher points to the pictures and gets pupils to name them. | Reinforcement through repetition. | Iddy, Zaki, kid, big, skip, hill, pit, sip, fit, drink |
| 7. Teacher says out selected words from the story and pupils clap their hands once if the words have the /ɪ/ sound. | Reinforcement through fun and play. | Words from the story or other one syllable words with the phoneme /ɪ/ . |
| **Assessment :**<br><br>1. Observe pupils' response to pictures shown.<br>2. Able to repeat the words correctly. | Observation | Tick on checklist. |

| Remedial :<br><br>Work with pupils who have difficulty saying focus words learnt. | Repetition through drilling | Iddy, Zaki, kid, big, skip, hill, pit, sip, fit, drink, |
|---|---|---|
| Enrichment :<br><br>Get pupils to identify and say the other /I/ sounds in the story. | Application | |

| Focus : | Reading |
|---|---|
| Theme : | World of Stories |
| Topic : | Iddy The Kid |
| Introduction : | This lesson focuses on reading.  Teacher introduces the story, "Iddy the Kid" which has the phoneme /I/. |
| Content Standards : | 2.1   Pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.<br><br>2.2   Pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. |
| Learning Standards : | 2.1.2   Able to recognise and articulate initial, medial and final sounds (phonemes) in single syllable words within given context.<br>    a)  i<br>2.2.1 Able to read and apply  word recognition and word attack skills by<br>    a) matching words with graphics<br>    b) matching words with spoken words<br>2.2.3 Able to read and understand sentences (3 – 5 words) |
| Objective : | By the end of the lesson, pupils will be able to articulate and identify the phoneme /I/. |
| Time : | 30/60 minutes |
| Teaching Aids : | 1.  Pictures/ Power point presentation<br>2.  Word cards and Letter cards<br>3.  Worksheet |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1.   Teacher shows the title, "Iddy the Kid". Teacher gets pupils to talk about the picture with guidance. | Reinforcement of vocabulary learnt by talking about a picture. | Power point presentation/ pictures :<br><br>Picture of Zaki, Iddy with the hills as the background.<br>(Appendix 2) |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3.  Teacher articulates and stresses on the phoneme /I/. | Demonstration of articulating the phoneme. | Word List : Iddy,  kid, big, skip, hill, pit, sip, fit |
| 4.  Teacher points to the phoneme /I/ in words learnt . | | Teacher points to the initial and medial position of the phoneme /I/.

Word List : Iddy,  kid, big, skip, hill, pit, sip, fit |
| 5.  Pupils arrange letter cards to form words in groups. | Practice and reinforcement. | Teacher places word list on the board for pupils to refer during the activity. |
| 6.  Teacher reads the story and pupils repeat. | Reading aloud with correct pronunciation and intonation. | |
| 7.  Pupils take turns to read the story. | Turn taking | This activity can be conducted if the pupils are able to read.

Power point presentation / picture book |

| Assessment :<br><br>1. Observe pupils' stress and intonation.<br>2. Pupils are able to group words with the phoneme /ɪ/ in the initial and medial position. | Observation<br>Fill pupils profile | Tick on the profile. |
|---|---|---|
| Remedial :<br><br>1. Drilling of difficult words. | Repetition through drilling. | Teachers can devise activities based on pupils learning styles. |
| Enrichment :<br><br>1. Cross out the words without the phoneme /ɪ/. | Application | e.g. pit  up  kid  sip |

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| Focus : | Writing |
|---|---|
| Theme : | World of Stories |
| Topic : | Iddy The Kid |
| Introduction : | This lesson focuses on writing. The main focus of this lesson is getting the pupils to write words with the phoneme /ɪ/ in the correct manner. |
| Content Standard : | 3.1 Pupils will be able to form letters and words in neat legible print including cursive writing. |
| Learning Standard : | 3.1.3 Able to copy and write in neat legible print<br>a) words |
| Objective : | By the end of the lesson, pupils will be able to identify the letter 'i' and write them correctly, individually and in words. |
| Time : | 30/60 minutes |
| Teaching Aids : | 1. Pictures/Power point presentation<br>2. Worksheets<br>3. Chart |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher shows the cover of the story, 'Iddy the Kid' and asks simple questions to recall the story. | Recalling the story. | Power point presentation/ pictures<br><br>Sample questions:<br>1. What is the boy's name?<br>2. Who falls into a pit? |
| 2. Teacher shows the correct formation of the letter 'i'. | Demonstration |  |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Pupils write or form the letter 'i'. | Practice | Pupils form the letter 'i' in the air, in the sand or using plasticine.<br><br>Teacher checks on pupils while they are forming the letter 'i'. |
| 4. Teacher puts up the story on the board.<br><br>5. Teacher gets pupils to read the story by class, in groups or individually. | Integration of reading skills: reading aloud. | |
| 6. Teacher distributes worksheets:<br><br>  i.  Trace and write the letter 'i'<br>  ii.  Trace words and write the sentences. | Tidiness<br>Cleanliness | Appendix 3<br><br>Appendix 4 |
| **Assessment :**<br><br>Pupils are able to trace words and pictures. | Observation<br>Fill pupils profile | Tick on the profile |
| **Remedial :**<br><br>Fill in the letter 'i' in the words given. | | |
| **Enrichment :**<br><br>Pupils complete the story by filling in the blanks with correct words. | | Appendix 5 |

| Focus : | Language Arts |
|---|---|
| Theme : | World of Stories |
| Topic : | Iddy The Kid |
| Introduction : | This lesson focuses on language appreciation.  The main focus of this lesson is getting the pupils to respond to the rhyme, using non-verbal gestures as well as recite the rhyme. |
| Content Standard : | 4.1    Pupils will be able to enjoy and appreciate rhymes, poems and songs, through performance. |
| Learning Standards : | 4.1.2  Able to listen to and respond to nursery rhymes and action songs by using non-verbal gestures. <br> 4.1.3  Able to listen to and recite nursery rhymes and sing action songs with clear pronunciation and rhythm. |
| Objective : | By the end of the lesson, pupils will be able to recite the rhyme learnt. |
| Time : | 30/60 minutes |
| Teaching Aids : | Pictures/Power point presentation |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1.   Teacher recites the rhyme and pupils listen. | Demonstration | Power point presentation/ pictures <br><br> Rhyme of 'Iddy the Kid'. (Appendix 6) |
| 2.  Teacher recites the rhyme with the correct gestures and pupils follow. | Copying gestures | Teacher can use part or the whole rhyme according to pupils' ability. |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Pupils recite the rhyme with gestures. | Reciting with the correct pronunciation and intonation. | |
| 4. Teacher gets pupils to perform in groups. | Performing in groups. | |
| **Assessment :**<br><br>1. Observe pupils' non verbal gestures.<br>2. Able to recite with clear and correct pronunciation (focus on phoneme /ɪ/. | Observation<br>Fill pupils profile | Tick on the profile. |

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Appendix 1











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Iddy, the kid



Zaki is a little boy.

He has a kid.

Its name is Iddy.

It is big.

It is black.



Zaki and Iddy skip up a hill.

245
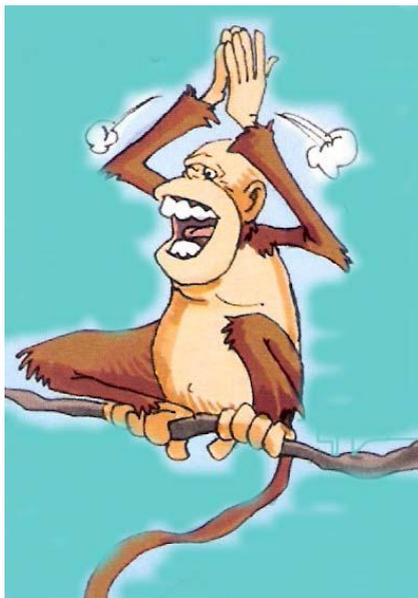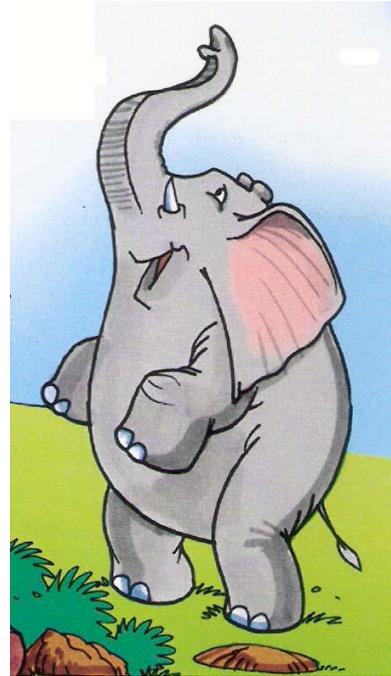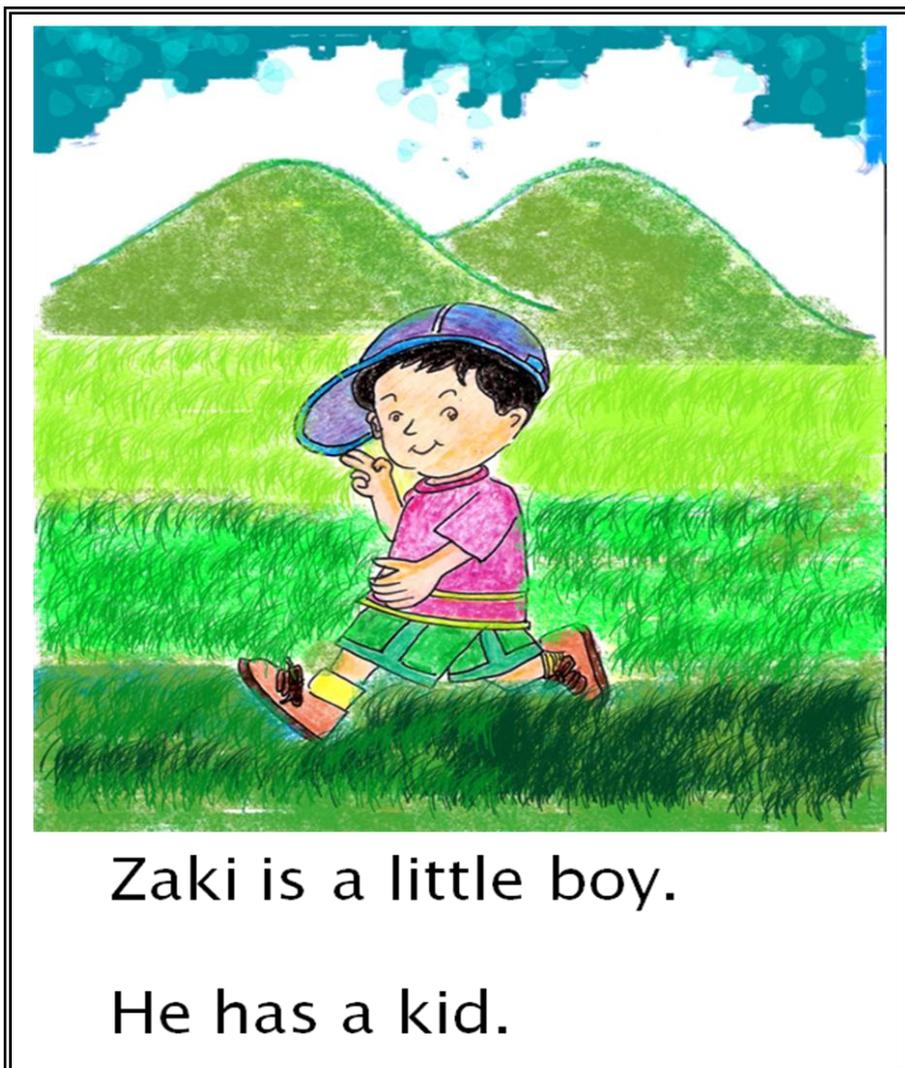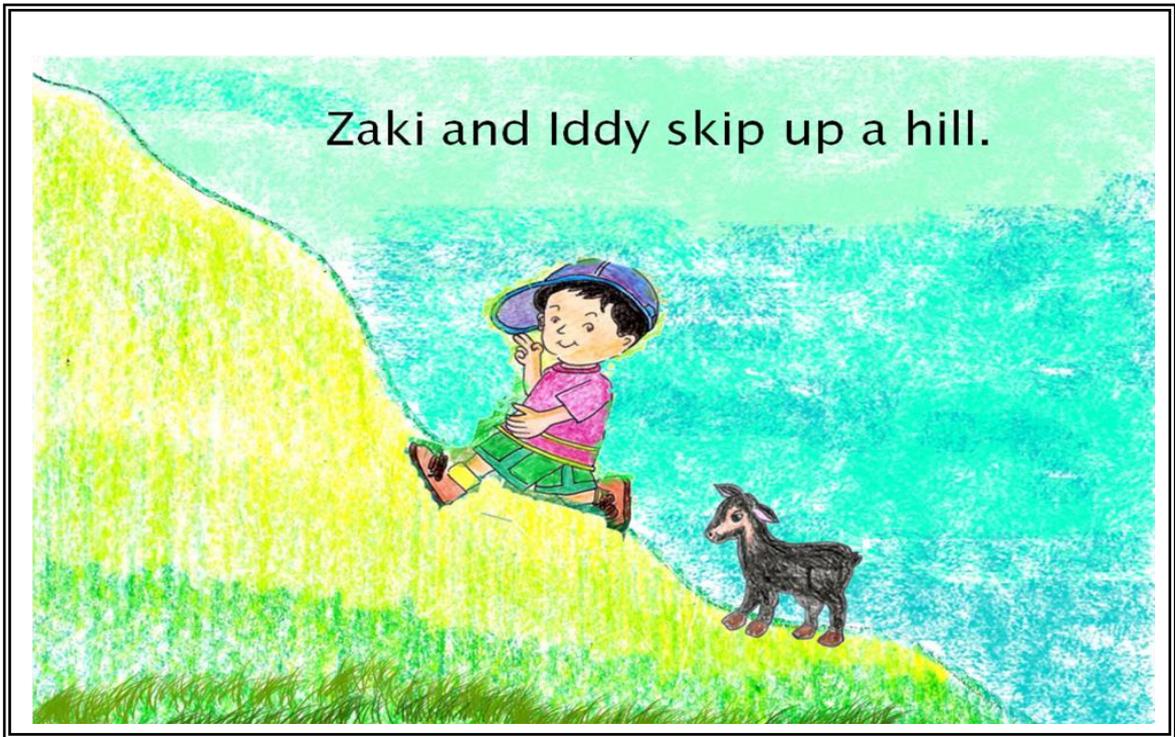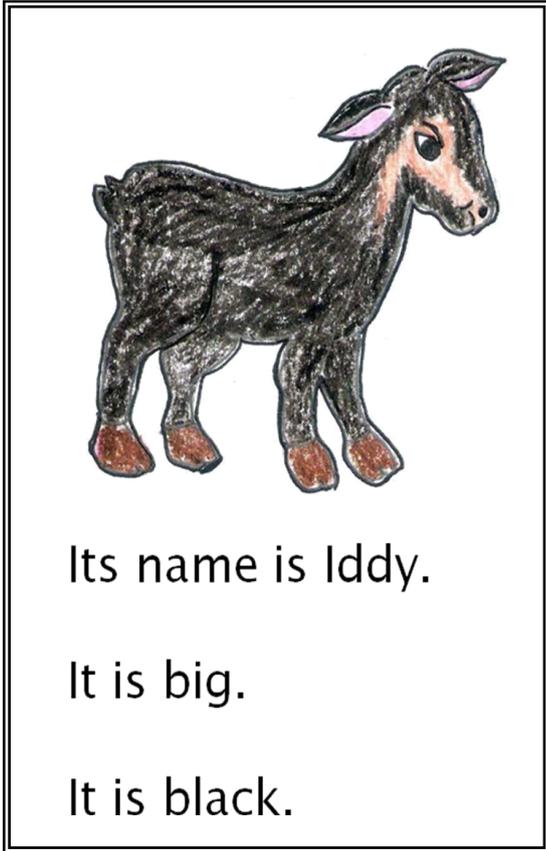
Iddy falls into a pit.

