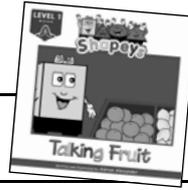


Lesson Plan 1

Learning Outcomes for this lesson

- Forming sentences using “I am ...”
- Learning the names of fruit



Scheme of Work

Storytelling / Reading	“Talking Fruit”, Level 1 Book A
Story Focus & Comprehension	<ol style="list-style-type: none"> 1. Read the story once or twice. 2. Engage the children. Ask: <ul style="list-style-type: none"> • Which fruit in the story do you like best? • What fruit not found in the story do you like? <p>Make a list of the fruit that the children named on the board. Some examples are <i>pear, peach, nectarine, watermelon, honeydew melon, cantaloup, mango, papaya, pineapple, strawberry, blackberry, cherry, jackfruit, durian, soursop, starfruit etc.</i></p> 3. Refer the children to the book. 4. Turn to pages 4 and 5. Read the words in the story to them. Let the children repeat after you. 5. Turn to pages 7 and 8. Read the words in the story to them. Let the children repeat after you. 6. Turn to pages 10 and 11. Read the words in the story to them. Let the children repeat after you. 7. Turn to pages 13 and 14. Read the words in the story to them. Let the children repeat after you.
Vocabulary Focus	<ol style="list-style-type: none"> 1. Now guide them to form and say their own “I am ...” sentences (following the example below) with their favourite fruit: I am a <u>starfruit</u>. I am juicy. I am fresh. You are the best shopper. Pick me! 2. Each time a child completes the sentences, the teacher, together with the class, responds: “How funny! The (<i>name of fruit that the child has chosen</i>) is talking to me!” Allow different children to try this activity with as many different fruit as possible.
Grammar Focus	<ol style="list-style-type: none"> 1. Prepare the children to talk about themselves in 3 sentences using “I am”. 2. Begin with: Let’s introduce ourselves to one another. I will go first. Hi! My name is <u>Ms Lee</u>. I am a <u>girl</u>. I am <u>24 years old</u>. 3. Now encourage the children to do the same, one at a time. Have them volunteer themselves by raising their hands. Prompt them or help them recall the sentences if necessary. Hi! My name is _____. I am a boy / girl. I am ___ years old. 4. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them. Show them your basket of fruit as they work on FA 1.

Writing & Application

English Activity Book Level 1 Part 1
Exercise 1 (Page 2)
FA 1



Teacher’s Notes

1. Bring a basket containing an apple, an orange, a lemon and a banana to class so that the children can see the colours, touch and feel the textures of fruit.
2. Make copies of page FA 1 for *Grammar Focus*.

Other Activity

1. Write these words on the board.
tall, thin, short, happy, sad
Then use these words in the following sentences:
Example: I am Ms Lee. / I am tall.
2. Have the children form 2 sentences with “I am ...” following the example given.

Lesson Plan 2

Learning Outcomes for this lesson

- Forming sentences using “I have ...”
- Learning the parts of the body

Scheme of Work

Storytelling / Reading

“I Have Pink Hair!”, Level 1 Book B



Story Focus & Comprehension

1. Read the story once or twice.
2. Engage the children. Ask:
 - (Page 2) Who is Simon? [Baw’s friend]
Why is he here? [To help them learn the names of some parts of their body]
 - (Page 4) What colour is Simon’s hair? [Black]
 - (Page 5) Does Gaga really have pink hair? [No]
 - (Page 7) What is the pink object on Gaga’s head? [A pink wig]
 - (Page 8, point to Simon’s nose) Simon has one nose, just like you. (The children point at their own nose)
 - (Page 10, point to Simon’s ears) Simon has two ears, just like you. (The children point at their own ears)
 - (Page 12, point to Simon’s eyes) Simon has two eyes, just like you. (The children point at their own eyes) They are brown. What colour are your eyes?
 - (Page 14, point to Simon’s hand) Simon has one thumb and four fingers, just like you. (The children raise and show one hand)
 - (Page 15) Gaga has only one thumb and three fingers! Can you hide a finger and show one thumb and three fingers?
 - (Page 16) Now wave goodbye!

Vocabulary Focus

1. Now play “Name the body part” game. Walk around the class. Each time you stop near a child, point to the child’s eyes/ears/nose/hair/fingers/thumb. Say quickly “Name it!”
Note: Before you begin, you may want to introduce more names of body parts not covered in the story: eyebrow, mouth, lips, chin, cheek(s), neck, hand(s), leg(s), foot/feet, toe(s) etc. Repeat the activity so that the children become familiar with the names of parts of the body.
2. You may choose to do *Writing and Application* (see below) now. Children work on their own. Go round the class to guide them.

Grammar Focus

This is an interactive game where each child will have a turn at making a sentence using “I have”. The rules: You start the game. Point to your nose and say “I have one nose.” Immediately after saying this sentence, point to a child to indicate that it is his turn. The child points to his mouth and says “I have one mouth.” The child in turn points to another child in the class. The next child must say “I have _____.” The rule is not to repeat the name of the body part. Ensure every child gets a chance to play.

Writing & Application

English Activity Book Level 1 Part 1
Exercise 2 (Page 3)
Exercise 3 (Page 4)
Exercise 4 (Page 5)
FA 6



Teacher’s Notes

1. Bring a wig, gloves, earplugs, blindfold, socks or cap. These can be used to show how they are used on parts of our body.
2. Many of the children bring these items to school. You may also borrow their items and get them to show you how they use them.
3. Make copies of FA 6 for *Other Activity*.

Other Activity

1. Blindfold a child.
2. Hold the child’s hand and gently bring it to touch your nose. Ask “What is this?”
3. Test a child these parts: ears, eyes, cheeks, fingers, hair, chin.
4. Ensure every child gets a chance to play.
5. Give out FA 6. Children work on their own.

Lesson Plan 3

Learning Outcomes for this lesson

- Forming sentences using “We are ...”
- Forming sentences using “We have ...”
- Knowing our family members



Scheme of Work

Storytelling / Reading

“I Have Pink Hair!”, Level 1 Book B

Story Focus & Comprehension

1. Read and review this story with the children.
2. Help the children recall the story. Get a volunteer to be Simon. Have him stand before the class. Introduce the child as Simon.
(Page 2) Read the text in the book.
(Page 4, point to child’s hair) Read the text in the book.
(Page 8, point to child’s nose) Read the text in the book.
(Page 10, point to child’s ears) Read the text in the book.
(Page 12, point to child’s eyes) Read the text in the book.
(Page 14, point to child’s hand) Read the text in the book.
(Page 16) Now wave goodbye!

Vocabulary Focus

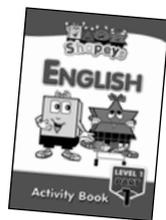
1. Discuss and identify ‘family’ and ‘friends’:
 - Simon is Baw’s friend. Is he family? [No]
 - Is Gaga Baw’s family? [No]
 - Is Boo Baw’s family? [No]
 - Is Mimi Baw’s family? [No]
 - Correct. They are not family. They are friends. What makes up a family then? [Father, mother, grandfather, grandmother, sister, brother etc.]
2. Show your family photo to the class. According to the people in the photograph, ask: Who do you think is my father/mother/sister/brother/son/daughter/etc.?
3. Now, ask the children to take out their family photos. Ask them to name the family members in the photos. Let the children take turns.

