KURSUS JURULATIH UTAMA KURIKULUM STANDARD SEKOLAH RENDAH(KSSR) 2010
BAHASA INGGERIS-TAHUN 1

EDUCATIONAL EMPHASES

CREATIVITY

The ability to produce something new in an imaginative and fun-filled way

Activities

Making Masks/ Puppets
- ❏ Pupils are provided with manila cards, markers etc to create puppets
- ❏ They retell the fable using the puppets.

Role-Play
- ❏ Pupils role-play characters from the fables with guidance
- ❏ Pupils pretend to be characters in a fable.
- ❏ They act out a certain part of the fable using own dialogues
- ❏ They can use the masks that they have done in previous lessons

ENTREPRENEURSHIP

Elements that are linked with entrepreneurship are creativity, innovation and initiative, which are also attributes for personel fulfillment and success.

Activities

❑ Show Ringgit and Sen and encourage pupils to talk about them

Suggested questions
❑ What is this?
❑ What can you do with this?
❑ What are the things you can buy with 1 ringgit?
❑ Do you save money? etc.

INFORMATION AND COMMUNICATION TECHNOLOGY

These will include the use of multimedia resources as well as computer related activities.

Activities
- ❑ Teacher opens MS Power Point containing Happy Birthday song.
- ❑ Pupils listen and after that they sing the song.
- ❑ Pupils open MS words and type the lyrics with teacher guidance
- ❑ Pupils save their work with teacher guidance

MALAYSIA NEGARA KU

Patriotism and the love for Malaysia ought to be reflected in themes and lessons

Topics for Year 1
Patriotism, My family, My Friend, My school, Environment, Consumerism.

Exercise 1
- ❑ Divide the pupils into groups
- ❑ Distribute five cards to each pupil
- ❑ Say the words
- ❑ Join the words to make sentences
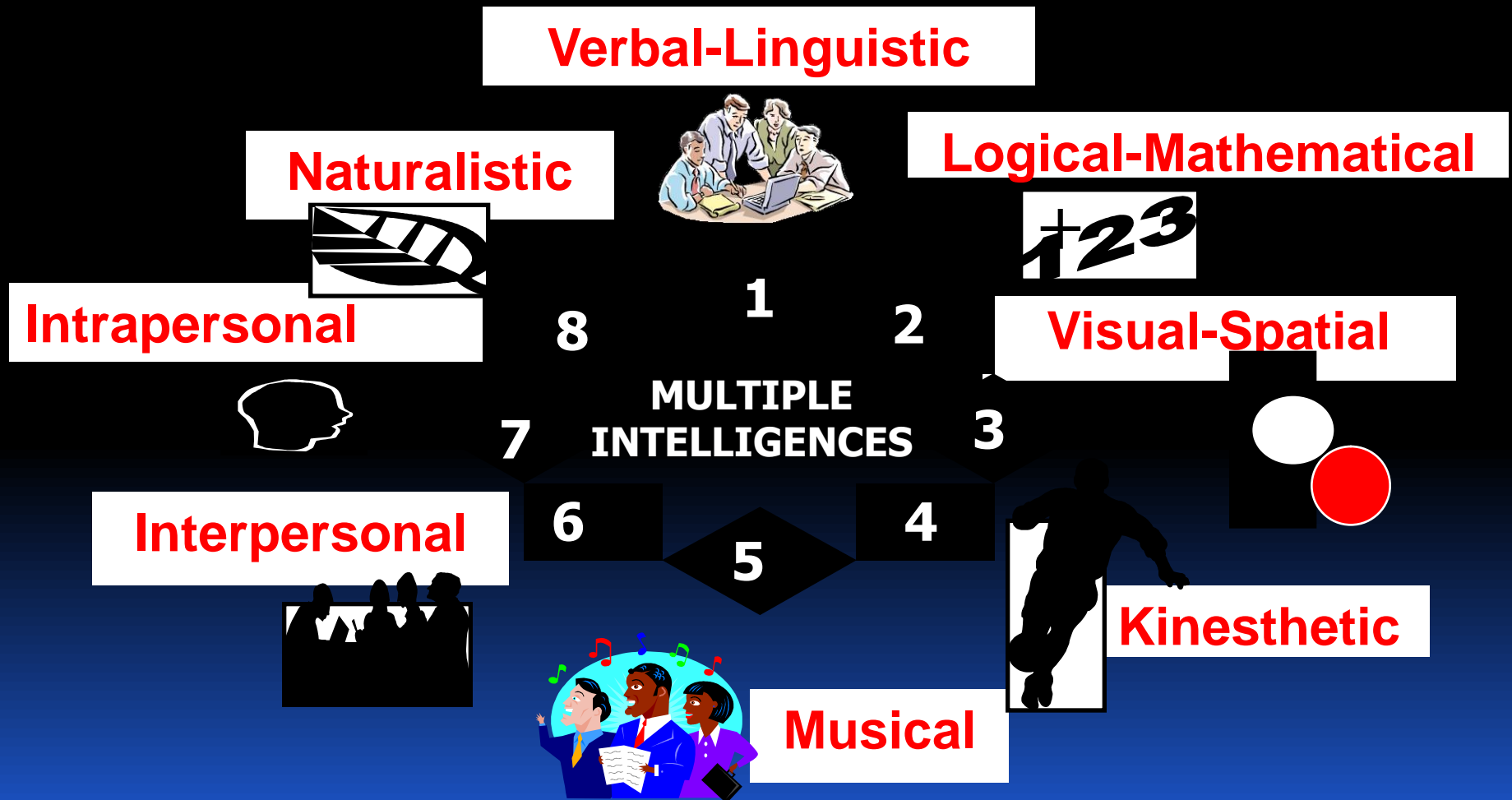- ❑ Pupils put up their cards and make sentences
  Examples:
  - ▪ I love Malaysia
  - ▪ I like my neighbours
  - ▪ I help my friend