It cries, "E…bek! E…bek!  E…bek!"



Zaki hears his kid's cries for help.

He helps Iddy.

Zaki gives Iddy a drink.

Iddy takes a sip.



Iddy feels fit and strong.
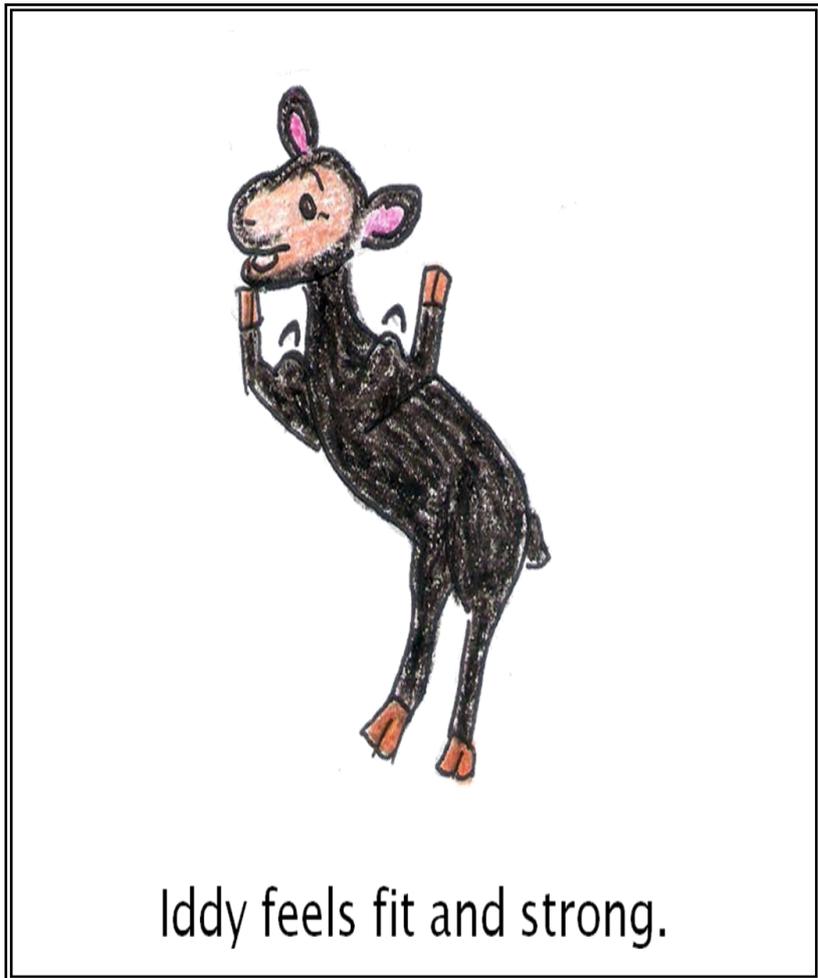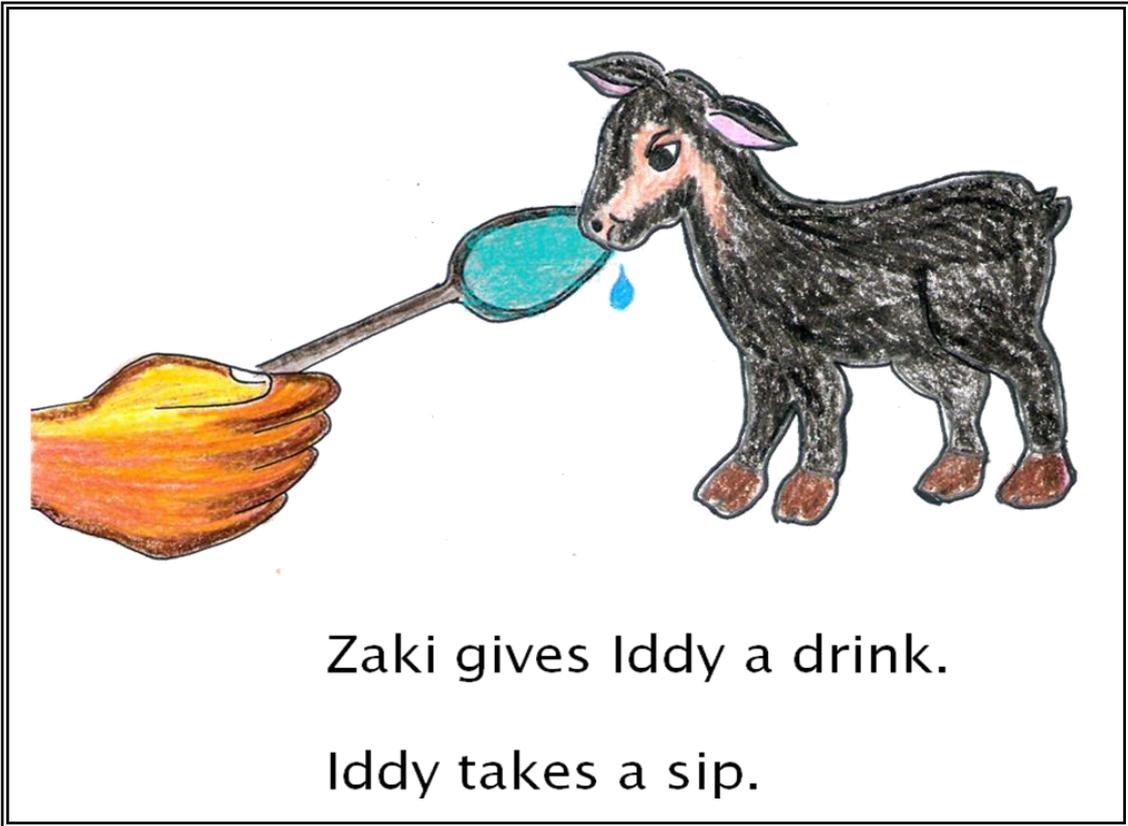
Zaki and Iddy skip

down the hill happily.

Name: _____     Year: _____

Trace and write the letter 'i'.

Appendix 4

Name : _____     Year : _____

Trace the words.

Its name is Inki.

It is big.

It is black.

**Fill in the blanks correctly.**



1.  Its name is _____.
    It is _____.
    _____ is black.



2.  Zaki and Iddy _____ up
    a _____.



3.  _____ falls into a _____.



4.  Zaki gives Iddy a _____.
    Iddy takes a _____.

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**Read the rhyme.**

<u>Iddy, the Kid</u>

Big kid Iddy,
Big kid Iddy,
Skips up the hill.
Big kid Iddy,
Big kid Iddy,
Falls into a pit.

Little boy Zaki,
Little boy Zaki,
Helps big Indi.
Gives Iddy a drink,
Gives Iddy a drink,
Iddy is fit.

Zaki and Iddy,
Zaki and Iddy,
Skip down the hill,
Skip down the hill,
Happily,
Happily.

| Focus: | Listening and Speaking |
| --- | --- |
| | |
| Theme: | World of Stories |
| | |
| Topic: | The Missing Wig |
| | |
| Content Standard: | 1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation in accordance to Standard British English [SBE]. |
| | |
| Learning Standard: | 1.1.2 Able to listen and enjoy simple stories.<br>1.1.4 Able to talk about a stimulus with guidance. |
| | |
| Objectives: | By the end of the lesson, pupils will be able to:<br>c. listen to and recognise the phoneme /θ/<br>d. pronounce words with the phoneme /θ/<br>e. talk about a stimulus with guidance. |
| | |
| Time: | 30 / 60 minutes |
| Teaching Aids: | 1. Figurines<br>2. Dialogue chart<br>3. Picture cards |
| | |

| Activity | Teaching & Learning Strategy | Notes |
| --- | --- | --- |
| 1. Introduce figurines of Thum Thum and Grandpa. | Listening | Prepare figurines of Thum Thum and Grandpa<br><br>Refer to Appendix 1a and 1b for Thum Thum and grandpa figurines |
| 2. Show pictures of words with the phoneme /θ/ found in the story. Elicit words from pupils. Prompt if necessary. | Oral question and answer | Prepare figurines of:<br>a. thick [book]<br>b. three<br>c. thumb<br>d. throw<br>e. thorn<br>f. moth<br><br>Prompt questions:<br>a. What is this?<br>b. Is this book thick or thin?<br>c. What is the boy doing?<br>Refer to Appendix 2a, 2b and 2c for figurines. |

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| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Put up the dialogue. Use the figurines to act out the dialogue. | Listening | Refer to Appendix 3 for dialogue. Words with phoneme /θ/ is highlighted.<br><br>Read with expression. |
| 4. Pupils listen and repeat the dialogue. | Listening and Speaking | Refer to Appendix 3 for dialogue. Words with phoneme /θ/ is highlighted.<br><br>Read with expression |
| 5. Point to the words with the phoneme /θ/. Say aloud with emphasis. Pupils repeat.<br><br>example:<br>th-th-th- Thum Thum<br>moth – th-th-th | Pronunciation Vocabulary Focus on the phoneme /θ/<br><br>Contextual Learning | Words:<br>a. Thum Thum<br>b. thick<br>c. three<br>d. moth<br>e. thumb<br>f. thorn<br>g. throw |
| 6. Pupil picks a picture card and says the word aloud. The other pupils repeat. | Pronunciation Vocabulary<br><br>Recalling | Reuse earlier figurines. |
| **Assessment:**<br><br>a. Pupils listen and colour the correct picture.<br>b. Name the figurine shown. | Identify and pronounce words correctly | Phoneme /θ/<br><br>Refer to Appendix 4 for worksheet for assessment a.<br><br>Reuse earlier figurines for assessment b. |
| **Remedial:**<br>Teacher says a word. Pupils repeat the word and find the correct figurine. | Practice and repetition | Phoneme /θ/<br><br>Reuse earlier figurines. |
| **Enrichment:**<br>Pupils colour items that has the phoneme /θ/. | Reinforcement | Identify names of items which have the phoneme /θ/.<br><br>Refer to Appendix 5 for enrichment worksheet. |

**APPENDIX 1a**



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**APPENDIX 1b**



256
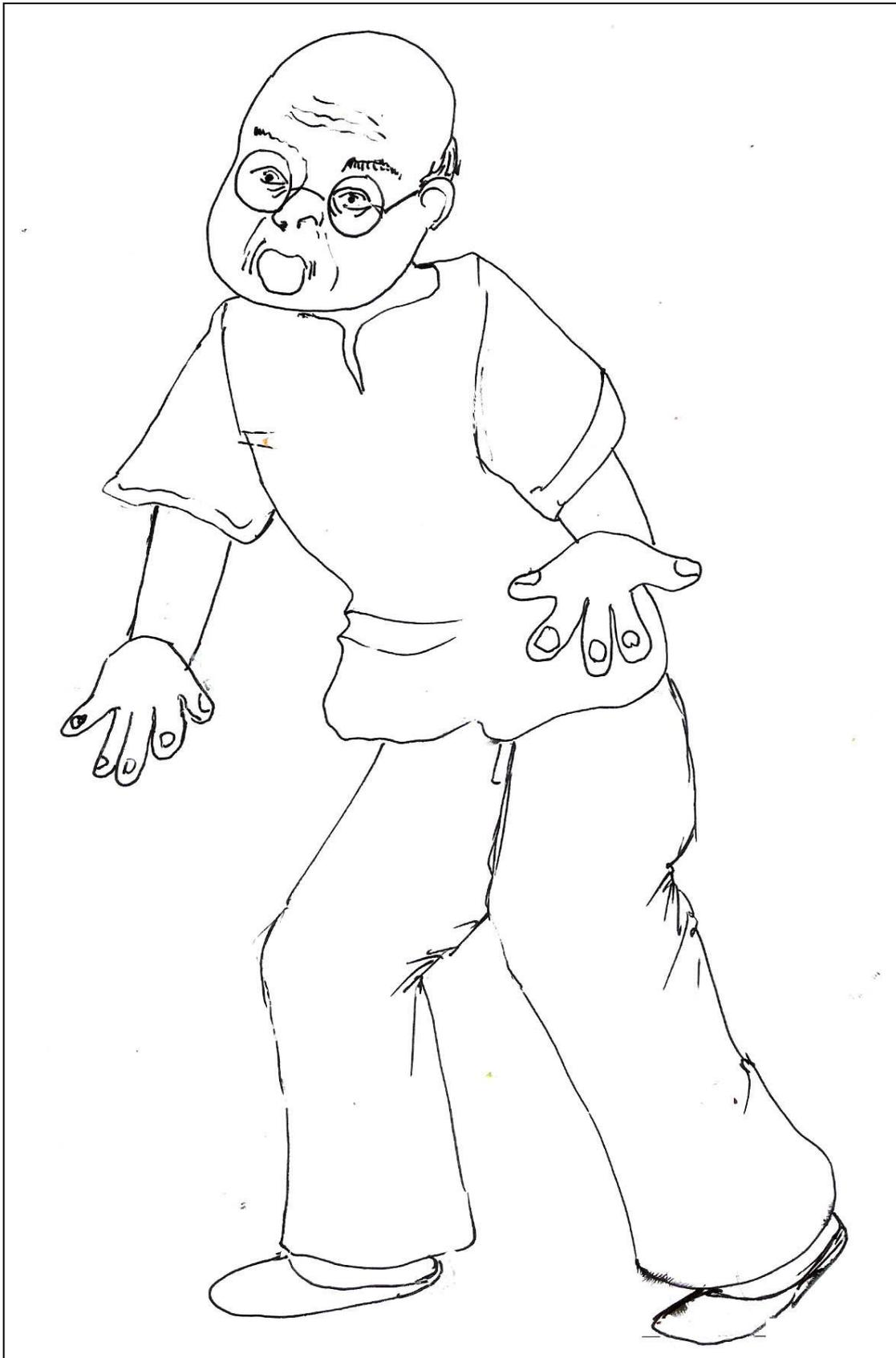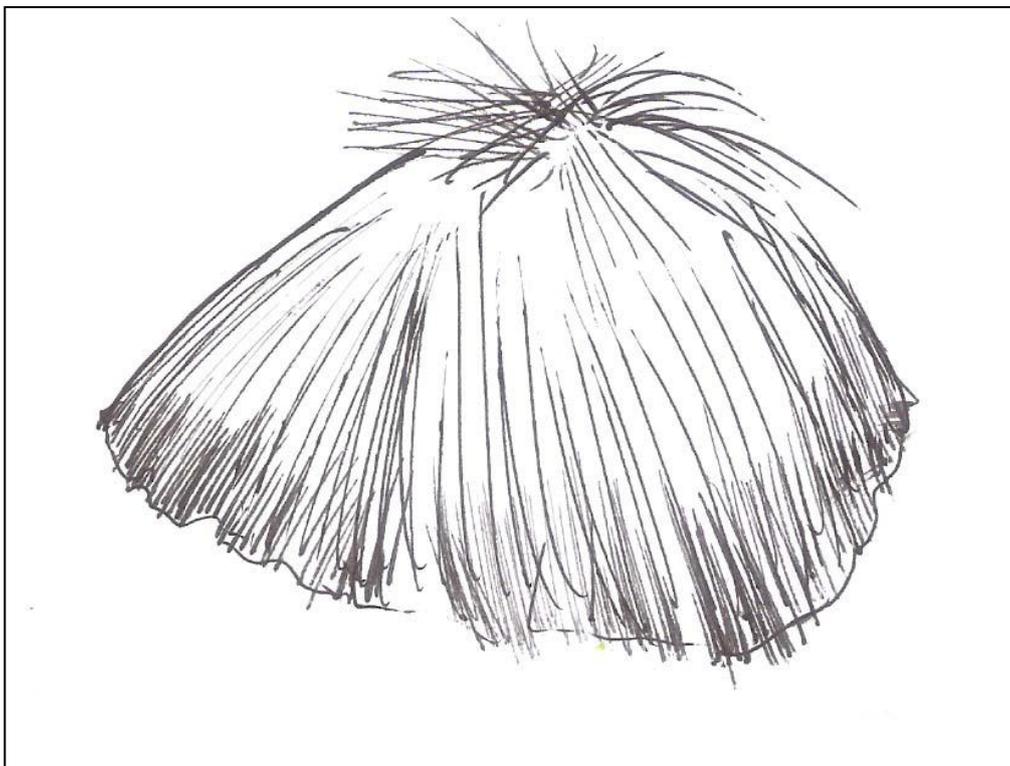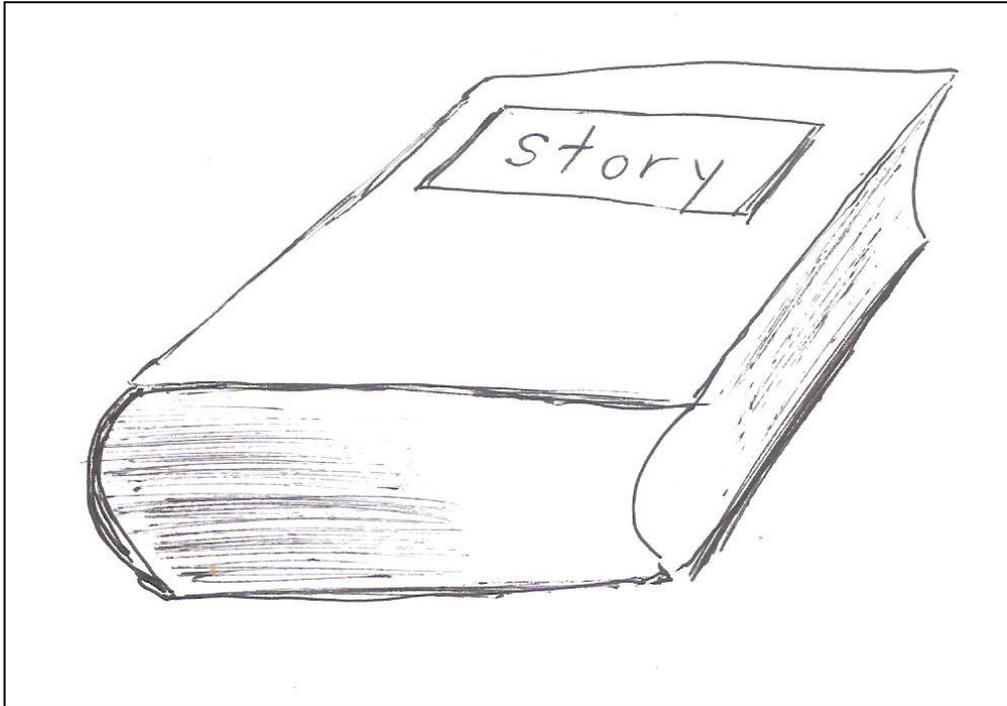
**APPENDIX 2a**