Grammar Focus

1. Write these sentences on the board. Read the sentences with the class.
This is my family.
We are a big family. / We are a small family.
We are close.
We have a dog.
We have a car.
We have loving grandparents.
2. Choose 3 or more children to talk about their family using “We are” and “We have”, following the examples above.
3. You may choose to do *Writing and Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1
Exercise 5 (Page 6)



Other Activity

1. Give each child a piece of paper to stick their family photo on.
2. Have them name their family members.
3. Help them with the writing and spelling of names.
4. You may write these words on the board: *father, mother, sister, brother, grandfather, grandmother.*

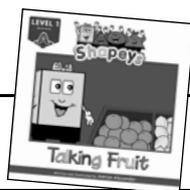
Teacher’s Notes

1. Ask the children to bring a family photo for this lesson.
2. Bring a photo of your family to show the class.
3. Prepare some blank sheets of paper if doing *Other Activity*.

Lesson Plan 4

Learning Outcomes for this lesson

- Forming sentences using “He / She is ...”
- Forming sentences using “He / She has ...”
- Learning the names of favourite toys or fruit



Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A

Story Focus & Comprehension

1. Read and review this story with the children.
2. Help the children recall the story. Allow them to relate the story to you in their own words as much as possible.
 - Where are Gaga and Mimi? [at the supermarket]
 - Do you remember which fruit spoke to Mimi [orange, apple] and Gaga [lemon, banana]?
 - Why do you think Mimi and Gaga laugh when the fruit spoke to them? (all logical answers acceptable)
 - Do you think they enjoyed their trip to the supermarket? [Yes]

Vocabulary Focus

1. Explain: Mimi and Gaga are friends. They like to go to the supermarket together.
2. Ask and discuss: Who are your friends? What do you do together?
3. Ask the children to take out the toy or fruit they brought.
4. Let the children take turns to name what they brought. You can make a list of the items on the board. Ask the children what they like about the toy or fruit.

Grammar Focus

1. Refer the children to page 5 of the storybook, which shows a picture of Mimi. Ask: Is Mimi a girl or a boy? How can you tell? [wears a ribbon, has yellow shoes, has a girl’s name; accept all logical answers]
2. Turn to page 8, which shows a picture of Gaga. Ask: Is Gaga a girl or a boy? How can you tell? [wears a ribbon, has green shoes, has a girl’s name; accept all logical answers]
3. Explain: We use the word (or pronoun) ‘she’ to describe a girl / woman.
4. Point and read the sentences you have written on the board (see *Teacher’s Notes*).
Gaga is a girl. She is green. She has a ribbon on her head. She likes lemons.
Mimi is a girl. She is yellow. She has a ribbon on her head. She likes oranges.
5. Explain: We use the word (or pronoun) ‘he’ to describe a boy / man.
6. Prepare the class for this activity. Choose a girl and a boy to come to the front of the class. Let them hold the item they have brought to class. Explain: Let’s try this together. Let’s describe each other using ‘She is’ or ‘He is’ and ‘She has’ or ‘He has’.
Example:
(Boy observes and speaks): Lina is a girl. She has long hair. She likes dolls.
(Girl observes and speaks): John is a boy. He has short hair. He likes toy cars.
7. The children can work in pairs to practise their sentences. Go around the class to guide them.
8. You may choose to do *Writing and Application* (see below) now.

Writing & Application

English Activity Book Level 1 Part 1

Exercise 6 (Page 7)

Exercise 7 (Page 8)



Teacher’s Notes

1. Ask the children to bring a favourite toy or fruit to class.
2. Bring several toy cars and some fruit for the lesson.
3. Write these sentences on the board:
Gaga is a girl. She is green. She has a ribbon on her head. She likes lemons.
Mimi is a girl. She is yellow. She has a ribbon on her head. She likes oranges.

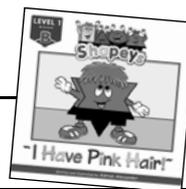
Other Activity

1. The children will be eager to show their friends their favourite toy or fruit.
2. You may conduct a mini show-and-tell session if time permits.

Lesson Plan 5

Learning Outcomes for this lesson

- Learning common greetings
- Review: Friends and favourite things



Scheme of Work

Storytelling / Reading	"I Have Pink Hair!", Level 1 Book B
Story Focus & Comprehension	<ol style="list-style-type: none"> 1. Read and review the story with the children. 2. Engage the children. Ask: <ul style="list-style-type: none"> (Page 2) How does Baw introduce his friend, Simon, to his friends? [Read the first line on page 2] (Page 3) And what does Gaga say in response? (Page 16) Do you remember what Simon and the Shapeys say at the end of the story? [Read the text on page 16]
Vocabulary Focus	<ol style="list-style-type: none"> 1. Ask the children what do they say when <ul style="list-style-type: none"> • they see their parents in the morning? • they see their teacher in the afternoon? • they see a neighbour in the evening? • they meet their mother's friend on the street? • they receive help from someone? • someone thanks them? • they go to bed? 2. Make a list of the children's replies (greetings only) which are not written on the board (<i>see Teacher's Notes</i>). 3. You may choose to do <i>Writing & Application</i>, Exercise 8 (see below) now. Children work on their own. Go round the class to guide them.
Review	<ol style="list-style-type: none"> 1. Refer the children to Exercise 9 (page 10) of the Activity Book. Do a quick review: Remember Sheena? (Turn to page 7 of the Activity Book to help them recap.) Explain: This is Sheena's best friend, Karen. Karen likes flowers. Now it's your turn to write about your best friend. 2. Children work on their own. They can either paste the picture of their best friend in the space or draw one if they do not have a picture. Help them fill in the blanks. Remind them that we use 'she' for girls and 'he' for boys. Helping words may be written on the board.

Writing & Application

English Activity Book Level 1 Part 1
 Exercise 8 (Page 9)
 Exercise 9 (Page 10)



Teacher's Notes

1. Write these greetings on the board before the lesson starts:
Good morning, good afternoon, good evening, good night, hello, how are you, thank you, welcome, goodbye.
2. Ask the class to bring a picture of their best friend.
3. Write different greetings on big pieces of cards. Stick them around the classroom.

Other Activity

1. Children work in pairs. They take turns to greet and respond to each other with the greetings taught today. Go round the class to observe and guide them. Encourage them to use the words on the board.
2. Ask questions to elicit greetings that you have prepared and put up (*see Teacher's Notes*). Example:
 - What do you say when you see me in the morning?
 Children rush to the corner where "Good morning" is placed.