Exercise 2
- ❑ Take pupils around the school
- ❑ Listen and identify the sounds. E.g birds chirping
- ❑ Teach children to protect the environment

Applying Multiple Intelligences

Topic:
The Little Red Hen

Verbal-Linguistic
Pupils tell the story of the Little Red Hen

Logical-Mathematical
Pupils describe the things hen, cat and goat do in their homes

Musical
Pupils sing a song

Kinesthetic
Pupils role-play the story

Visual-Spatial
Pupils draw a farm with the houses of the cat, rat and the goat

Naturalistic
Pupils observe cats, rats and goats and talk about them.

Interpersonal
Pupils talk to each other about the characters they like.

Intrapersonal
Pupils imagine themselves as the hen and tell what they will do.

Learning How to Learn

THE SKILLS:

- Listen, view, read, select and retain
- Able to skim (read everything fast) and scan (read those bits of relevant information) in order to get information fast and efficiently
- Intensive (close) reading for details and depth
- Use Index and Table of Contents to have an idea of important content
- Find key words and phrases in paragraphs
- Use highlighter pen to mark important points
- Summarise and tell in your own words
- Make notes of important points

Remembering

Being able to build a good visual memory

To practise recalling important points a few hours after reading (or listening or viewing)

Writing

Being able to recall and retell accurately

Being able to select and organise information

Reflection

Planning what is to be learnt before starting
Asking oneself questions during the learning process
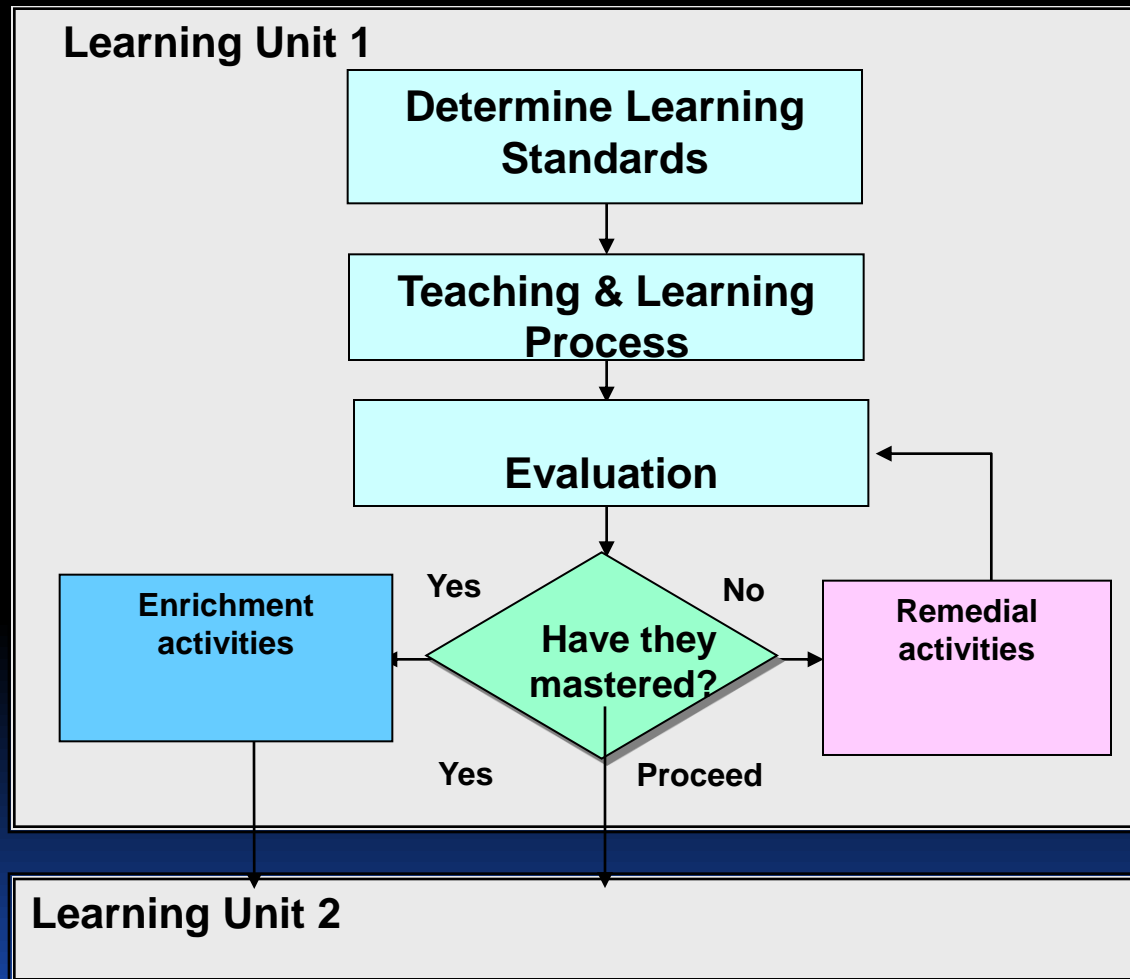Monitoring progress
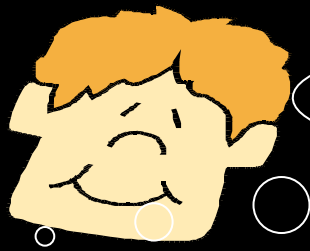Assessing what learning has taken place