**APPENDIX 2b**
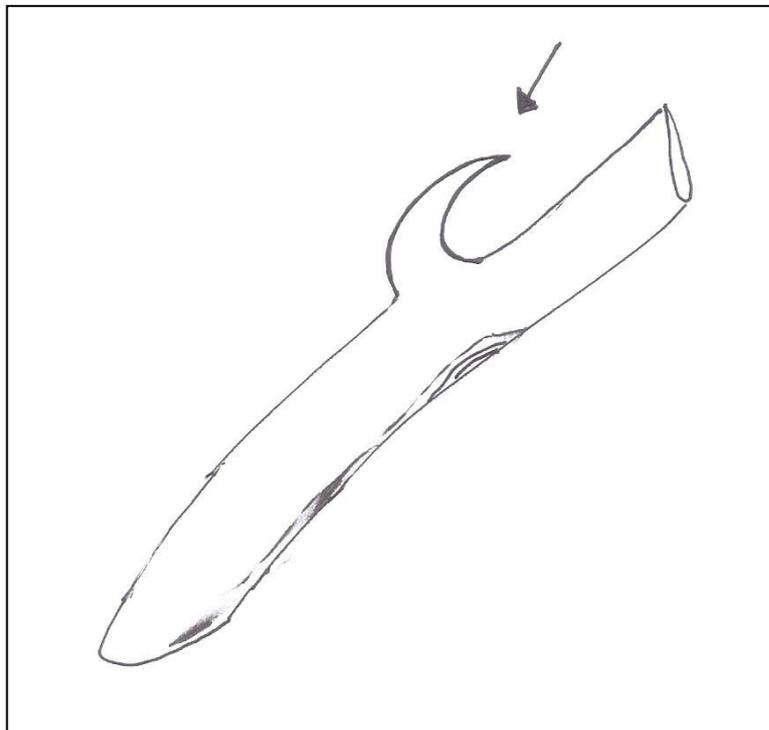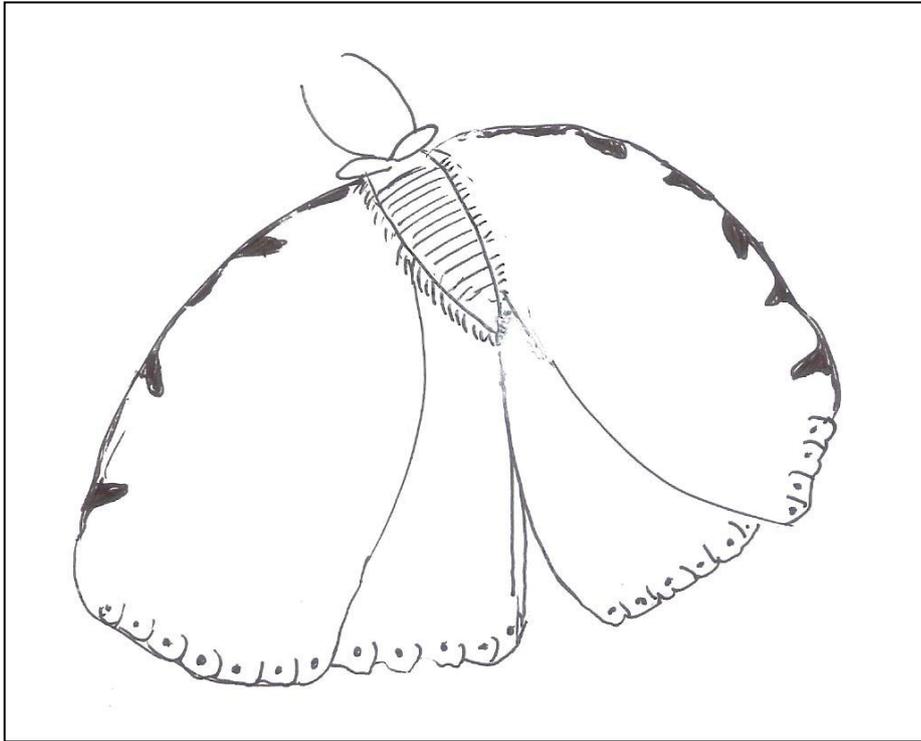
APPENDIX 2c

# The Missing Wig

**Thum Thum** and his grandpa are in the garden.

Thum Thum:     What are you doing, grandpa?

Grandpa     :     My wig! My wig!

Thum Thum:     Is it under your **thick** book?

Grandpa     :     No … no … no….

Thum Thum:     Is it behind your **three** flower pots?

Grandpa     :     No … no… no…

Thum Thum:     Look! A big **moth** on a rose.

Grandpa     :     Oh! My wig.

Thum Thum:     Ouch! My **thumb**. A **thorn** in my thumb.

Grandpa     :     Pull out the **thorn. Throw** it away,

 **Thum Thum**.

 Grandpa is happy.

**Listen and colour the correct picture.**

1.

2.

3.

4.

5.

**Enrichment.**

**Colour the items that have the / th / sound.**

| Focus: | Reading |
|---|---|
| | |
| Theme: | World of Stories |
| | |
| Topic: | The Missing Wig |
| | |
| Content Standard: | 2.1 By the end of the 6-year primary school, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.<br>2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. |
| | |
| Learning Standard: | 2.1.3 Able to blend two to four phonemes into recognisable words and read them aloud.<br>2.2.1 Able to read and apply word recognition and word attack skills by matching words with<br>a) graphics   b ) spoken words<br>2.2.4 Able to read a paragraph of 3-5 simple sentences. |
| | |
| Objectives: | By the end of the lesson, pupils will be able to:<br>a. articulate and blend phonemes into words.<br>b. read and recognise words.<br>c. read a paragraph of 3-5 simple sentences. |
| | |
| Time: | 30 / 60 minutes |
| | |
| Teaching Aids: | 1. Power point / Dialogue chart<br>2. Picture template and figurines<br>3. Word cards<br>4. Phoneme Cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Put up an incomplete composite picture.<br>Narrate story of 'The Missing Wig'.<br>Pupils take turns to paste figurines on the incomplete composite picture as they listen to the story. | To instil eye-contact and learning disciplines<br><br>To recall the story | Refer to Appendix 6 for incomplete composite picture. |
| 2. Reinforce the phoneme /θ/. | Kinaesthetic movement | Show the thumb and say /θ/.<br> |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Paste word cards on the board.<br><br>Pupils read after teacher focuses on the phoneme /θ/.<br><br>Pupils match word cards to figurines and say the words aloud. | Fun Group Parallel Drills Creative Echo Drill (soft to loud)<br><br>Reinforcement | Pupils recognise the words with the phonemes /θ/.<br><br>Word List<br><br>thorn    throw<br><br>thick    moth<br><br>thumb    three |
| 4. **Our Garden**<br>Divide pupils into 5/6 groups.<br><br>Distribute sets of flowers with phonemes to the groups.<br><br>Carry out the blending activity.<br><br>Look at the figurines and say the phonemes aloud.<br><br>Move each phoneme card closer to form a word.<br><br>Say the phonemes aloud to blend the word. | Blending activity<br><br>Groups to follow step by step as teacher uses the Phoneme Chart. | Prepare phoneme flower figurines in container with sand or plasticine (refer to pic), blending chart<br><br>Reuse earlier figurines<br><br>Blending Chart<br><br>3<br><br>th    r    ee<br><br>Phoneme flowers figurines<br><br>th |
| 5. **Watch and Say**<br>Show and blend phoneme cards step by step.<br><br>Pupils to say aloud and blend the phoneme sounds and say the words as a class. | Reinforcement of blending the phonemes | Reuse earlier blending chart<br><br>3<br><br>th    r    ee |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 6. Pupils are divided into: *Group A:* to read grandfather's lines *Group B:* to read Thum Thum's lines Groups to exchange roles and read aloud. | Guided reading Reading drills | Refer to Appendix 7 for dialogue chart |
| **Assessment:** a. Able to articulate the phoneme /θ/ in single syllable words. b. Able to blend the phonemes and read the words aloud. | Observation | Refer to Appendix 8 for observation checklist |
| **Remedial:** Focus drills with the phoneme /θ/ | Drill with guidance | Reuse earlier blending chart  |
| **Enrichment:** Each group is given sets of words in a box. Pupils to choose words with the phoneme /θ/ and paste the words into their 'word folio'. | Reinforcement | Prepare box of word cards and pupils' word folios.  |
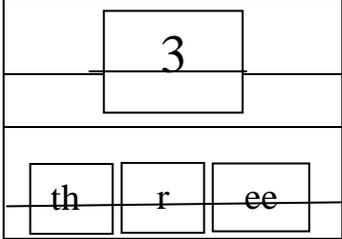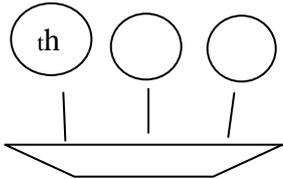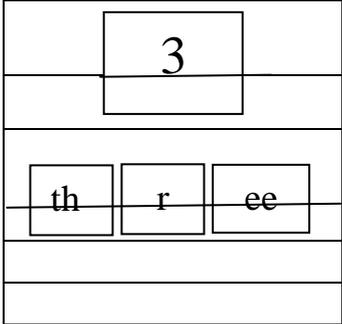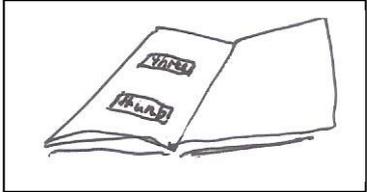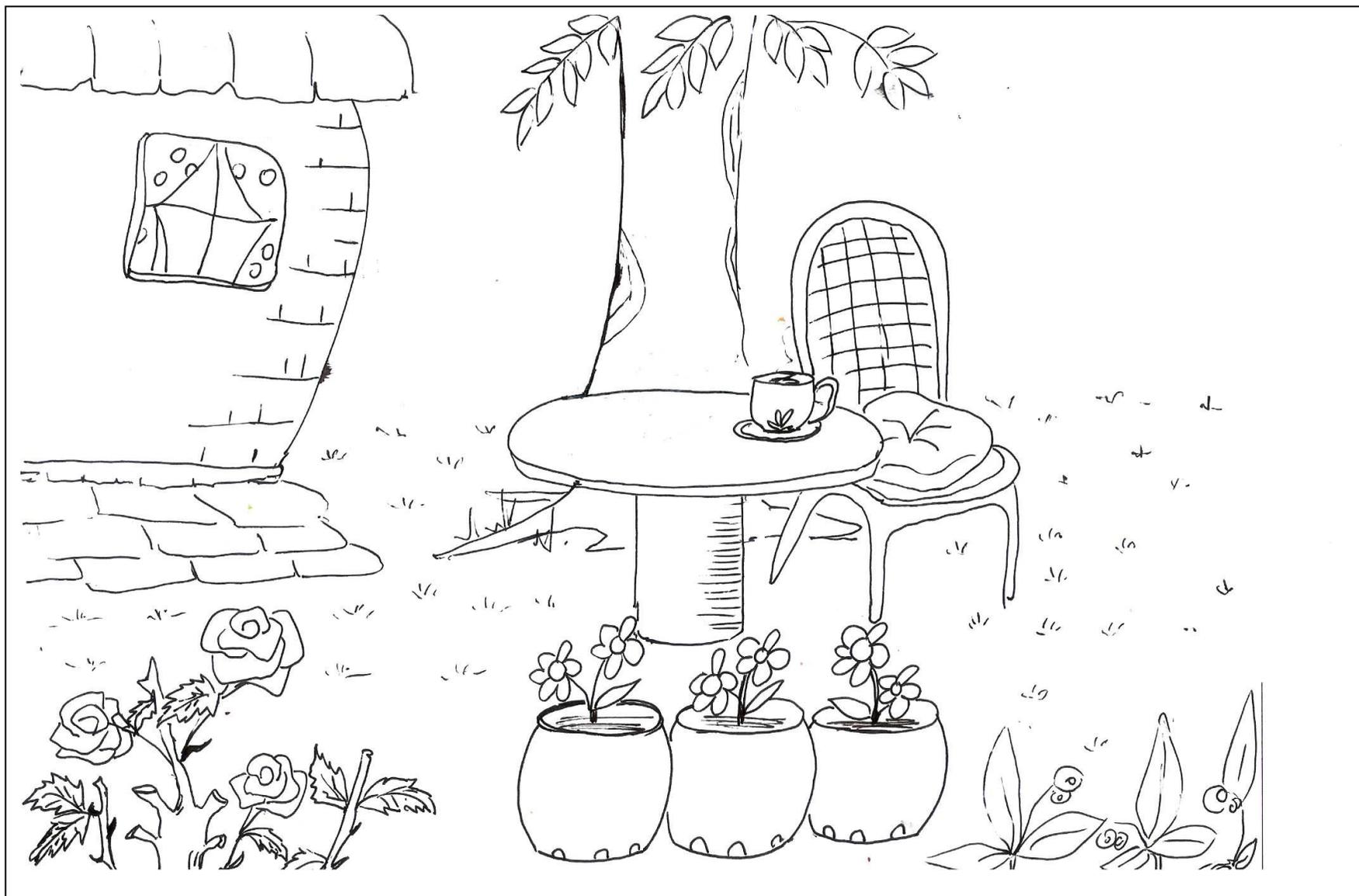
**CURRICULUM DEVELOPMENT DIVISION**
**MINISTRY OF EDUCATION, MALAYSIA**

# The Missing Wig

**Thum Thum** and his grandpa are in the garden.

Thum Thum:    What are you doing, grandpa?