Lesson Plan 6

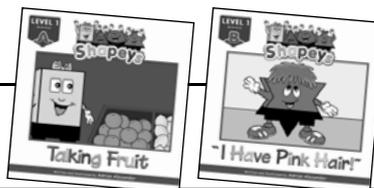
Learning Outcomes for this lesson

- Review: Forming sentences using “I am ...”, “I have ...”, “You are ...”, “You have ...”, “We are ...”, “We have ...”
- Forming sentences using “They are ...”

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A
 “I Have Pink Hair!”, Level 1 Book B

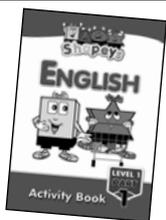


Review

1. Let the children spend some time on their own with these 2 books. Give them about 5 minutes.
2. Refer them to “Talking Fruit”: Help me look for sentences with “I am” in this story (point to the words ‘I am’ on the board). [Pages 4, 7, 10, 13, 16].
Read the sentences to them each time they find the words “I am”. Encourage them to repeat after you.
3. Repeat the activity with “You are”. [Pages 4, 7, 10, 13]
4. Refer them to “I have Pink Hair!” Repeat the activity with “I have”. [Pages 5, 9, 15]
5. Now refer them to the Activity Book, Exercise 10 (page 11). Read the example to them. Do not do the exercise yet.
6. Turn to page 12. Read the example to them. Do not do the exercise yet.
7. Refer them to the board:
 - We use ‘am’ with ‘I’. I am a girl.
 - We use ‘are’ with ‘you’. You are a boy.
 - We also use ‘are’ with ‘we’ and ‘they’. We are children. We are happy children. They are teachers. They are good teachers.
 - We use ‘have’ with ‘I’. I have a book.
 - We also use ‘have’ with ‘you’, ‘we’ and ‘they’. You have a pencil. We have books. They have shoes.
8. Go through the examples on subject-verb agreement. Clarify that the tick (✓) means the sentence is correct, the cross (×) means it is wrong.
9. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1
 Exercise 10 (Page 11)
 Exercise 11 (Page 12)



Other Activity

1. Have the children form sentences using the cards you have prepared.
2. Fill the blank cards with words of their choices (to replace ‘pencils’ or ‘likes apples’, or ‘like apples’).

Teacher's Notes

1. Write these on the board before the lesson starts:

I + am	I + have
You + are	You + have
We + are	We + have
They + are	They + have

Subject-verb agreement:

I like apples. (✓)	We like apples. (✓)
I likes apples. (×)	We likes apples. (×)
You like apples. (✓)	They like apples. (✓)
You likes apples. (×)	They likes apples. (×)

2. Write each of these words on individual cards: ‘I’, ‘You’, ‘We’, ‘They’, ‘am’, ‘are’, ‘have’, ‘like apples’, ‘likes apples’, ‘a girl’, ‘a boy’, ‘girls’, ‘boys’, ‘pencils’. Leave some cards blank.

Lesson Plan 7

Learning Outcomes for this lesson

- Using punctuation: Capital letter, full stop (.)

Scheme of Work

Storytelling / Reading

"I Have Pink Hair!", Level 1 Book B



Story Focus & Comprehension

- Read the story once.
- Refer to page 2. Bring the children's attention to the full stop at the end of each sentence. Point to the full stops at the end of the text on pages 2 and 3. Let the children point the full stops to you on the subsequent pages. End the activity by saying: All sentences end with a full stop.
- Now ask them to look for 'names' in the book. [Simon, Baw, Gaga, Mimi, Boo]
- Explain:
 - We know that Simon looks like this (turn to page 2 and point to Simon).
 - We know that Baw looks like this (turn to page 2 and point to Baw).
 - We know that Gaga looks like this (turn to page 3 and point to Gaga).
 - We know that Mimi looks like this (turn to page 6 and point to Mimi).
 - We know that Boo looks like this (turn to page 9 and point to Boo).
- Turn to pg 16: Do you know their names? (Let the children volunteer; allow several children to take turns to give the answers.)

Grammar Focus

- Tell the class more about names: Names are special. They tell us who we are. They begin with capital letters. (Point to the names *Simon*, *Baw*, *Gaga*, *Mimi* and *Boo* on the board.) When we describe ourselves using 'I', that is special too. Let's see if we can find this special 'I' in the story.
- Let the children help you find 'I'.
 - Turn to page 5. Read and point to yourself "I have pink hair!"
 - Turn to page 7. Read and point to yourself "I am only joking."
 - Turn to page 9. Read and point to yourself "I have a nose, too."
 - Turn to page 11. Read and point to yourself "I do not have any ears."
 - Turn to page 13. Read and point to yourself "I can blink my eyes."
 - Turn to page 15. Read and point to yourself "I have a thumb and only three fingers."
- Conclude: Notice that 'I' is a capital letter.
- Write some of their names on the board. (Use capital letters for the first letter of the name and small letters for the rest of the letters.) Underline the capital letter on each name as you speak: Names always begin with a capital letter.
- Reinforce: We use the capital letter for the first letter of names. When we use 'I' to refer to ourselves, we use capital 'I'. The first word in a sentence also begins with a capital letter. We end the sentence with a full stop (refer them to the sentence you have written on the board).
- You may choose to do *Writing & Application* (see below) now. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1
Exercise 12 (Page 13)
Exercise 13 (Page 14)



Teacher's Notes

- Write the words *Simon*, *Baw*, *Mimi*, *Gaga* and *Boo* on the board. Use capital letters for the first letter and small letters for the rest.
- Write the sentence 'I am Miss Emily Lee.' (replace with your own name) on the board, with 'I' and the first letters of your name in capital letters. Write the full stop clearly.
- Make copies of FA 5 for *Other Activity*.

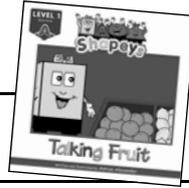
Other Activity

- Ask a child for his name. Write his name on the board in small letters, or begin the name with small letters but add a capital letter in between.
- Ask the class to correct it. (Note: Some names may be written with a mix of capital and small letters, e.g. McDonnell, McDonald, McCreath. Let the children know that there are special cases.)
- Give out FA 5. Children work on their own.

Lesson Plan 8

Learning Outcomes for this lesson

- Understanding the use of “it”
- Learning the names of animals



Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A

Story Focus & Comprehension

1. Read the story once or twice. Encourage the children to read along with you or allow them to role play whenever you come to a character’s speech. Appoint a child for each character. Children can take turns if you are reading the story twice, or the whole class can read the parts spoken by the different fruit.

Vocabulary Focus

1. Allow the children to observe the live animals you have brought to class or bring their attention to the poster of animals you have put up.
2. Ask the children to show the class the pictures of their pets.
3. Help the children name the animals. Tell them more about the animals using these structures: This is a hamster. It is furry. This is an elephant. It is big.
4. Gather them and tell them you will give them some time later to look at the animals / poster again.