Mastery Learning

ML is an approach that ensures all pupils master the learning outcomes in a learning unit before proceeding to the next unit. This approach takes into account the time needed by pupils to master the learning standards and requires a quality teaching-learning process.

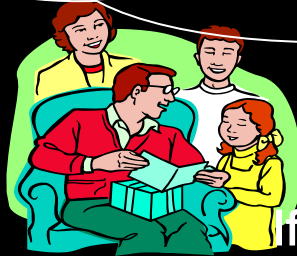# ML MODEL

CONTEXTUAL LEARNING -
using the situations pupils are familiar with as contexts for the topic being learnt.

Experience

Pupils' daily experience means what they go through every day – at school, home, television, games.

Environment

If a teacher wants to teach about plants – then the best way to do this is to study the plants around the pupil's school and home.

Community

If pupils have no experience of car manufacturing, they will find the topic abstract and difficult to grasp.

It will be hard for pupils to remember a list of English words to be memorised at home, but easier to remember the lyrics of a song.

It will be easier to remember personal details about Ziana Zain than Abraham Lincoln, because Ziana Zain is part of the community pupils know.

CONSTRUCTIVISM- we start from what the pupils know

Teaching and learning is very pupil centred.

The teacher uses what pupils already know (schema) as a base to expand students' knowledge.

The pupil must be engaged, i.e. involved in active learning.

THINKING SKILLS

Critical Thinking Skill   - the ability to evaluate an idea

Creative Thinking Skill   - generate and produce ideas

Reasoning   - to evaluate using a series of logical steps
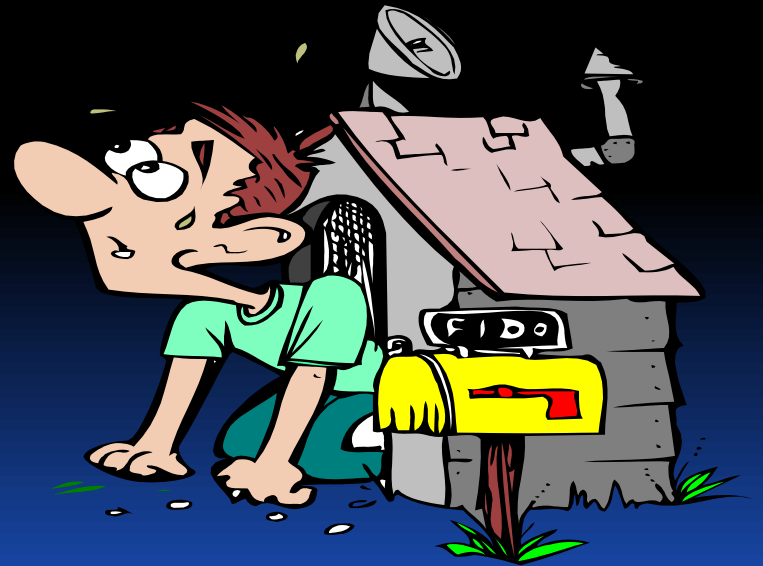
Using Thinking Skills

CREATIVE THINKING SKILLS
(Express Creatively)

1. **Listen to simple short stories and fairy tales and share feelings about the story.**
2. **Create word chains.**

CRITICAL THINKING SKILLS
(Solve Simple Problems)

1. **Arranging sentences in sequence**
2. **Matching sentences to pictures**
3. **WH Questions**
4. **Tell why a person or animal in a story is good or bad**
5. **Give details of story**
6. **Give reasons why one likes or does not like the story.**

THANK YOU