Grandpa    :    My wig! My wig!

Thum Thum:    Is it under your **thick** book?

Grandpa    :    No … no … no….

Thum Thum:    Is it behind your **three** flower pots?

Grandpa    :    No … no… no…

Thum Thum:    Look! A big **moth** on a rose.

Grandpa    :    Oh! My wig.

Thum Thum:    Ouch! My **thumb**. A **thorn** in my thumb.

Grandpa    :    Pull out the **thorn**. **Throw** it away,

                 **Thum Thum**.

Grandpa is happy.

Reading :  The Missing Wig

Suggested Observation Checklist

*(Note :  Teacher can improvise according to the needs of the class)*

| No. | Name | Articulate / θ/ correctly | Read correctly | Blending | Segmenting |
|-----|------|--------------------------|----------------|----------|------------|
| 1 | Aishah | √ | √ | √ | |
| 2 | Chin Mei Mei | | | | |
| 3 | Devi | | | | |
| | | | | | |
| | | | | | |

| Focus: | Writing |
|---|---|
| | |
| Theme: | World of Stories |
| | |
| Topic: | The Missing Wig |
| | |
| Content Standard: | 3.2   By the end of the 6-year primary schooling, pupils will be to write using appropriate language, form and style for a range of purposes. |
| | |
| Learning Standard: | 3.2.1   Able to complete with guidance : <br> b)  lists <br> 3.2.2   Able to write 3 -5 word sentences with correct spelling: <br> a)  matching |
| | |
| Objectives: | By the end of the lesson, pupils will be able to: <br> a. match sentence parts in the dialogues <br> b. rearrange words to form correct sentences <br> c. complete simple message |
| | |
| Time: | 30 / 60 minutes |
| | |
| Teaching Aids: | 1.  Power point /  Dialogue chart <br> 2.  Picture templates and figurines <br> 3.  Word cards <br> 4.  Phoneme cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Put up the composite picture. Pupils take turns to retell the story of 'The Missing Wig'. | Recall | Reuse earlier composite picture |
| 2.  Pupils read aloud the focused words from the dialogue. | Reinforcement | Dialogue chart <br> Focused  words <br> [underlined with colours] |
| 3.  Distribute Activity Sheet 1. <br><br> Pupils complete  words beginning with the phoneme /θ/. | Reinforcement | Refer to Activity Sheet 1 |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 4. Distribute Activity Sheet 2.<br><br>Pupils complete simple phrases with words beginning with the phoneme /θ/. | Reinforcement | Refer to Activity Sheet 2 |
| 5. Distribute Activity Sheet 3.<br><br>Pupils match sentence parts from the dialogue. | Reinforcement | Refer to Activity Sheet 3 |
| **Assessment:**<br>  a. Complete words beginning with the phoneme /θ/.<br>  b. Complete simple phrases with words beginning with the phoneme /θ/.<br>  c. Match sentence parts in the dialogue. | Completing words<br><br>Competing phrases<br><br><br>Matching sentence parts | Reuse earlier Activity Sheets 1, 2 and 3 |
| **Remedial:**<br>Complete focused words | Reinforcement | Refer to Activity Sheet 4 |
| **Enrichment:**<br>**My Laundry**<br>Pupils rearrange words to form sentences.<br><br>**Message from Grandpa**<br>Pupils rearrange words to form a simple message from grandpa. | Reinforcement | Refer to Activity Sheet 5<br><br>Refer to Activity Sheet 6 |

**ACTIVITY SHEET 1**

Complete the words below.
Rewrite the words.

1.

___ ___ r e e

_____

2.
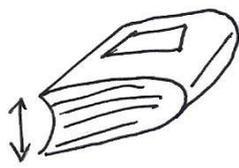
___ ___ i c k

_____

3.

___ ___ o r n

_____

4.

___ ___ u m b

_____

5.

m o ___ ___

_____

6.

___ ___ r o w

_____

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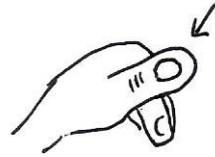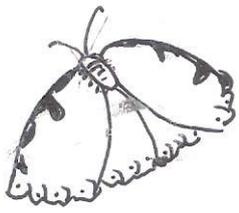
**ACTIVITY SHEET 2**

Complete the phrases below.
Rewrite the phrases.

1.
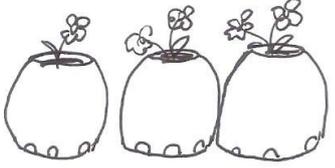
_____ pots

_____

2.

_____ book

_____

3.
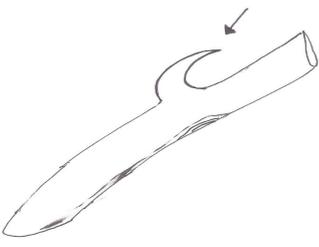
sharp _____

_____

4.
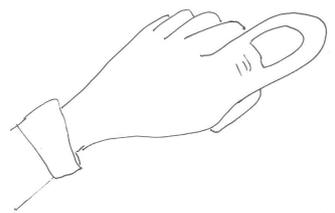
small_____

_____

5.

big _____

_____

6.

_____ the rubbish

_____

272
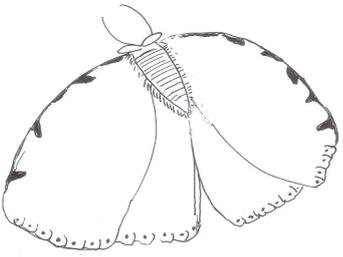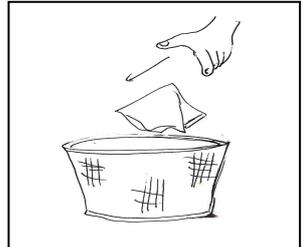
**ACTIVITY SHEET 3**

Match the phrases correctly.

The Missing Wig

1.

| Is it under | three flower pots? |

2.

| Is it behind your | your thick book? |

3.

| Look! A big | my thumb. |

4.

| A thorn in | moth on a rose. |

5.

| Throw | it away. |

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**Remedial**
**Activity Sheet  4**

Read  the words  on  the  cards.
Fill in  the  boxes.
Rewrite  the  words.

1.

2.

3.

4.

5.

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**Enrichment**
**Activity Sheet 5**

Rearrange words/phrases to form a story.

`My Laundry´

1. the garden | Thum Thum | grandpa | his | are in | and

_____

2. wig | Grandpa's | missing | is

_____

3. everywhere | They | look

_____

4. wig | Grandpa's | on | is | the | plant | rose

_____

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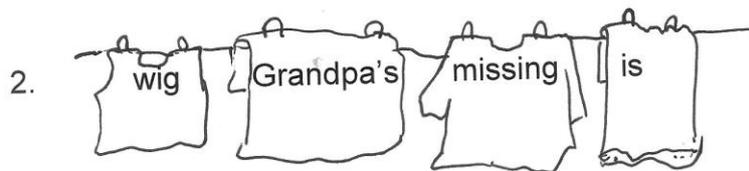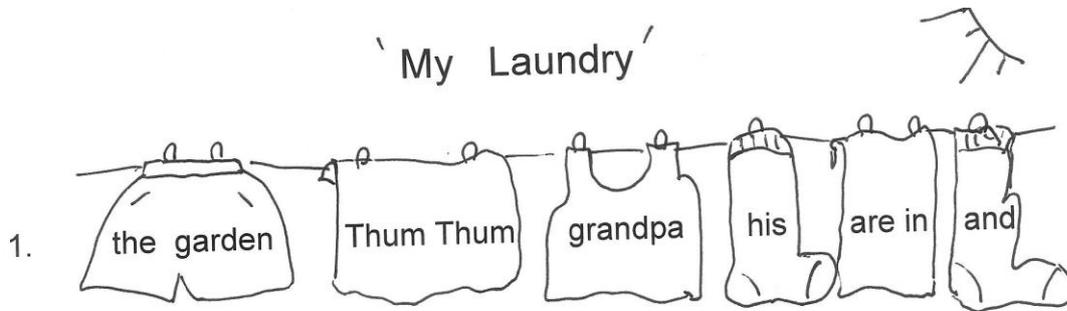
**Enrichment**
**Activity Sheet 6**

Rearrange words/phrases to form a story.

Message From Grandpa

Dear _____

_____ you for helping

grandpa.

Grandpa

| Focus: | Language Arts |
|---|---|
| Theme: | World of Stories |
| Topic: | The Missing Wig |
| Content Standard: | 4.3   By the end of the 6-year primary schooling, pupils will be able to plan, organise and produce creative works for enjoyment. |
| Learning Standard: | 4.3.1   Able to take part with guidance in a performance based on:<br>c. fables/ stories |
| Objective: | By the end of the lesson, pupils will be able to:<br>take the roles of people involved on a movie set |
| Time: | 30 / 60 minutes |
| Teaching Aids: | 1. costumes<br>2. props<br>3. cue cards<br>4. figurines |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Retell the story – 'The Missing Wig'. | Listening<br>Recall | Refer to Appendix 8 for the dialogue chart. |
| 2. Divide pupils to role play the people involved in the activity that will be carried out. | Listening | Roles:<br>a. actors<br>b. costume team<br>c. prop team<br>d. camera man<br>e. prompters<br>f. audience |

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| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 3. Explain activity to be carried out – shooting a movie based on the story heard and the role of the people involved in that process. | Listening | Explain the roles:<br>a. actors<br>  - to act out the dialogue<br>b. costume team<br>  - to dress the actors<br>c. prop team<br>  - to hold the figurines<br>d. camera man<br>  - to record the movie<br>e. prompters<br>  - to hold the cue cards<br>f. audience<br>  - to watch and show appreciation |
| 4. Arrange pupils in their respective positions. | Listening | Refer to Appendix 9 for suggested layout.<br><br>Prepare costumes, props and cue cards.<br><br>Refer to Appendix 10 for cue cards. |
| 5. Carry out dry run. | Practise performing Teamwork and cooperation | |
| 6. Pupils role play with guidance. | Listening and Speaking Performance Teamwork and cooperation | Roles are interchangeable. |
| **Assessment:**<br>Check pupils' pronunciation and expression. | Observe pupils' role – play | Pupils are able to say words with the phoneme /θ/ with clear pronunciation. |

# The Missing Wig

**Thum Thum** and his grandpa are in the garden.


Thum Thum:      What are you doing, grandpa?

Grandpa      :      My wig! My wig!

Thum Thum:      Is it under your **thick** book?

Grandpa      :      No … no … no….

Thum Thum:      Is it behind your **three** flower pots?

Grandpa      :      No … no… no…

Thum Thum:      Look! A big **moth** on a rose.

Grandpa      :      Oh! My wig.

Thum Thum:      Ouch! My **thumb**. A **thorn** in my thumb.

Grandpa      :      Pull out the **thorn**. **Throw** it away,

      **Thum Thum**.


      Grandpa is happy.

## Layout for Language Art Activity
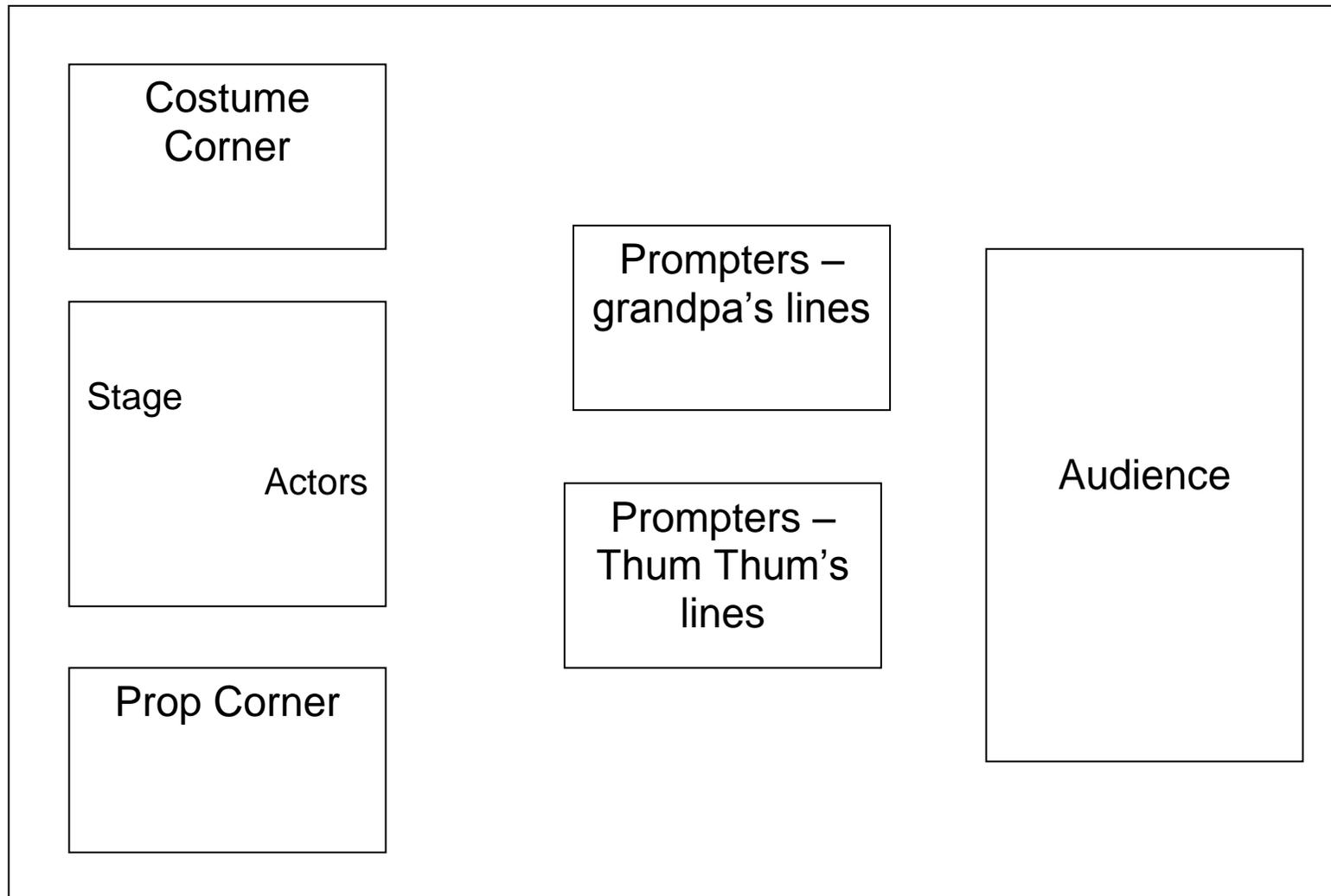
| | | |
|---|---|---|
| **Costume Corner** | | List of people for role play: |
| | **Prompters – grandpa's lines** | 1. Actors |
| **Stage** | | 2. Prop team |
| **Actors** | | 3. Costume team |
| | **Prompters – Thum Thum's lines** | 4. Camera man |
| **Prop Corner** | | 5. Prompters for Grandpa's lines |
| | **Audience** | 6. Prompters for Thum Thum's lines |
| | | 7. Audience |

**CUE CARDS**

**Grandpa**
Cue Card 1:

My wig!  My wig!

Cue Card 2:

No… no… no…

Cue Card 3:

No… no… no…

Cue Card 4:

Oh! My wig.