Grammar Focus

1. Explain: We also use ‘it’ when we refer to something we talked about before so that we do not have to repeat the words.
2. Refer the children to the book:
 - (Page 6): Read the sentence. Explain: Here it means ‘Mimi picks up **the orange** and puts **the orange** in the trolley.’ We know ‘it’ in the sentence refers to the orange because the orange is mentioned before in the same sentence.
 - (Page 9): Read the sentence. Explain: Here it means ‘Gaga picks up **the lemon** and puts **the lemon** in the trolley.’ We know ‘it’ in the sentence refers to the lemon because the lemon is mentioned before in the same sentence.
 - (Page 12): Read the sentence. Explain: Here it means ‘Mimi picks up **the apple** and puts **the apple** in the trolley.’ We know ‘it’ in the sentence refers to the apple because the apple is mentioned before in the same sentence.
 - (Page 15): Read the sentence. Explain: Here it means ‘Gaga picks up **the banana** and puts **the banana** in the trolley.’ We know ‘it’ in the sentence refers to the banana because the banana is mentioned before in the same sentence.
2. You may choose to do *Writing & Application* (see below) now. Read the example to them. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1

- Exercise 14 (Page 15)
 Exercise 15 (Pages 16–17)
 Exercise 16 (Page 18)
 FA 20



Teacher’s Notes

1. If possible, ask the children to bring their small pet or a picture of their pet to class.
2. If possible, bring a live small animal to class (hamster, fish, rabbit, bird, terrapin).
3. Cut out some pictures of animals from magazines. Paste them on a piece of cardboard and write the name of the animal next to the picture. Put this up in class where the children can see.
4. Make copies of page FA 20 for *Other Activity*.
5. Book(s) in The Shapeys series that also mention animals: Science Level 1 Book C, *Let’s Visit The Farm*.

Other Activity

1. Give each child a copy of page FA 20. Children paste the picture of their pets. Help them to complete the sentences.
2. For children who do not have pets, have them draw their favourite animal in the space.
3. Note that the second sentence requires them to describe their animal in their own words. Help them with the spelling of some words (e.g. It is small / big / fat / brown / playful / cute / etc). There are no wrong answers. Allow the children to talk about their pets while working on this activity. Share the information with the rest of the class.

Lesson Plan 9

Learning Outcomes for this lesson

- Learning the names of colours

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A



Story Focus & Comprehension

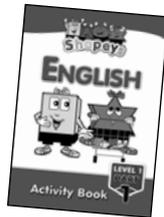
1. Read the story once.
2. Engage the children:
 - What colour is the orange?
 - What colour is the lemon?
 - What colour is the apple?
 - What colour is the banana?
 - Which two fruit in the story have the same colour?
3. Show the children all the fruit you have brought. Ask them to point out all the fruit that are mentioned in the story.
4. Read the story again. Replace the parts spoken by the fruit with any of the fruit you have brought for this lesson.

Vocabulary Focus

1. Pick up the fruit one by one and ask them to name its colour. You may introduce as many colours as you wish. Examples: red, blue, yellow, green, purple, orange, pink, black, white, grey etc.
2. Cut some of the fruit. Proceed to show the children that the flesh of the fruit can be of a different colour from its skin. Ask them to name the colours.
3. If there are limited fruit and colours, use coloured pencils, paints or crayons instead.
4. Give out FA 3 and FA 4. Children work on their own.
5. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1
Exercise 17 (Page 19)
FA 3, FA 4



Teacher's Notes

1. Bring these fruit to class: lemon, orange, apple, banana. Bring also other fruit such as pear, peach, nectarine, watermelon, honeydew melon, cantaloup, mango, papaya, pineapple, strawberry, blackberry, cherry, jackfruit, durian, soursop, starfruit etc. Keep the fruit clean and you can have a fruit feast at the end of the class. Bring a knife to cut the fruit.
2. Prepare a big piece of white paper or cloth for *Other Activity*. Alternatively, prepare several pieces of drawing papers.
3. Make sure crayons, paints and coloured pencils are available. You can ask the children to bring their own.
4. Book(s) in The Shapeys series that also mention colours: Science Level 1 Book B, *Mix Them Up*.
5. Make copies of FA 3 and FA 4 for *Vocabulary Focus*.

Other Activity

1. Spread out the cloth / paper on the floor. Tape it down firmly.
2. If you have prepared the drawing papers instead, divide the children into small groups or pairs to work on the painting (depending on the size of the paper).
3. Allow the children to draw or paint freely. Encourage them to use as many colours as they want.
4. Display the completed works in class.

Lesson Plan 10

Learning Outcomes for this lesson

- Learning the names of common household items

Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

1. Read the story once or twice.
2. Encourage the children to describe similar items in their own homes. Ask:
 - (Page 3) This is Mimi’s bed. Does it look like your bed at home?
 - (Page 4) This is Mimi’s pillow. Do you have a favourite pillow?
 - (Page 5) This is Mimi’s alarm clock. Do you have one to wake you up in the morning?
 - (Page 6) This is Mimi’s wardrobe. What do you put in your wardrobe?
 - (Page 7) There are stairs in Mimi’s house. How about yours?
 - (Page 8) That’s the television. What do you watch on television?
 - (Page 9) This is Boo’s computer. Who always uses the computer in your home?
 - (Page 12) This is the kettle. What do we use it for?
 - (Page 13) These are mugs. Do you have your very own mug at home?
 - (Page 14) This is the refrigerator. What do we keep here?
 - (Page 15) This is the oven. What does it do?
 - (Page 16) This is Baw’s favourite chair! What’s your favourite item in the house?

Vocabulary Focus

1. Show the items that you have brought to class, one at a time, and ask:
 - Do you know what this is?
 - What do you use it for?
2. Help children understand that these are common items found in all homes. Example:
 - This is a chair. Do you have a chair at home? I have a blue chair in my room. What colour is your chair? Allow children to volunteer answers freely.
 - Repeat this activity with different household items.
3. Ask the children to bring out their toothbrush and mug set, or water tumblers. Compare the colours and styles of toothbrushes and mugs, and water tumblers. Explain that they perform the same function although they may have different appearances.
4. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1

- Exercise 18 (Pages 20 – 21)
- Exercise 19 (Page 22)
- Exercise 20 (Page 23)
- Exercise 21 (Page 24)
- Exercise 22 (Page 25)
- FA 17



Teacher’s Notes

1. Bring some common household items or appliances to class: *iron, toaster, electric shaver, hairdryer, plate, saucer, mug, pot, pan, fork, spoon* etc. Some of the furniture or items in the classroom can also be used: *chairs, tables, computer* etc.
2. Have the children bring their toothbrush and mug sets, or water tumblers to school.
3. Make copies of FA 17 for *Other Activity*.

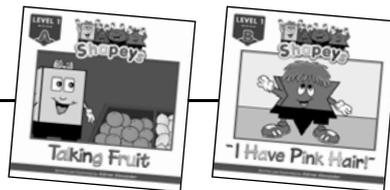
Other Activity

1. If there is a pantry or kitchen in the school, bring the children for a mini tour. Point out and name the appliances. Explain briefly what each appliance is for.
2. Encourage the children to talk about similar items in their homes.
3. Give out FA 17. Children work on their own.

Lesson Plan 11

Learning Outcomes for this lesson

- Forming sentences using “it is”, “it has”, “I + verb”
- Using the correct form of verbs for “it” and “I”
- Recognizing the logical sequence of a story



Scheme of Work

Storytelling / Reading	“Talking Fruit”, Level 1 Book A “I Have Pink Hair” Level 1 Book B
Story Focus & Comprehension	Allow the children some time to read the stories on their own. Have volunteers share their favourite parts of the stories.
Vocabulary Focus	1. Engage the children. Recap with them some the words they have learnt thus far. (Talking Fruit): Can you remember all the fruit that spoke in the story? [Orange, lemon, apple, banana] Have the children name other fruit they know. (I Have Pink Hair): Can you remember all the parts of the body mentioned in the story? [Hair, nose, ears, eyes, thumb and four fingers] Have the children name other parts of the body. 2. Give out FA 7, FA 8 and FA 9. Children work on their own.
Grammar Focus	1. Recap with the children “I + verb”, (see <i>Teacher’s Notes</i>): ✓ I <u>eat</u> a banana. × I <u>eats</u> a banana. ✓ I <u>like</u> apples. × I <u>likes</u> apples. ✓ I <u>go</u> to the supermarket. × I <u>goes</u> to the supermarket. ✓ I <u>have</u> brown hair. × I <u>has</u> brown hair. 2. Recap with the children the use of “it”, and “it + verb” (see <i>Teacher’s Notes</i>): ✓ I <u>have</u> a pet. ✓ It <u>is</u> a cat. × It <u>are</u> a cat. ✓ It <u>has</u> white fur. × It <u>have</u> white fur. ✓ It <u>likes</u> milk. × It <u>like</u> milk. 3. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1

- Exercise 23 (Page 26)
- Exercise 24 (Page 27)
- Exercise 25 (Page 28)
- FA 7, FA 8, FA 9



Teacher’s Notes

1. Refer to Lesson Plan 6 to recap subject-verb agreement “I + verb” with the children.
2. Refer to Lesson Plan 8 to recap the use of “it”.
3. Prepare 4 strips of paper and 4 envelopes for *Other Activity*. Write on the strips of paper:
 1st strip: I go to the supermarket.
 2nd strip: I buy an apple, a banana and an orange.
 3rd strip: I pay for the fruit.
 4th strip: I am ready to go home now.
 Put one strip into each envelope.
4. Make copies of FA 7, FA 8 and FA 9 for *Vocabulary Focus*.

Other Activity

1. Divide the children into 4 groups. Give out the envelopes you prepared (see *Teacher’s Notes*).
2. Have each group remove the strip of paper from the envelope. Read out loud with each group the sentence written on it.
3. Let the children decide the order of the story. Have the 4 groups present the story in the correct order.
4. At the end of the presentation, ask: How do you decide which part of the story comes first and how the story ends? What are some of the clues? Allow the children to share freely. Accept all logical answers.

Lesson Plan 12

Learning Outcomes for this lesson

- Recognizing and learning the names of fruit
- Recognizing the spelling of the names of fruit



Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A

Story Focus & Comprehension

1. Recap the story with the children. Allow the children to play the roles of the talking fruit in the story and read the parts spoken by the different fruit.
2. Bring out the matching fruit you brought (see *Teacher's Notes*) so children can identify them.
3. Give out FA 2. Children work on their own.

Vocabulary Focus

1. Bring out all the fruit you prepared (see *Teacher's Notes*). Show the children the fruit, one at a time. Have volunteers describe each fruit in terms of its colour, texture, taste, and so on.
2. Discuss: Have you eaten this fruit before? Do you like the taste of this fruit? Why or why not? Allow the children to share freely. Discuss interesting observations the children have about the fruit.
3. Before moving on to the next fruit, say the name of the fruit again and spell it for the class. You may wish to write the spelling on the board so children can see the letters that form the spelling. Example: This is a strawberry. S-t-r-a-w-b-e-r-r-y.
4. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

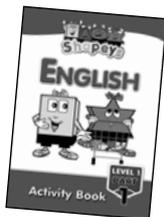
English Activity Book Level 1 Part 1

Exercise 26 (Pages 29–30)

Exercise 27 (Page 31)

Exercise 28 (Page 32)

FA 2



Teacher's Notes

1. Bring these fruit if possible: strawberry, pineapple, banana, green apple, red apple, cherry, grapes, lemon, watermelon, papaya, orange and peach for *Story Focus & Comprehension*, *Vocabulary Focus* and *Other Activity*.
2. Bring along some paper plates, plastic forks and a knife to cut and serve the fruit.
3. Prepare drawing papers, coloured pencils and markers for *Other Activity*.
4. Make copies of FA 2 for *Story Focus & Comprehension*.

Other Activity

1. Wash, cut and serve the fruit. Show the children the seeds in the fruit (the peach and cherry have one seed, while the papaya and watermelon have many seeds). Encourage the children to taste all the fruit. Be careful with children with food allergies.
2. Ask the children to vote for their favourite fruit. Draw a bar chart to show the results. Display the bar chart.
3. Give out the drawing papers and coloured pencils and markers. Have them draw and colour their favourite fruit. Help them write 2 sentences below their drawing:
My favourite fruit is the _____.
I like it because it is _____.

Lesson Plan 13

Learning Outcomes for this lesson

- Recognizing and learning the names of vegetables and food
- Recognizing and knowing by heart the spelling of the names of fruit and food

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A



Story Focus & Comprehension

1. Recap the story with the children. Pick some children to play the roles of the talking fruit in the story and read the parts spoken by the different fruit.
2. Discuss: What other items can you find in a supermarket? Allow the children to share freely.

Vocabulary Focus

1. Bring out the vegetables you prepared (see *Teacher's Notes*). Have the children name each vegetable and describe it in terms of its colour, texture, taste, and so on.
2. Discuss: Have you tasted this vegetable? Do you like the taste? Why or why not? How is it usually cooked or served? Allow the children to share freely. Discuss interesting observations the children make about the vegetable.
3. Explain to the children that the vegetables you brought are raw and not cooked. What they usually eat is cooked, seasoned and often cooked with other meats or vegetables. Bring out the cooked potato and carrot and allow the children to compare (see *Teacher's Notes*). You may mash the potato and carrot to show that they are soft when boiled. Discuss the similarities and differences between the raw potato/carrot and the cooked potato/carrot. Introduce words such as crunchy, soft, tasty, sweet, etc.
4. Before moving on to the next vegetable, say the name of the vegetable again and spell it for the class. You may wish to write the spelling on the board so children can see the letters that form the spelling. Example: This is a cabbage. C-a-b-b-a-g-e.
5. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them. Bring out the labeled pear, mango and peach (see *Teacher's Notes*) as a reference for the children.