Cue Card 5:

Pull out the thorn.
Throw it away, Thum Thum.

**Thum Thum**
Cue Card 1:

# What are you doing, Grandpa?

Cue Card 2:

## Is it under your thick book?

Cue Card 3:

## Is it behind your three flower pots?

Cue Card 4:

## Look! A big moth on a rose.

Cue Card 5:

## Ouch!  My thumb.
## A thorn in my thumb.

| Focus : | Listening and Speaking |
|---|---|
| | |
| Theme : | World of Stories |
| | |
| Topic : | The Eleking. |
| | |
| Content Standard : | 1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of context. |
| | |
| Learning Standard : | 1.3.1 Able to listen to and demonstrate understanding of oral texts by: a) giving Yes/No replies b) answering simple Wh-questions |
| | |
| Objective: | By the end of the lesson, pupils will be able to say words which contain the phoneme /ŋ/. |
| Time : | 30 / 60 minutes |
| Teaching Aids: | 3. Power point presentation of the story 4. Picture cards |
| | |

| Activities | Contents | Notes |
|---|---|---|
| 1. Asks pupil to put on 'magic ears' to listen to recorded sound. | - Recording of a person saying the words with the phonemes / ŋ /. <br><br> Suggested words: <br> - king            - ring <br> - sing            - wing <br> - long            - fang | - Teacher can also say the words. |
| 2. Show pupils the pictures one by one according to the words heard. | Suggested picture: <br> - king            - ring <br> - sing            - wing <br> - fang | - a set of picture cards. |
| 3. Tell the story, mention the title and stress on the phoneme /ŋ/. | Title of the story: <br> 'The Eleking" | - power point presentation |
| 4. Elicit pupils' response on the story. | - Drilling the fun way | - Sample questions: <br> 1. Is this a ring? <br><br> 2. Do you think the king is crying? |

| | | |
|---|---|---|
| 5. Ask 'wh' questions based on the story. | - Question / Answer session. | Sample questions: <br> 1. What is in the king's mouth? <br><br> 2. Why does he wear the magic ring? |
| 6. Ask pupils to guess what sound they will learn during this lesson. | - phoneme /ŋ/ | - Show them how to do the action |
| 7. Divide the pupils into groups. Each group is given a set of picture cards. <br><br> 8. Say the words, pupils show the cards to the class. <br><br> 9. Show the pictures and the pupils are required to say the words. | - language games | - A set of picture cards for each group. |

| | | |
|---|---|---|
| **Assessment :** <br><br> 1. Observe pupils response to the story. <br> 2. Able to name the pictures which contain the phoneme /ŋ/. | - observation | - name list |
| | | |
| **Remedial :** <br><br> 1. Teacher repeats the difficult words. | - repetition | |
| | | |
| **Enrichment :** <br><br> 1. Play the language games among themselves. Teacher guides them to choose a friend to role play the teacher. | - reinforcement | - language games <br><br> - refer to step 7,8 and 9 |

| Focus : | Reading |
|---|---|
| Theme : | World of Stories |
| Topic : | The Eleking |
| Content Standard: | 2.1 By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.<br>2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. |
| Learning Standard: | 2.1.2 Able to recognise and articulate initial, medial and the final sounds (phonemes) in single syllable words within given context: h) /ŋ/. (ng)<br>2.2.3 Able to read and understand sentences (3-5 words) with guidance. |
| Objective: | By the end of the lesson, pupils will be able to<br>1) recognise the final sounds (phonemes) in words<br>2) read aloud simple sentences (3- 5 words) with correct pronunciation and intonation. |
| Time : | 30 / 60 minutes |
| Teaching Aids : | 1.Powerpoint / Big Book / Story Board<br>2.Picture Template and Figurines<br>3.Word cards<br>4.Phoneme Cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 4. Trail, catch and smash a noisy mosquito while saying 'ng' /ŋ/. | To attract and instil learning disciplines. | Refer to Reading Skill - possible actions for the grapheme 'ng' |
| 5. Ask pupils to strike a flying mosquito while saying 'ng' /ŋ/. | Kinaesthetic Movement Pre-reading activity | |
| 6. Paste word cards on the board. Introduce the words with phoneme /ŋ/. Pupils | king    ring    sing<br>wing    fang | Point to the final sound and say  /ŋ/ |

| | | |
|---|---|---|
| read aloud.<br>Stress on the<br>phoneme /ŋ/. | | eg.<br><br>k<u>ing</u> |
| 7. Start 'The Eleking' story by displaying one page at a time.  Read the text and pupils repeat. Stress on the pronunciation and intonation. | To maintain interest | Appendix 1 |
| 8. Read aloud in groups. | Reinforcement | |
| | Focus on the phoneme pronunciation and intonation | Score sheet:  Group …….. |
| **Assessment :**<br>1. Pupils are able to read text with correct pronunciation and intonation.<br>2. Pupils are able to read with confidence. | - observation | - Name List<br><br>- Score Sheet |
| | | |
| **Remedial :**<br>  Pupils read aloud in pairs / small groups. | - chain reading | Each pair reads aloud a sentence while the next pair continues with the next line. |
| | | |
| **Enrichment :**<br>  Pupils practise to read other words ending with the phoneme /ŋ/. | MI: Verbal Linguistics | Appendix 2 |

Score sheet table (within cell):

| Pronunciation | /30 |
|---|---|
| Stress/intonation | /10 |
| Presentation | /10 |
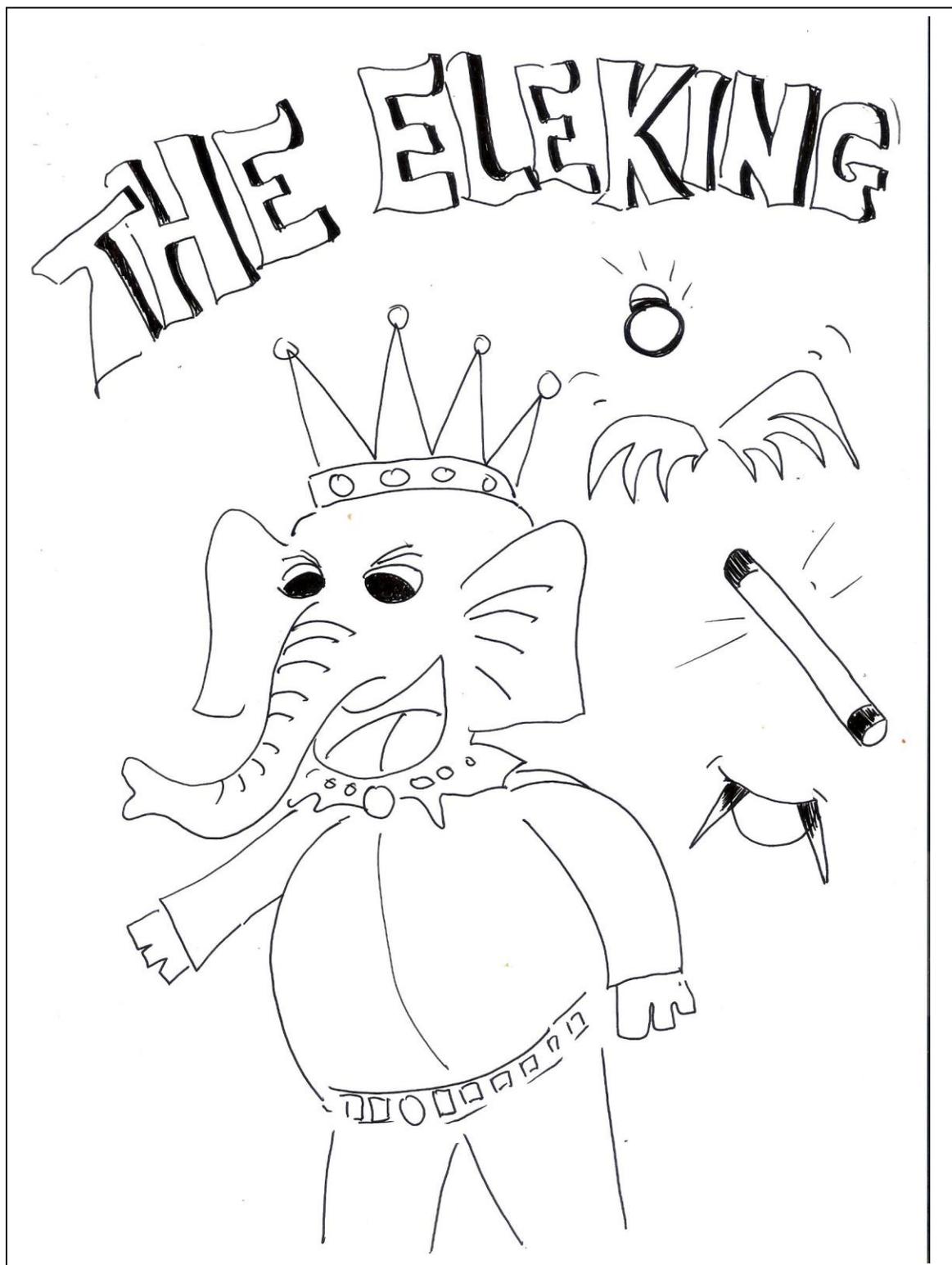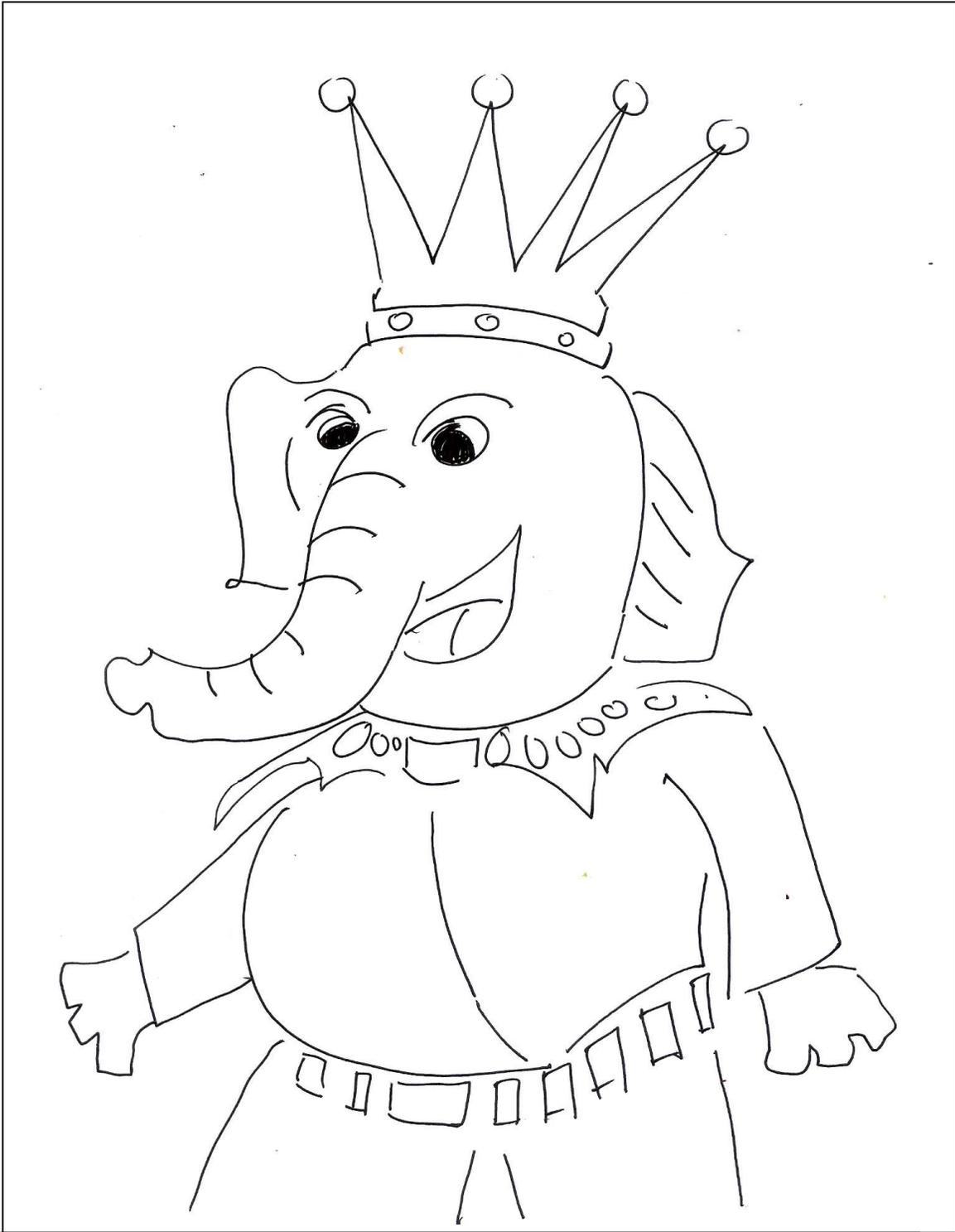
THE ELEKING

Here comes the king.

The king finds a ring.
It is a magic ring!

The king has the ring.
He starts to sing.

The king finds a wand.
He grows wings.

The king gives a cry!
He grows fangs.

Suddenly, the king with the ring,
wings and fangs woke up!
It was a dream.

The Eleking knows these words.  Do you?

| king | bang | long | hung |
| wing | lung | sang | song |
| sing | hang | ring | rang |
| gang | gong | sung | thing |
| dong | ding | rung | ring |
| wing | long | bang | king |

| Focus : | Writing |
|---|---|
| Theme : | World of Stories |
| Topic : | The Eleking |
| Content Standard : | 3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. |
| Learning Standard : | 3.1.2 Able to copy and write in neat legible print:<br>e) phrases |
| Objective | By the end of the lesson, pupils will be able to rearrange words to form phrases. |
| Time : | 30 / 60 minutes |
| Teaching Aids : | 1.Powerpoint / chart / sentence cards<br>2. Letter cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Introduce ghost train game. Give the letter cards to the last person in the row. He/She writes the letter on the back of the person in front. Continue till the first person who then writes it on the board. Repeat till the whole word is formed. | - prewriting<br> E l e k i n g | Refer Ghost Train Drill |
| 2. Put up the story. Pupils read the story in sequence | The Eleking | -Refer Appendix 1 |
| 3. Put up picture cards and word cards on the board. Pupils rearrange words to form phrases to match the pictures. | - has the ring<br>- starts to sing<br>- was a dream | - Word cards<br><table><tr><td>has</td><td>the</td><td>ring</td></tr><tr><td>starts</td><td>to</td><td>sing</td></tr><tr><td>was</td><td>a</td><td>dream</td></tr></table>Picture cards - attached |

| | | |
|---|---|---|
| 4. Complete the missing words in the worksheet. | eg<br>The king _____<br>He _____<br>It _____ | Work sheet |
| | | |
| **Assessment :**<br>Pupils are able to arrange and form correct phrases. | - observation | - Name List<br>  Check list |
| | | |
| **Remedial :**<br>Rearrange words to form phrases (guided). | - copying | e.g.<br><table><tr><td>3</td><td>1</td><td>2</td></tr><tr><td>sing</td><td>starts</td><td>to</td></tr><tr><td><u>starts</u></td><td><u>to</u></td><td><u>sing</u></td></tr></table> |
| | | |
| **Enrichment :**<br>Pupils complete the missing phrases in the story. | - copying | - worksheet |

Enrichment: Writing

Complete the story.