Writing & Application

English Activity Book Level 1 Part 1

- Exercise 29 (Page 33)
- Exercise 30 (Page 34)
- Exercise 31 (Page 35)
- Exercise 32 (Page 36–37)
- Exercise 33 (Page 38)
- Exercise 34 (Page 39)
- Exercise 35 (Page 40)



Teacher's Notes

1. Bring these fruit and vegetables if possible: corn, cabbage, potato (raw and boiled), cucumber, carrot (raw and boiled) and tomato for *Vocabulary Focus*.
2. If possible, bring a pear, mango and peach. Label the fruit accordingly.
3. Prepare enough hot dog buns, sausages and ketchup for the class for *Other Activity*.

Other Activity

1. Bring out the buns, sausages and ketchup. Guide the children to prepare their own hot dogs. Be careful with children with food allergies.
2. Have children describe the taste of the hot dogs they prepared.

Lesson Plan 14

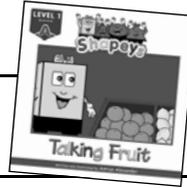
Learning Outcomes for this lesson

- Recognizing the logical sequence of a story

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A



Story Focus & Comprehension

1. Read the story once.
2. Recap the story with the children. Have the children talk about the sequence of events in the story:
 - The story begins with Mimi and Gaga at the supermarket.
 - Then it tells of Mimi and Gaga’s encounters with the talking fruit.
 - Finally, they are ready to pay and go home.
3. Discuss: Does the sequence of events make sense?
4. Bring out the copies you made of the story book (see *Teacher’s Notes*). Display the story in the correct sequence (example from left to right, pages 2, 3, 4, 5, 6 and 16). Have the children say if they agree with the sequence.
5. Now rearrange the pages in this order: pages 2, 3, 5, 6, 4, 16. Have the children discuss why the sequence does not make sense. Allow the children to share their ideas freely.
6. Repeat this activity with other rearrangements:
 - Pages 16, 2, 3, 4, 5, 6
 - Pages 2, 16, 3, 4, 5, 6
 - Pages 2, 6, 5, 4, 3, 16 and so on.
7. You may choose to do *Writing & Application* (see below) now. Read to them if necessary. Encourage the children to work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 1

Exercise 36 (Page 41)

Exercise 37 (Page 42)

Exercise 38 (Page 43)

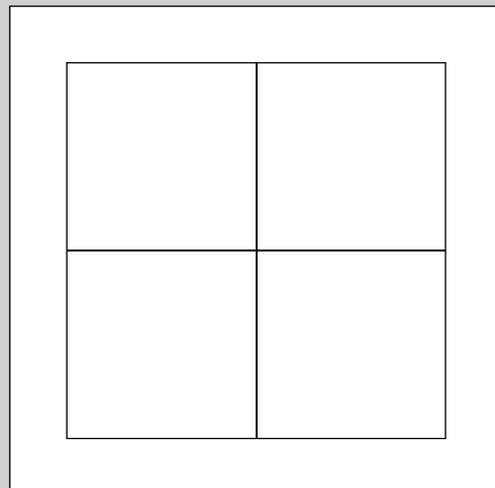


Teacher’s Notes

1. Make a copy each of pages 2, 3, 4, 5, 6 and 16 of the story book “Talking Fruit” for *Story Focus & Comprehension*. Keep these for other lessons.
2. Prepare drawing papers with 4 boxes pre-drawn or pre-printed on them (see example below), 5 envelopes, coloured pencils and markers for *Other Activity*.

Other Activity

1. Divide the children into 5 groups. Name the groups.
2. Give each group one paper with 4 boxes pre-printed on them, some coloured pencils and markers and an envelope (see *Teacher’s Notes*).
3. Have each group draw or write a simple story in sequence within the 4 boxes. Help them cut the 4 boxes out and put them in the envelope. Write the name of the group on the envelope.
4. Collect all 5 envelopes, shuffle and give out randomly to the 5 groups. Have each group try to figure out the sequence of the story in the envelope they received. Have each group present the pictures/story in the order they believe is correct and the group who has drawn/written the story to say whether it is correct.
5. Display the story boxes at the end of the presentation.



Lesson Plan 15

Learning Outcomes for this lesson

- Learning and recognizing common items in school/classroom

Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

1. Read the story once or twice with the children. Have the boys read the odd-numbered pages and the girls read the even-numbered pages.
2. Have the children share what some of the items they, too, have at home mentioned in the story.

Vocabulary Focus

1. Have the children name what they can see in the classroom, what they can find in their bags or pencil cases. Write the answers on the board so children can see the words and spelling on the named items.
2. Go through the list with the children. Ask: what are the items named here that can also be found at home? Allow the children to share freely.
3. Now group the children in pairs. Have each pair compare what they have in their pencil cases or bags.

Items in pencil case	Both have this	
	Yes	No
Pen		
Ruler		
Pencil		
Eraser		
Glue		
Sharpener		

4. Display the results. Choose the most common item among all the results. Discuss: Why do most of you have this item? Encourage them to think within the context of the item being used in a classroom setting.
5. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.
6. For Exercise 41 of the Activity Book, do it as a class activity. Read the clues to the class and have volunteers guess the items. Show the item and relate the clues back to the item so children can understand better.
7. Don't forget to sign on the last page of the Activity Book. Congratulate the children for completing all the activities in the book.

Writing & Application

English Activity Book Level 1 Part 1

- Exercise 39 (Page 44–45)
- Exercise 40 (Page 46)
- Exercise 41 (Page 47)



Other Activity

1. Bring out the labels (see *Teacher's Notes*).
2. Show one label at a time and read the word on each label. Have the children help you identify the item named on the label and stick the label to the item.

Teacher's Notes

Prepare big, clearly written or printed labels to label the items that are in the classroom so children can see the words and spelling and identify the names of the items (examples: light switch, whiteboard / blackboard, ruler, pencil, bag, book, shelf, computer, desk, chair, window, door, wall, notice board, etc.). Place the labels on the respective items with the children for *Other Activity*.

Lesson Plan 16

Learning Outcomes for this lesson

- Understanding the use of possessive adjectives “my”, “his”, “her”, “your”, “our”, “their”
- Understanding the use of demonstrative pronouns “this”, “that”, “these”, “those”