| | |
|---|---|
| 1 | Here _____ |
| 2 | The king _____ |
| 3 | The king finds a ring. It _____ |
| 4 | The king _____ He grows wings. |
| 5 | The _____ He grow fangs. |
| 6 | Suddenly, the king with the _____ _____ woke up! |
| 7 | It was _____ |

| Focus: | Language Arts |
|---|---|
| Theme : | World of Stories |
| Topic : | The Eleking |
| Content Standard : | 4.3 By the end of the 6-year primary schooling, pupils will be able to pelan, organize and produce creative works for enjoyment. |
| Learning Standard : | 4.3.2 Able to produce simple creative works based on: (c) stories |
| Objective | By the end of the lesson, pupils will be able to arrange the pictures and story line in the correct sequence according to the story learnt. |
| Time : | 30 / 60 minutes |
| Teaching Aids : | 1. Pictures 2. Story line 3. 2 pieces of folded A4 paper (as book) |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Recall the story by using 'Wh' questions. | - Reinforcement | - power point presentation |
| 2. Explain to the pupils that they are going to make their own story book. Show a sample. | - Sample of the book containing the title, the author, pictures and story line. | - Prepare a blank book by using two pieces of folded A4 paper. |
| 3. Distribute the pictures and ask pupils to colour them. | - Pictures of the story in an incorrect order. | - Give suitable time frame. - All the activities can be done in groups. |
| 4. Ask the pupils to cut out and paste the pictures in sequence. One picture for a page. | - Learning the fun way | - Distribute the blank book while checking the pupils using the scissors. |
| 5. Distribute the story line and ask pupils to cut out and paste them to the suitable pictures. | - Matching activity. | - The grapheme 'ng' should be coloured or bolded. |

| | | |
|---|---|---|
| 6. Ask pupils to decorate the cover. Emphasise the importance of the title and the author. | - Appreciation and awareness. | - The cover can be decorated creatively. |
| Assessment :<br><br>1. Able to arrange the pictures in a correct order.<br>2. Able to match the story line to the correct picture. | - Check on the individual work. | - Neatness, tidiness and creativity. |

| Focus : | Listening and Speaking |
|---|---|
| | |
| Theme : | World of Knowledge |
| | |
| Topic : | At home |
| | |
| Introduction : | This lesson focuses on listening and speaking.  Activities are teacher-led where teacher elicits words with the phoneme /n/.  There should be a lot of encouragement for pupils to speak and share.  Teacher's role is to facilitate and provide a good environment for listening and speaking to happen in the classroom. |
| | |
| Content Standard : | 1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. |
| | |
| Learning Standard : | 1.1.4   Able to talk about a stimulus with guidance. |
| | |
| Objectives : | By the end of the lesson, pupils will able to :<br>(i)      talk about a picture<br>(ii)     identify objects which has the /n/ sound |
| | |
| Time : | 30/60 minutes |
| | |
| Teaching Aids : | composite picture |
| | |

| Activity | Teaching and Learning Strategies | Notes |
|---|---|---|
| 1.  Teacher brings some objects and gets pupils to name them. | Using realia to tap on students' previous knowledge. | Things to bring :<br>tin, pen, bun, nut<br><br>Things in the classroom :<br>fan, bin |
| 2.  Teacher displays a composite picture and gets pupils to talk about the things they can see. | Reinforcement of previous knowledge. | Sample questions :<br><br>1.  What can you see in the picture? |

|  | 2. Where is this?<br><br>Composite Picture<br>(Appendix 1) |
|---|---|

| **Activity** | **Teaching and Learning Strategies** | **Notes** |
|---|---|---|
| 3. Teacher circles the selected objects which has the phoneme /n/ on the poster. | | Objects to be circled on the poster:<br><br>hen, pan, bin, bun, fan, tin, ant, nut |
| 4. Teacher gets pupils to name the objects circled. | Reinforcement of previous knowledge. | |
| 5. Teacher gets pupils to repeat the words with the phoneme /n/. | Practice | |
| 6. Teacher places a composite picture or diorama in front of the classroom.<br><br>7. Teacher says an object and gets pupils to place the picture/object on the poster/diorama. | Practice through fun and play.<br><br>Practice through fun and play. | Teacher can conduct this activity as a class or in groups. |
| 8. Teacher gets pupils to repeat the objects with the phoneme /n/. | | |

| **Assessment :** | | |
|---|---|---|
| 1. Pupils are able to identify the objects with the phoneme /n/. | Observation | Tick on checklist |

| | | |
|---|---|---|
| 2. Pupils are able to pronounce words learnt with the phoneme /n/ correctly. | | |

| | | |
|---|---|---|
| **Remedial :**<br><br>Drilling of problematic sounds and words with pupils. | Repetition through drilling. | hen, pan, bin, bun, fan, tin, ant, nut |
| **Enrichment :**<br><br>1. Play 'Kim's Game'.<br>   a.  Teacher shows some objects to pupils.<br>   b.  Next, teacher covers the objects.<br>   c.  Then, pupils name the objects that they have seen in groups.<br>   d.  The group that manages to get most of the objects correct is the winner. | Memory game | |

| Focus : | Reading |
|---|---|
| **Theme :** | World of Knowledge |
| **Topic :** | At home |
| **Introduction :** | This lesson focuses on reading.  Activities are teacher-led where teacher elicits words with the phoneme /n/. |
| **Content Standards :** | 2.1   By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of  letters to recognize words in linear and non-linear texts.<br><br>2.2   By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a  variety of linear and non-linear texts in the form of print  and non-print materials using a range of strategies to construct meaning.<br>. |
| **Learning Standards :** | 2.1.2   Able to recognise and articulate initial, medial and final sounds (phonemes) in single syllable words within given context:<br>(b)   /n/ (n)<br>2.2.1  Able to read and apply word recognition and word attack skills by matching words with :<br>    (a) graphics<br>    (b) spoken words |
| **Time :** | 30/60 minutes |
| **Objectives :** | By the end of the lesson, pupils will be able to:<br>i.   identify the phoneme /n/<br>ii.   match spoken words with graphics or words |
| **Teaching Aids :** | 1.  Poster<br>2.  The /n/ Song |

| Activity | Teaching and Learning Strategies | Notes |
|---|---|---|
| 1.  Pupils listen to 'The /n/ Song'. | Teacher sings the song or has a recording of the song. | (Tune: Jingle Bells) |

| | | |
|---|---|---|
| **2.** Introduce the song line by line. Pupils repeat after the teacher. | | Lyrics on a chart. (Appendix 2) |
| 3. Pupils sing along to the song. | | |
| 4. Teacher introduces the phoneme /n/ with an action. | Using action to introduce a phoneme. | The action of an aeroplane flying to reinforce the sound of /n/. |
| 5. Pupils articulate the sound and imitate the action. | Practice | |
| 6. Teacher says the words with the /n/ sound and pupils repeat after teacher. | Drilling using the picture and word cards. | hen, pan, bin, bun, fan, tin, ant, nut |
| 7. Pupil selects a word card and reads it aloud. Then, he places the word next to the object in the picture. | Practice / reinforcement using the word cards and the picture. | Composite picture of kitchen. (Appendix 2)<br><br> Word cards:<br>hen, pan, bin, bun, fan, tin, ant, nut |
| 8. In pairs, pupils take turns to read the words on the word cards while the other shows the correct picture cards. | Practice / reinforcement using word and picture cards.<br><br>Cleanliness | Word and picture cards. |

| | | |
|---|---|---|
| **Assessment :**<br><br>1. Pupils are able to recognize and articulate the phoneme /n/ in single syllable words.<br>2. Pupils are able to match words which have the phoneme /n/ with graphics.<br>3. Pupils are able to match pictures with spoken words. | Observation<br><br><br><br><br><br><br>Oral activity | Tick on checklist. |
| **Remedial :**<br><br>Reinforce words with the phoneme /n/. | Repetition through drilling. | hen, pan, bin, bun, fan, tin, ant, nut |
| **Enrichment :**<br><br>1. Helping the hen to reach her eggs by colouring the path with the /n/ sound words in the worksheet. | | Appendix  3 |

| Focus : | Writing |
|---|---|
| | |
| Theme : | World of Knowledge |
| | |
| Topic : | At home |
| | |
| Introduction : | This lesson focuses on writing. The main focus of this lesson would be to recognize and write words with the initial, medial and final phoneme/n/. |
| | |
| Content Standard : | 3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. |
| | |
| Learning Standards : | 3.1.2 Able to copy and write in neat legible print.<br>a) small (lower case) letters<br>d) words. |
| | |
| Time : | 30/60 minutes |
| | |
| Objectives : | By the end of the lesson, pupils will be able to:<br>i. write the letter 'n' correctly and neatly<br>ii. spell words correctly |
| | |
| Teaching Aids : | Song chart |
| | |

| Activity | Teaching and Learning Strategies | Notes |
|---|---|---|
| 1. Teacher puts up the lyrics of ' The /n/ Song' and pupils sing along with the teacher. | Using chart/ power point / recording | The /n/ song sung to the tune of 'Jingle Bells' (Appendix 2) |
| 2. Teacher points out to pupils the phoneme /n/ in initial, medial and final positions. | | hen, pan, bin, bun, fan, tin, ant, nut |
| | | |

| | | |
|---|---|---|
| 3. Teacher shows the correct formation of the letter 'n'. | Demonstration | ![Demonstration of correct formation of the letter 'n' with numbered strokes and an arrow] |

| Activity | Teaching and Learning Strategies | Notes |
|---|---|---|
| 4. Pupils write or form the letter 'n'. | Practice through fun and play. | Pupils form the letter 'n' in the air / in the sand / using plasticine. |
| 5. Pupils trace the letter /n/ in clear legible print on an activity sheet. | Practice | Appendix 4 |
| 6. Pupils rearrange the letters to form the correct words based on the pictures shown in the worksheet. | Spelling activity to increase vocabulary.<br><br>Responsibility | Appendix 5 |

| | | |
|---|---|---|
| **Assessment :**<br><br>1. Pupils are able to write the letter 'n' correctly.<br>2. Pupils are able to spell and write words with the phoneme /n/ in the initial, medial and final positions. | Observation and correction<br><br>Formative assessment through oral spelling practice. | Tick checklist. |
| **Remedial :**<br><br>Filling in the phoneme /n/ in the words given. | Reinforcement of learnt skills. | |
| **Enrichment :**<br><br>Pupils sing the song with the correct rhythm. | Singing | |

| Focus : | Language Arts |
|---|---|
| | |
| Theme : | World of Knowledge |
| | |
| Topic : | At home |
| | |
| Introduction : | This lesson focuses on language appreciation focusing on enjoyment and creativity.  The main focus of this lesson will be on getting pupils to respond to the song using non-verbal gestures as well as sing the song. |
| | |
| Content Standard : | 4.1 By the end of the 6-year primary schooling, pupils will be able to enjoy and appreciate rhymes, poems and songs. |
| | |
| Learning Standards : | 4.1.1 Able to enjoy nursery rhymes, jazz chants and action songs through non-verbal response. 4.1.2 Able to recite nursery rhymes, jazz chants and sing action songs with correct pronunciation and rhythm. |
| | |
| Time : | 30/60 minutes |
| | |
| Objective : | By the end of the lesson, pupils will be able sing the song with simple actions. |
| | |
| Teaching Aids : | The /n/ Song |

| Activity | Teaching and Learning Strategies | Notes |
|---|---|---|
| 1.   Listen to the song and clap to the rhythm. | Recording of song or teacher sings the song. | Lyrics Tune of 'Jingle Bells' (Appendix 2) |
| 2.  Teacher sings the song with simple gestures and pupils follow. | Learning through fun. | |
| 3.  Pupils sing the song in groups with the focus on the phoneme /n/. | Co-operation | |

| | | |
|---|---|---|
| **Assessment :**<br><br>Pupils are able to sing by articulating the phoneme /n/ in words correctly. | Singing with the correct rhythm. | |

## The 'n' Song

Tin, tin, tin,
Bin, bin, bin,
Net, net and
Ant, ant.

Chorus :  Oh, my, my,
          All the words
          Have the sound
          'n', 'n'.

Sun, sun, sun,
Bun, bun, bun,
Pan, pan and
Can, can. (repeat chorus)

Name : _____     Year : _____

Help hen reach her eggs.
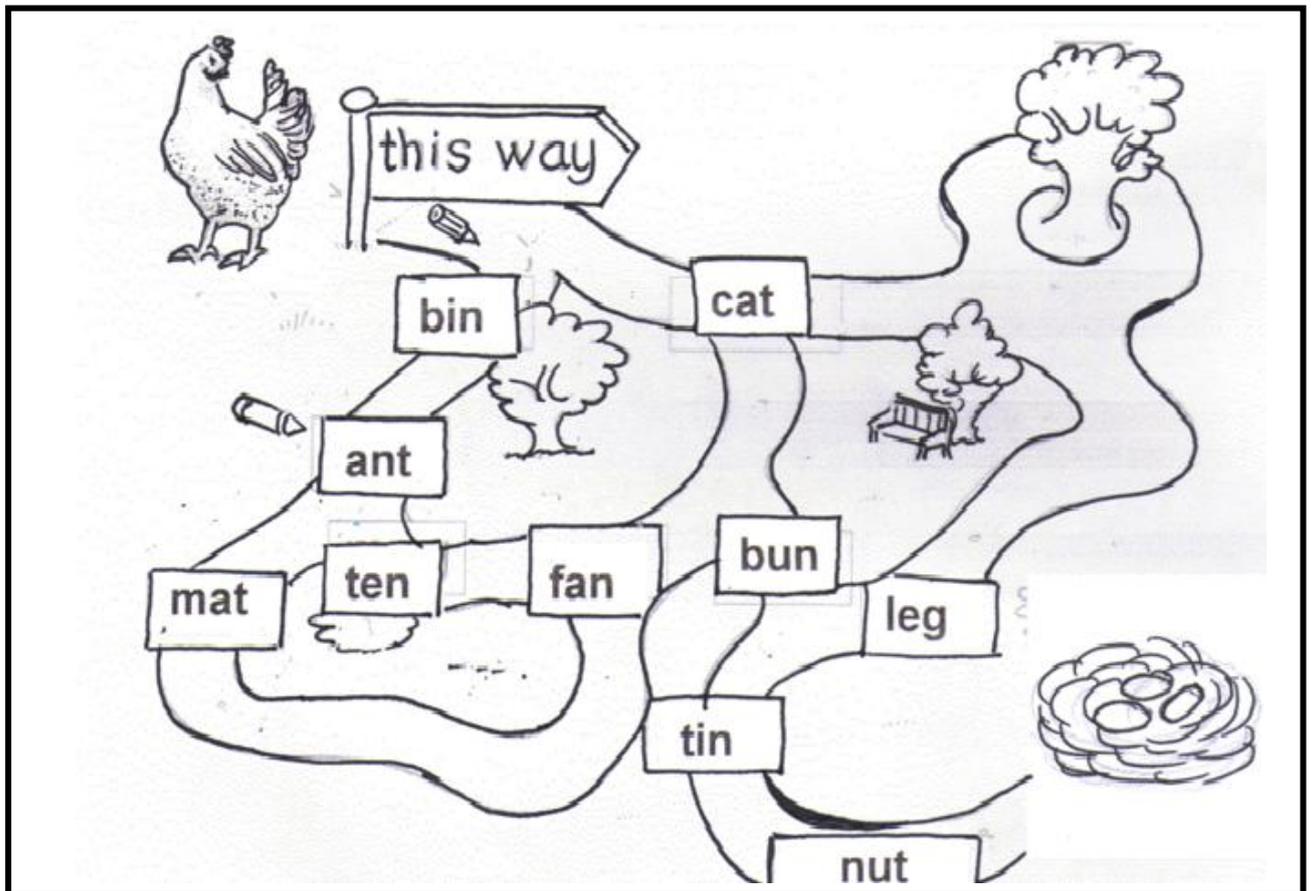
Name : _____          Year : _____

Trace and write the letter 'n'.
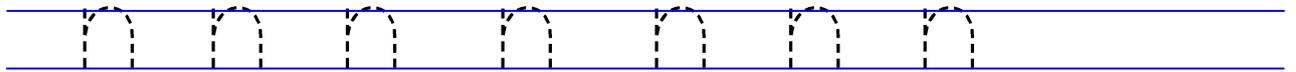
Name : _____          Year : _____
_____

## Spell correctly.

nhe ⇨ [_____]   

anp ⇨ [_____]   

ibn ⇨ [_____]   

nub ⇨ [_____]   

naf ⇨ [_____]   

nit ⇨ [_____]   

tan ⇨ [_____]   

tnu ⇨ [_____]   

ent ⇨ [_____]

| Focus : | Listening and Speaking |
|---|---|
| Theme : | World of Self, Family and Friends |
| Topic : | May I have a pie, please? |
| Introduction : | This lesson focuses on Listening and Speaking. Activities are teacher-led where teacher elicits responses related with the phoneme /p/. There should be a lot of encouragement for students to speak and share. Teacher's role is to facilitate and provide a good environment for listening and speaking to happen in the classroom. |
| Content Standard : | 1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation. <br> 1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes. |
| Learning Standard : | 1.1.1 Able to listen and respond to stimulus given with guidance. <br> a) environmental sounds <br> 1.1.4 Able to talk about a stimulus with guidance. <br> 1.3.1 Able to listen to and demonstrate understanding of oral texts by : <br> b)answering simple Wh-questions |
| Objective: | By the end of the lesson, pupils will be able to say words which contain the phoneme /p/. |
| Time : | 30 / 60 minutes |
| Teaching Aids : | 5. Recording of sounds <br> 6. Comic strips <br> 7. Realia |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher plays the recording of the environmental sounds. Pupils listen and identify the sounds. | - Recording of environmental sounds <br> - Listening and identifying sounds | - Sounds of <br> - two spoons, <br> - two chopsticks, <br> - two pans, <br> - two pots being knocked at each other. <br> - Suggested Questions <br> a) What is that sound? |

| | | b) Where can you hear that sound? |
|---|---|---|
| 2. Teacher hides the realia and makes the sounds. Pupils then identify those sounds. | - Guessing the sounds | Realia: Two spoons, two sticks, two pans, two pots |
| 3. Pupils take turns to produce the sounds while other pupils guess. | - Guessing the sounds | |
| 8. Teacher shows a picture series (without words) and elicits pupils' response. | - Previous knowledge/ experience | - A picture series (Appendix 1)<br>- Teacher prompts the students to talk about the pictures. |
| 9. Teacher asks 'Wh' questions to gauge pupils' understanding. | - Question-answer session. | - Appendix 1<br>- Teacher prompts the students when necessary.<br>e.g.: What is Aunty Pam holding? |
| 10. Teacher tells the story and pupils listen. | - Storytelling<br>- Politeness | - Picture series (Appendix 2)<br>- Teachers tells the story using facial expressions, gestures and appropriate intonation. |
| 8. Teacher introduces a rap. Pupils follow. | - Rapping with actions. | - Lyrics (Appendix 3) |

| **Assessment :** | | |
|---|---|---|
| 1. Observe pupils' response to sounds heard. | - Observation | Tick on checklist. |
| 2. Able to talk about the picture series by identifying things in it. | - Observation | |
| 3. Able to give simple responses to questions asked. | - Observation | |
| | | |
| **Remedial :** | | |

| Reinforce words with the phoneme /p/... | -reinforcement | - Picture Cards (Appendix 4)<br>• Pam, Prem,<br>• pie, spoon<br>• mop, cap<br>• please, pear<br><br>- Pupils would have to hold up the labelled pictures according to the words mentioned.<br>- Teacher asks pupils to stick the labelled pictures to the respective frames. |
| | | |
| **Enrichment :**<br><br>1. Pupils play 'Kim's Game' using realia /words . | | - Kim's Game<br>- realia |

| Focus : | Reading |
| --- | --- |
| | |
| Theme : | World of Self, Family and Friends |
| | |
| Topic : | May I have a pie, please? |
| | |
| Introduction : | This lesson focuses on reading. Teacher uses the rap song which has the phoneme /p/. |
| | |
| Content Standard : | 2.1 By the end of the 6-year primary schooling, pupils will be able to apply knowledge of sounds of letters to recognise words in linear and non-linear texts.<br>2.2 By the end of the 6-year primary schooling, pupils will be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. |
| | |
| Learning Standard : | 2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.<br>2.1.2 Able to recognize and articulate initial, medial and final sounds (phonemes) in single syllable words within given context:<br>    (a) /p/ (p)<br>2.2.1 Able to read and apply word recognition and word attack skills by matching words with:<br>(a) graphics<br>(b) spoken words |
| | |
| Objective: | By the end of the lesson, pupils will be able to recognise and articulate the phoneme /p/. |
| | |
| Time : | 30 / 60 minutes |
| | |
| Teaching Aids : | 1. Story<br>2. The Rap<br>3. Power point Presentation |

| Activity | Teaching & Learning Strategy | Notes |
| --- | --- | --- |
| 1. Teacher projects the lyrics of the Rap together with picture. Pupils rap. | - Integration of Listening and Speaking skills. | - Picture Cards (Appendix 5)<br>- Word List<br>  mop, pan, pot, cap, pie |
| 2. Teacher introduces the phoneme /p/ | - Whole Class Activity<br>- Demonstration | - Action should be consistent and |

| | | |
|---|---|---|
| with an action. | | relevant to the phoneme /p/ and easily remembered. |
| 3. Pupils identify words that have the sound of /p/. | - power point presentation | -Teacher flashes the picture of a cap using power point.<br>- Pupils identify it by saying the word.<br>- When the word is said correctly, the teacher clicks to reveal the spelling of the word. |
| 4. Pupils articulate the sound of /p/ and imitate the action. | -Whole class participation | -The phoneme /p/ is repeated with the action as in Step 2. |
| 5. Teacher repeats steps 3 and 4 with other examples of words containing the phoneme /p/. | - Repetition of activity as reinforcement | |
| 6. Teacher projects the picture series on the screen. | - Reinforcement | - Appendix 2 |
| 7. Teacher reads the story and highlights the words with the phoneme /p/. | - Reading aloud | - The story is read by the teacher with the focus on the phoneme /p/. |
| 8. Teacher reads the story again and pupils say out the highlighted words. | - Reinforcement | - Teacher gets pupils to read the words emphasising on the phoneme /p/. |

| | | |
|---|---|---|
| **Assessment :**<br>1. Recognise and articulate the phoneme /p/ in single syllable words.<br>2. Match words with the phoneme /p/ with graphics. | Observation | Tick the checklist |
| **Remedial :**<br>1. Reinforce words with the phoneme /p/. | Reinforcement | |
| **Enrichment :**<br>1. Pupils say out words that contain the phoneme /p/. | Thinking Skill | - Appendix 6<br>- Word List : peas, pail, ship, pet |

| Focus : | Writing |
|---|---|
| Theme : | World of Self, Family and Friends |
| Topic : | May I have a pie, please? |
| Introduction : | This lesson focuses on writing. The main focus of the lesson will be on getting students to form the letter 'p' in the correct manner. |
| Content Standard : | 3.1 By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing. |
| Learning Standard : | 3.1.2 Able to copy and write in neat legible print and correct spelling:<br>a) small (lower case) letters<br>d) words |
| Objective: | By the end of the lesson, pupils will be able to form the letter 'p' correctly. |
| Time : | 30 / 60 minutes |
| Teaching Aids : | 1. Power point presentation<br>2. Word Cards<br>3. The Rap<br>4. Picture Cards |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1. Teacher gets the pupils to sing the rap again focusing on the words with the letter 'p' in them. | - Previous knowledge / experience.<br>- Integration of listening, speaking & reading skills.<br>- Reinforcement | - Appendix 3 |
| 2. Teacher reads the story again and prompts pupils to repeat words that have the phoneme sound /p/ in them. | - Previous knowledge / experience.<br>-Integration of reading skills. | - Appendix 2 |
| 3. Teacher gets pupils to articulate the phoneme /p/ by getting the pupils to say the words | - Phonics Approach | |

| | | |
|---|---|---|
| highlighted in the story once again. | | |
| 4. Teacher demonstrates the correct formation of the letter 'p' and articulates the sound as well. | - Demonstration | - Teacher explains the connection between the sound and letter. |
| 5. Pupils respond by forming the letter 'p' as well as articulating the sound /p/. | - Reinforcement | - Form the letter in the<br> - air<br> - sand box<br> - on a friend's back |
| 6. Pupils complete Activity Sheet 1. | - Tracing, Copying & Writing. | - Activity Sheet 1 (Appendix 7)<br>- This activity starts with the pupils tracing the letter first, and then copying it and finally writing it freely |
| 7. Pupils complete Activity Sheet 1. | - Configuration Clues | - Activity Sheet 2 (Appendix 8) |

| | | |
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| **Assessment :**<br>1. Pupils are able to trace the letter 'p'.<br>2. Pupils are able to trace and copy the words that contain the letter 'p'.<br>3. Pupils are able to spell the given words. | - Observation | - Activity Sheet 1 & 2 |
| **Remedial :**<br>1. Trace and copy the letter 'p'.<br>2. Trace the words starting with 'p'. | | |
| **Enrichment :**<br>1. Pupils use a maze to trace the cap(s) to Prem. | - Fine Motor Skills | - Maze (Appendix 9) |

| Focus : | Language Arts |
|---|---|
| Theme : | World of Self, Family and Friends |
| Topic : | May I have a pie, please? |
| Introduction : | This lesson focuses on language appreciation. The main focus of this lesson will be on getting students to role play the story. |
| Content Standard : | 4.3  By the end of the 6-year primary schooling, pupils will be able to plan, organize and produce  and creative works for enjoyment. |
| Learning Standard : | 4.3.1  Able to produce simple creative works with guidance based on:<br>d) stories<br>4.4.2  Able to take part with guidance in a performance based on:<br>d)  stories |
| Objective: | By the end of the lesson, pupils will be able to perform creatively in front of the class. |
| Time : | 30/60 minutes |
| Teaching Aids : | 1.  Picture cards<br>2.  Props and costume |

| Activity | Teaching & Learning Strategy | Notes |
|---|---|---|
| 1.  Teacher and pupils go through the story line once again. Teacher models the main characters i.e. Aunty Pam and Prem. | - Reading aloud | - Appendix 2 |
| 2.  Teacher explains the task i.e. pupils perform the two characters as mentioned in the story. | - Explanation | |
| 3.  Teacher divides the class to groups of four. | - Group division | |

| | | |
|---|---|---|
| 4. Teacher demonstrates how to prepare an apron for Aunty Pam, a cap for Prem and the letter 'p'. | - Hands on<br>- Team work<br>- Time Management | - Manila Card<br>- Mahjong Paper<br>- Scissors |
| 5. Next, teacher guides the groups in preparing for the performance. | - Planning | |
| 6. Pupilss perform to their best ability with teacher's guidance. | - Performance | |

| | | |
|---|---|---|
| **Assessment :**<br><br>1. Teacher observes pupils' ability to:<br>  a) work in groups.<br>  b) plan and prepare for the performance.<br>  c) perform creatively with expressions. | - Observation | Tick on checklist |

Appendix 1

Appendix 2
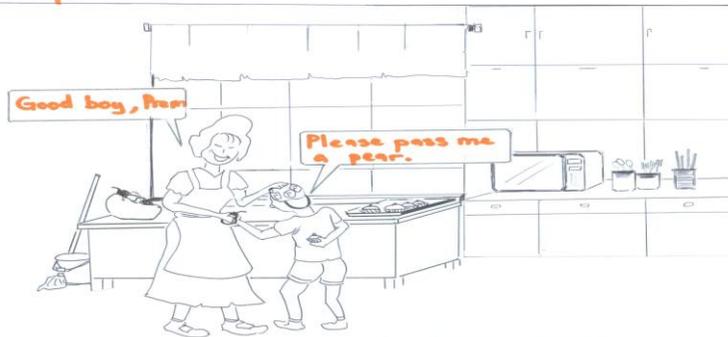
# Rap

Give me a 'p'
We say the 'p' with the /p/ sound
Give me a cap
Give me a mop
 Where is the p?
 I want the pie
 I want the spoon

p, p, p
Give him the pot
Give him the pan

p, p, p
Give me a 'p'
We say the p with the /p/ sound

## Appendix 4

Frame 1



Frame 2



Frame 3



Frame 4

please
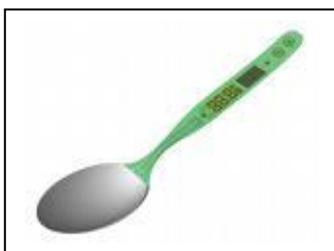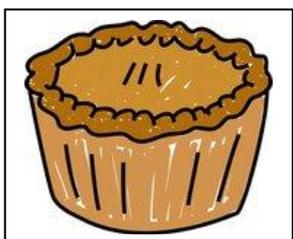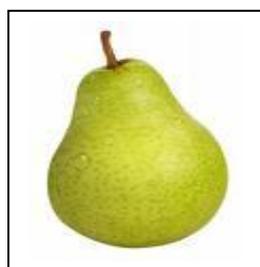
Appendix 5

Appendix 6



ship
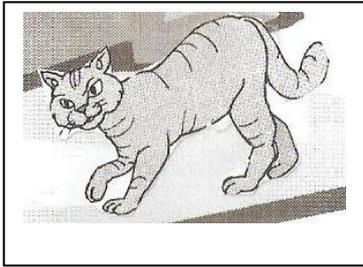


pet



pail
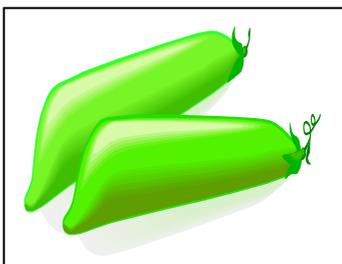


peas

Appendix 7

Activity Sheet 1
Trace and write the letter 'p'.

p p p p p p p p

p p p p p p p p

p p p p p p p p
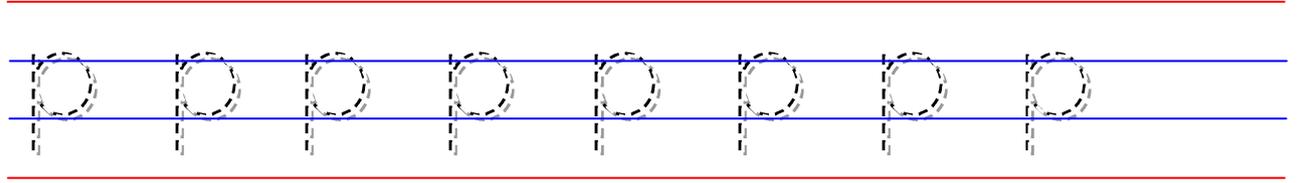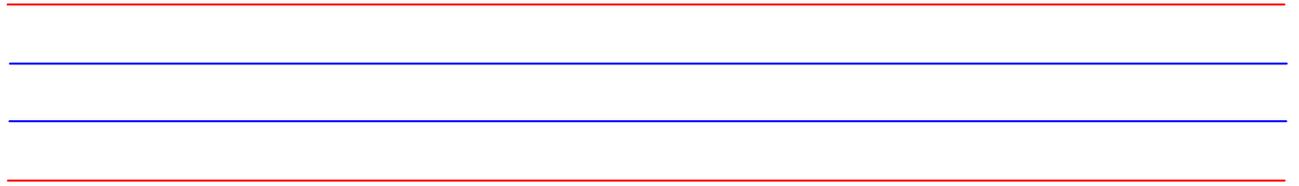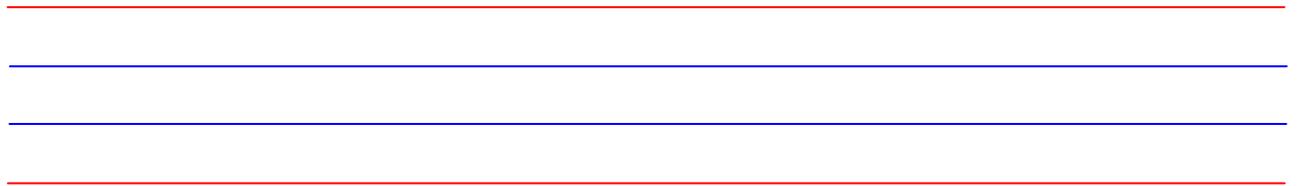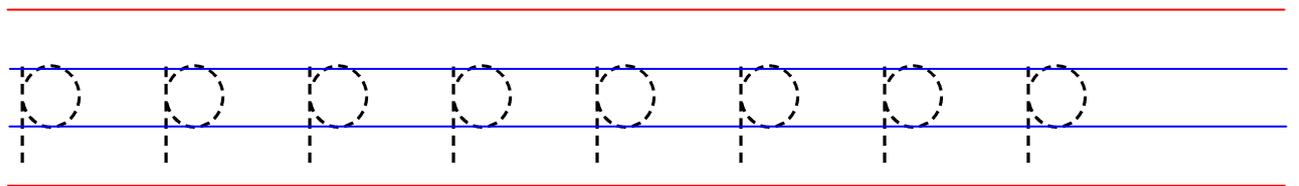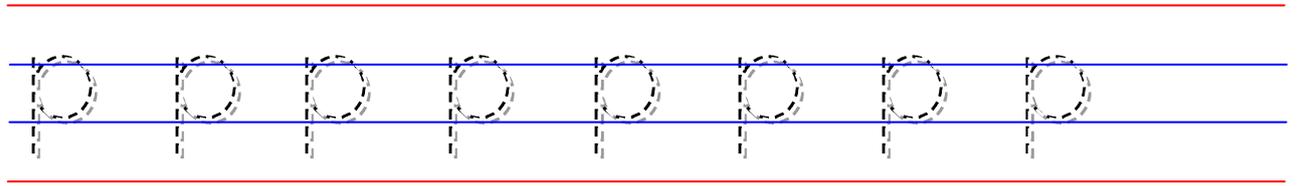
Appendix 8