Scheme of Work

Storytelling / Reading	“Home Sweet Home”, Level 1 Book D
Story Focus & Comprehension	Read the story once or twice with the children. Have them share their favourite parts of the story.
Vocabulary Focus	<ol style="list-style-type: none"> Engage the children: Mimi and Baw show us around their house. <ul style="list-style-type: none"> (Page 3) Where is this? [Mimi’s bedroom] (Pages 3–6) What can you find here? [Bed, pillow, alarm clock, wardrobe, hanger] (Page 7) Where does the staircase lead to? [Living room] (Pages 8–10) What can you find there? [Television, computer, keyboard, mouse, computer table] (Page 11) Where is this? [Kitchen] ((Pages 12–15) What can you find here? [Kettle, mugs, shelf, refrigerator, oven] (Page 16) Where do you think this is? [Living room] Discuss: Do you have a favourite spot/room in your house?
Grammar Focus	<ol style="list-style-type: none"> Write on the board as you guide the children along: <ul style="list-style-type: none"> (Page 2) This is Baw and Mimi’s house. This is <i>their</i> house. Teach: “their” refers to Baw and Mimi. (Page 3) This is Mimi’s bed. Mimi tells us, “This is <i>my</i> bed.” When Mimi is referring to herself, she uses the word “my”. We know that this is Mimi’s bed. We know that this is <i>her</i> bed. Teach: “her” refers to Mimi. “her” is used for girls. (Page 4) That is Mimi’s pillow. That is <i>her</i> pillow. (Page 5) This is Mimi’s alarm clock. This is <i>her</i> clock. (Page 6) That is Boo’s computer. That is <i>his</i> computer. Teach: “his” refers to Boo. “his” is used for boys. (Page 16) This is Baw’s armchair. This is <i>his</i> armchair. Teach: We use “this” when the object we are talking about is very near us, or if we are holding or touching it. We can also use “these” when we speak of many objects that are near us. We use “that” when the object we are talking about is not too near or is far away from us. We can also use “those” when we speak of many objects that are a distance or far away from us. Refer them to the table (see <i>Teacher’s Notes</i>) and read with the children. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 1 (Page 2)
- Exercise 2 (Page 3)
- Exercise 3 (Page 4)
- Exercise 4 (Page 5)



Other Activity

- Refer the children to the story book again.
 - (Page 2) Which word is used to show that this is Baw and Mimi’s house? [Our]
 - Let’s change this sentence to: “Welcome to *her* house,” say Baw and Mimi. What does this sentence mean?
- (Page 3) Which word is used to show that this is Mimi’s bed? [My]
 - Let’s change this sentence to: “This is *his* bed,” says Mimi. What does this sentence mean?
- Repeat this activity with pages 4, 6, 9, 13 and 16.

Teacher’s Notes

- Put up the following so children can see and learn.

Pronouns	Possessive adjectives	Examples of usage
I	my	I have a bag. This is my bag.
he	his	He has a cat. That is his cat.
she	her	She has a mug. This is her mug.
we	our	We have pencils. These are our pencils.
they	their	They have pens. Those are their pens.
you	your	You have a ruler. That is your ruler.

Lesson Plan 17

Learning Outcomes for this lesson

- Using “what” to ask a question
- Recognizing and learning the names of some common public places and vehicles

Scheme of Work

Storytelling / Reading	“Who Will Do It?”, Level 1 Book C
Story Focus & Comprehension	<ol style="list-style-type: none"> 1. Read the story once or twice with the children. 2. Use “what” in your questions to elicit answers: <ul style="list-style-type: none"> (Page 2) What does Boo say here? (Page 4) What does the bus driver say here? (Page 5) What does Mimi notice on the way to school? (Page 6) What is coming out of the window? (Page 7) What vehicle is this? (Page 10) What vehicle is this? (Page 12) What vehicle is this? (Page 14) What happens to Gaga during playtime?
Vocabulary Focus	<ol style="list-style-type: none"> 1. Engage the children: Let’s name the special vehicles in the story. [School bus, fire engine, police car] Can you name other types of vehicles? [Car, bus, truck, bicycle, motorcycle, scooter, ambulance, etc] Allow children to share freely. Write the answers on the board so children can see the words and spelling. 2. Have children describe the vehicles they named. 3. These vehicles bring us from one place to another. Where do you normally go in your neighbourhood? [Post office, shops, shopping mall, park, library, swimming pool, restaurant, supermarket, school, etc] 4. Write the answers on the board so children can see the words and spelling.
Grammar Focus	<ol style="list-style-type: none"> 1. Teach: If I want to find out more about something, I ask questions about them. We can use “what” to ask a question. 2. Let’s try now. Tell me more about the vehicles and places we talked about earlier: <ul style="list-style-type: none"> • What is the colour of the fire engine? • What can I find in the library? • What do you like to do at the park? • What can I buy at the shopping mall? • What do you bring to the swimming pool? Ask as many questions as possible using “what” with reference to the vocabulary introduced earlier. 3. Write interesting answers or new words mentioned on the board so children can see the words and spelling. 4. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them.



Writing & Application

English Activity Book Level 1 Part 2

- Exercise 5 (Page 6)
- Exercise 6 (Page 7)
- Exercise 7 (Page 8)
- Exercise 8 (Page 9)
- Exercise 9 (Page 10)



Teacher’s Notes

1. Bring some simple maps (example, the map of the zoo, small town or museum) so children can see and read them.
2. Display charts that show different types of vehicles.
3. Prepare drawing papers, coloured pencils and markers for *Other Activity*.

Other Activity

1. Give out the drawing papers, coloured pencils and markers (see *Teacher’s Notes*). Have children draw a map of their neighbourhood.
2. Share the maps you brought with them (see *Teacher’s Notes*). Encourage the children to read the maps.
3. Display the works. Point to some of the places drawn and ask “what” questions. Example: Point to the supermarket. What is this place? What can you do here?
4. Compare the works and talk about the similar places drawn by different children in their respective neighbourhoods.

Lesson Plan 18

Learning Outcomes for this lesson

- Understanding the use of prepositions of place “behind”, “under”
- Review: demonstrative pronouns “this”, “that”, “these”, “those”
- Review: possessive adjectives “my”, “his”, “her”, “your”, “our”, “their”



Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D

Story Focus & Comprehension

Read the story once or twice with the children. Have 2 volunteers play the role of Mimi and Baw.

Grammar Focus

- Engage the children:
 - (Page 2) Mimi is standing *behind* Baw.
 - (Page 3) The mattress is *under* the blanket.
 - (Page 9) The wire of the mouse goes *behind* the computer.
 - (Page 11) The stove is *behind* Baw.
 - (Page 13) The pink mug is placed on the shelf *under* the purple mug.
 - (Page 15) The wall *behind* the oven is covered with black and white tiles.
- Teach: We use “behind” when we say something/someone is at the back of something/someone. Demonstrate: Have 2 children stand one behind the other. Point to the child standing behind and say, “John is standing behind Mary.” We use “under” to show that something/someone is below something/someone. Demonstrate: Place a book below the table and say, “The book is under the table.” Walk over to stand directly below the lights and say, “I am standing under the lights.” Have children give more examples to show that they understand “behind” and “under”.
- Refer to the book to recap possessive adjectives:
 - (Page 2) This is Baw and Mimi’s house. This is *their* house.
 - (Page 3) This is Mimi’s bed. This is *her* bed. “her” refers to Mimi. “her” is used for girls.
 - (Page 6) That is Boo’s computer. That is *his* computer. “his” refers to Boo. “his” is used for boys.
- Recap demonstrative pronouns: We use “this” when the object we are talking about is very near us, or if we are holding or touching it. We can also use “these” when we speak of many objects that are near us. We use “that” when the object we are talking about is not too near or is far away from us. We can also use “those” when we speak of many objects that are a distance or far away from us.
- Refer the children to the table (see Lesson Plan 16, *Teacher’s Notes*) and read with them.
- You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 10 (Page 11–12)
- Exercise 11 (Page 13)
- Exercise 12 (Page 14)
- Exercise 13 (Page 15)



Teacher’s Notes

- Prepare a basket of fruit for *Other Activity*.