Activity Sheet 2

Prem
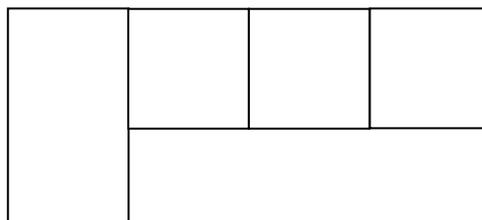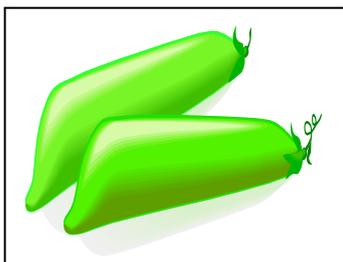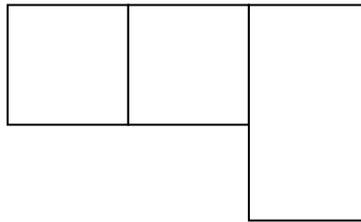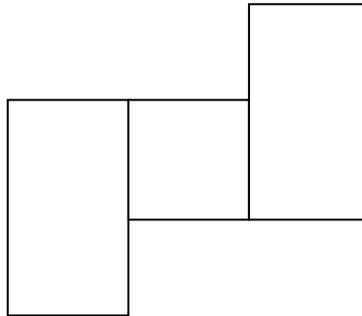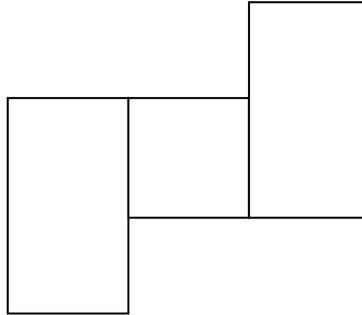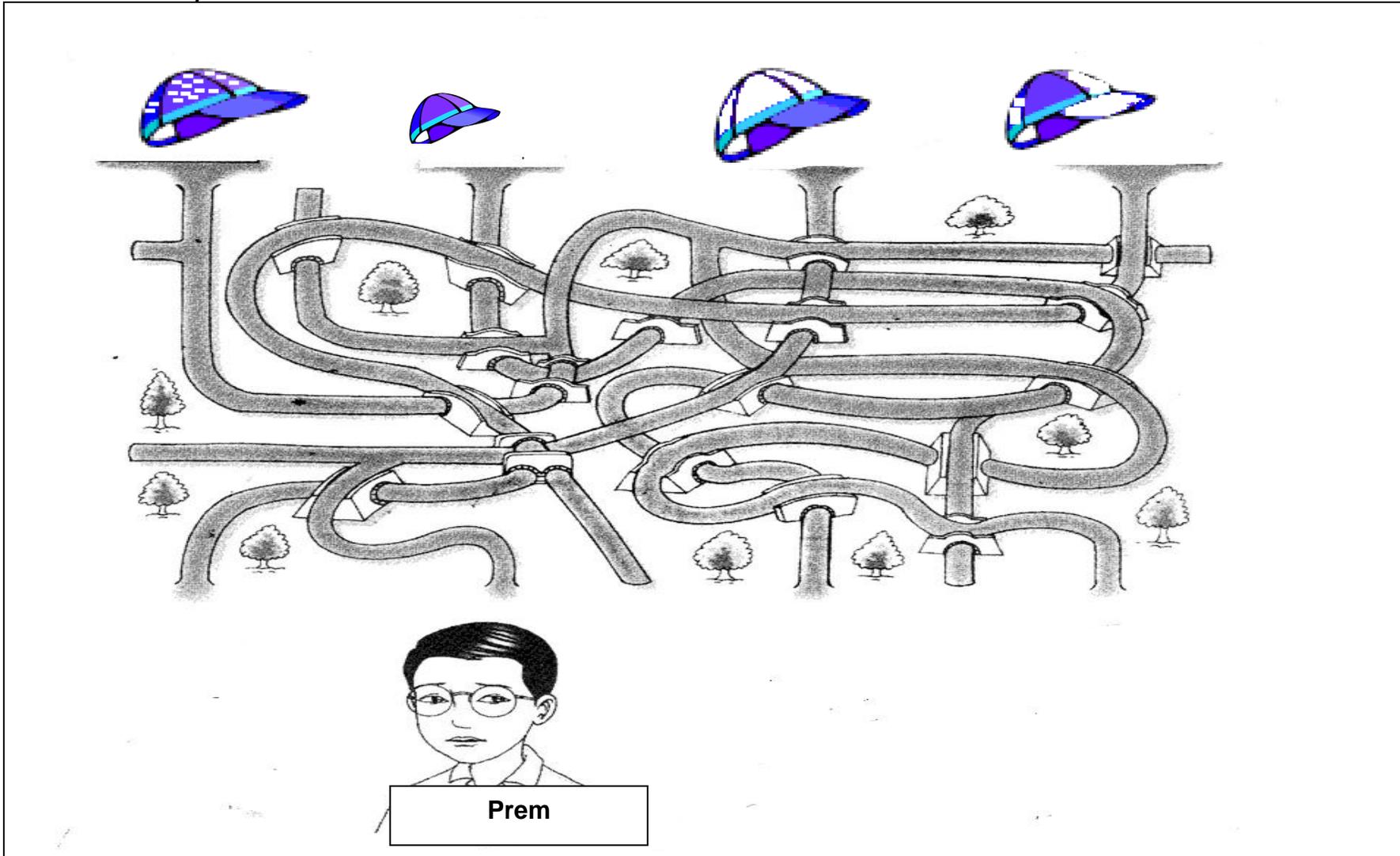
# SECTION FOUR

- LESSON STRUCTURE
- SUGGESTED WEEKLY PLAN

# LESSON STRUCTURES

Below are sample lesson structures to help teachers plan lessons:

## A LISTENING LESSON

**Pre-listening**

- Listening to environmental sounds.
- Talking about a stimulus.

**While-listening**

- Listen to rhymes/songs.
- Listen to stories.
- Repeat song or rhyme after the teacher.

**Post-listening**

- Recite or sing rhymes/songs.
- Sequence pictures.
- Match pictures with phrases.
- Fill in the blanks with suitable words.

## A READING LESSON

| Pre-reading |
|---|

- Listening to teacher telling a story.
- Reading a text.

| While-reading |
|---|

- Reading a text/stories.
- Talking about the people in the story.

| Post-reading |
|---|

- Recite or sing rhymes/songs.
- Sequence pictures.
- Match pictures with phrases.
- Fill in the blanks with suitable words.
- Retell a story.

# A WRITING LESSON

| Pre-writing |
|---|

- Writing in the air /on friend's back / on the palm/ in the sand, etc.
- Forming letters using plasticine.

| Writing |
|---|

- Writing letters of the alphabet with the correct technique.
- Identifying letters of the alphabet learnt.

| Post-writing |
|---|

- Recite or sing rhymes/songs.
- Sequence pictures.
- Match pictures with phrases.
- Fill in the blanks with suitable words.

# A LANGUAGE ARTS LESSON

**Planning**

- Division of groups.

- Preparation of costumes/ aids, etc

**Organising**

- Practice
  - rhyme / song
  - story telling
  - role play, etc

- Rehearsal

- Getting materials ready

**Production**

- Reciting rhymes

- Singing songs

- Retelling stories

- Role Play

**WEEKLY LESSON STRUCTURE – A GUIDE FOR TEACHERS**

| WEEK | THEME/TOPIC | DAY ONE<br><br>LISTENING & SPEAKING | DAY TWO<br><br>READING | DAY THREE<br><br>WRITING | DAY FOUR<br><br>LANGUAGE ARTS |
|------|-------------|-------------------------------------|------------------------|--------------------------|-------------------------------|
| 1 | WORLD OF SELF, FAMILY & FRIENDS<br><br>- Six Satay Sticks | 1.1.1 Able to listen and respond to stimulus given with guidance:<br><br>a. environmental sounds<br><br>1.1.4 Able to talk about a stimulus with guidance. | 2.1.2 Able to recognise and articulate initial, medial and the final sounds in single syllable words within given context:<br><br>a) /s/ s<br><br>2.2.1 Able to read and apply word recognition and word attack skills by matching words with:<br>a) graphics<br>b) spoken words | 3.1.2 Able to copy and write in neat legible print:<br><br>a) small (lowercase) letters | 4.1.1 Able to enjoy nursery rhymes, jazz chants and action songs through non-verbal response.<br><br>4.1.2 Able to recite nursery rhymes, jazz chants and sing action songs with correct pronunciation and rhythm. |

| WEEK | THEME/TOPIC | DAY ONE<br><br>LISTENING & SPEAKING | DAY TWO<br><br>READING | DAY THREE<br><br>WRITING | DAY FOUR<br><br>LANGUAGE ARTS |
|---|---|---|---|---|---|
| 2 | WORLD OF STORIES<br><br>- Rin & Ash | 1.1.1 Able to listen and respond to stimulus given with guidance:<br><br>a. environmental sounds<br><br>1.1.4 Able to talk about a stimulus with guidance. | 2.1.1 Able to identify and distinguish the shapes of the letters in the alphabet.<br><br>2.1.2 Able to recognize and articulate initial, medial and the final sounds (phonemes) in single syllable words within given context:<br>a) a | 3.1.2 Able to copy and write in neat legible print:<br><br>a) small (lowercase) letters | 4.3.2 Able to take part with guidance in a performance based on:<br>a) nursery rhymes<br>b) action songs |
| 3 | WORLD OF KNOWLEDGE<br><br>- Tim and Tom in Timberland | 1.1.1 Able to listen and respond to stimulus given with guidance:<br><br>c. body percussion<br><br>1.1.4 Able to talk about a stimulus with guidance. | 2.1.2 Able to recognize and articulate initial, medial and the final sounds (phonemes) in single syllable words within given context:<br><br>a) t<br><br>2.2.1 Able to read and apply word recognition and word attack skills | 3.1.2 Able to copy and write in neat legible print:<br><br>a) small (lowercase) letters | 4.1.1 Able to listen to and enjoy nursery rhymes and action songs through non-verbal response.<br><br>4.1.2 Able to listen to and recite nursery rhymes and sing action songs with correct pronunciation and rhythm. |

| | | | by matching words with:<br>a)  graphics<br>b)  spoken words | | |
|---|---|---|---|---|---|
| | | | | | |

# SECTION FIVE

CHECKLIST

**SAMPLE  LEARNING STANDARDS CHECKLIST FOR LISTENING AND SPEAKING**

1.1.1    Able to listen and respond to stimulus given with guidance :
( Put a  √   if the pupil is able to master the skill based on the activities given )

| NO | NAMES OF PUPILS' | LEARNING STANDARDS | | | | | | | | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1.1.1 ( a) environmental sounds | | | 1.1.1 ( b ) instrumental sounds | | | 1.1.1 ( c ) body percussion | | | 1.1.1 ( d ) rhythm and rhyme | | | 1.1.1 ( e ) alliteration | | | 1.1.1 ( f ) voice sounds | | | 1.1.1 ( g ) Oral blending and segmenting | | |
| | | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 | Act. 1 | Act. 2 | Act. 3 |
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Note : Teacher can modify the form based on the number of activities to be evaluated.

1.1.4   Able to talk about a stimulus with guidance

Put a √  if the pupil has mastered the activity.

| No. | Name of Pupil | Activity | Activity | Activity | Activity |
|-----|---------------|----------|----------|----------|----------|
|     |               |          |          |          |          |
|     |               |          |          |          |          |
|     |               |          |          |          |          |
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|     |               |          |          |          |          |
|     |               |          |          |          |          |

* Teacher can add in more activities for assessment if necessary.

**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR READING**

| No. | Name | 2.1.2 Able to recognize and articulate initial, medial and the final sounds ( phonemes ) in single syllable words within given context : | | | | | | | | | | | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**SAMPLE LEARNING STANDARDS CHECKLIST FOR READING**

| No. | Name | 2.1.2 Able to recognize and articulate initial, medial and the final sounds ( phonemes ) in single syllable words within given context : | | | | | | | | | | | Remarks |
|-----|------|---|---|---|---|---|---|---|---|---|---|---|---------|
| | | k | ck | e | u | r | h | b | f,ff | l,ll | ss | j | |
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**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR READING**

| No. | Name | 2.1.2 Able to recognize and articulate initial, medial and the final sounds ( phonemes ) in single syllable words within given context : | | | | | | | | | | | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR READING**

| No. | Name | 2.1.3 | 2.1.4 | 2.2.1 ( a ) | 2.2.1 ( b ) | 2.2.4 | Remarks |
|-----|------|-------|-------|-------------|-------------|-------|---------|
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**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR WRITING**

| NO | NAMES OF PUPILS' | LEARNING STANDARDS | | | | | | | |
|----|------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | 3.1.1 (a) | 3.1.1 (b) | 3.1.1 (c) | 3.1.1 (d) | 3.1.1 (e) | 3.1.1 (f) | 3.1.1 (g) | 3.1.1 (h) |
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**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR WRITING**

| NO | NAMES OF PUPILS' | LEARNING STANDARDS | | | | | | | |
|----|------------------|----------|----------|-------|----------|----------|----------|----------|----------|
| | | 3.2.1 (a) | 3.2.1 (b) | 3.2.2 | 3.2.3 (a) | 3.2.3 (b) | 3.2.3 (c) | 3.3.1 (a) | 3.3.1 (b) |
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**CHECKLIST**

**SAMPLE LEARNING STANDARDS CHECKLIST FOR LANGUAGE ARTS**

| NO | NAMES OF PUPILS' | LEARNING STANDARDS | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 4.1.1 | 4.1.2 | 4.2.1 | 4.2.2 (a) | 4.2.2 (b) | 4.3.1 (a) | 4.3.1 (b) | 4.3.1 (c) | 4.3.1 (d) | 4.3.2 (a) | 4.3.2 (b) | 4.3.2 (c) | 4.3.2 (d) |
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**CHECKLIST**