Other Activity

- Place the fruit all over the classroom (see *Teacher’s Notes*), under and behind other objects or classroom furniture.
- Now have children volunteer to describe where the fruit are using “under” and “behind”.
- You may wash and serve the fruit after the activity. Be careful of children with food allergies.

Lesson Plan 19

Learning Outcomes for this lesson

- Recognizing and learning the names of some common garden animals/insects and flowers

Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

1. Read the story once with the children. Have the boys read the odd-numbered pages and the girls read the even-numbered pages.
2. Engage the children: What are the rooms in your house? What can you find in these rooms? Share interesting answers.
3. What can you find right outside your home? Have children share freely about the environment immediately outside their homes. Write some of the answers on the board.

Vocabulary Focus

1. Continue with the discussion: Some of you have gardens or backyards. Some of your homes are near parks.
2. Elicit answers: What can we find in the garden? Name some animals and insects. Introduce the names of some common garden animals and insects: *ant, ladybird, bee, butterfly, spider, worm, caterpillar, bird, squirrel, etc.* What else can we find in the garden? Name some plants and flowers. Introduce the names of some common plants and flowers: *orchid, carnation, daisy, tulip, rose, sunflower, mimosa, lily, cactus, violet, etc.*
3. Refer the children to the chart (see *Teacher's Notes*). Help them to identify common plants around the country.
4. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2
 Exercise 14 (Page 16)
 Exercise 15 (Page 17)
 Exercise 16 (Page 18)



Teacher's Notes

1. Bring a chart that shows and names common plants and flowers in the country.
2. Bring art materials: coloured papers, straws, paper plates, coloured pencils and markers, glue, paints and glitter for *Other Activity*.
3. Plan a trip the local Botanical Garden if possible.

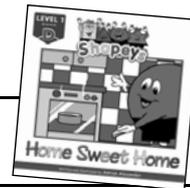
Other Activity

1. Divide the children into 2 groups. Give out the art materials (see *Teacher's Notes*).
2. Tell the children they are creating their own “garden wall”. One group will make plants and flowers while the other group will make insects and animals out of the art materials. Stick the works onto a wall of the classroom to create a garden scene.
3. Alternatively, go on the field trip if planned.

Lesson Plan 20

Learning Outcomes for this lesson

- Recognizing and learning the names of some farm animals
- Understanding the use of prepositions of place/time “in”, “on”



Scheme of Work

Storytelling / Reading	“Home Sweet Home”, Level 1 Book D
Story Focus & Comprehension	<ol style="list-style-type: none"> 1. Read the story once with the children. 2. Have them bring out their photographs (see <i>Teacher’s Notes</i>). Let the children take turns to describe the room/area of their homes to the rest of the class, forming sentences using “This is my...”, “That is my...”, “These are my...”, “Those are my...”
Vocabulary Focus	<ol style="list-style-type: none"> 1. Recap the last lesson on garden animals and insects. Have children name some of them. Ask: What do you notice about the size of these animals? [Usually small] 2. Elicit answers: We will talk about farm animals today. Can you name me some animals? [Hen, rooster, chick, duck, duckling, cow, horse, donkey, turkey, goose, goat, etc.] What do you notice about the size of these animals in comparison to garden animals? [Larger] 3. Discuss: Can you name the homes of farm animals? Allow the children to describe and share freely. <ul style="list-style-type: none"> • Chicken/hen/rooster: coop • Duck/goose: pond • Horse/donkey/pony: stable • Cow: shed What do these animals feed on? 4. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them.
Grammar Focus	<ol style="list-style-type: none"> 1. Engage the children: We use “on” to describe where we leave or place something. Let’s see where are some of Mimi’s things. (Page 3) Where is the pillow? The pillow is <i>on</i> the bed. (Page 5) Where is the alarm clock? The alarm clock is <i>on</i> the side table. We use “in” when we want to say something/someone is inside a place/something. (Page 6) Where is the hanger? The hanger is <i>in</i> the wardrobe. (Page 15) Where is the cake? The cake is <i>in</i> the oven. 2. Let the children try answering your questions using “on” or “in”: (Page 3) Where is the blanket? [...on the bed] (Page 3) Where is Mimi? [...in her room] (Page 9) Where is the computer? [...on the table] (Page 11) Where is the mug? [...on the shelf] (Page 12) Where is the kettle? [...on the stove] (Page 14) Where are the vegetables? [...in the refrigerator] (Page 16) Where is Baw? [...on his armchair] 3. You may repeat this activity with the objects in the classroom. 4. You may choose to do <i>Writing & Application</i> (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 17 (Page 19)
- Exercise 18 (Page 20)
- Exercise 19 (Page 21)
- Exercise 20 (Page 22)



Other Activity

1. Place the fruit all over the classroom (see *Teacher’s Notes*), in and on other objects or classroom furniture.
2. Now have children volunteer to describe where the fruit are using “in” and “on”.
3. You may wash and serve the fruit after the activity. Be careful of children with food allergies.
4. Alternatively, go on the field trip if planned.

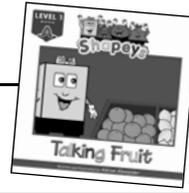
Teacher’s Notes

1. Inform the children in advance to bring a photograph of a room or an area of their house for *Story Focus & Comprehension*.
2. Display a chart that shows the names of some common farm animals.
3. Prepare a basket of fruit for *Other Activity*.
4. Plan a trip to the local petting zoo or farm.

Lesson Plan 22

Learning Outcomes for this lesson

- Review: things and animals in the garden
- Review: things and animals on the farm



Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A
 “Home Sweet Home”, Level 1 Book D

Story Focus & Comprehension

1. Divide the children into 2 groups. Assign a story to each group. Give the children some time of their own to read the stories.
2. Have each group present the stories by acting out the scenes.

Review

1. Recap: Name some animals and insects often found in a garden.
 Recall some of these: *ant, ladybird, bee, butterfly, spider, worm, caterpillar, bird, squirrel, etc.*
 Name some plants and flowers often found in a garden.
 Recall some of these: *orchid, carnation, daisy, tulip, rose, sunflower, mimosa, lily, cactus, violet, etc.*
2. Refer the children to the chart (see *Teacher's Notes*). Help them to identify common plants around the country.
3. Recap: Name some farm animals.
4. Recall some of these: *Hen, rooster, chick, duck, duckling, cow, horse, donkey, turkey, goose, goat, etc.* Can you name the homes of some of these animals? Recall some of these:
 Chicken/hen/rooster: coop
 Horse/donkey/pony: stable
 Duck/goose: pond
 Cow: shed
5. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

Exercise 23 (Page 25)

Exercise 24 (Page 26)



Teacher's Notes

1. Put up a chart that shows and names common plants and flowers in the country.
2. Put up a chart that shows and names common garden animals and insects.
3. Bring enough play dough or plasticine, toothpicks, coloured papers and a big board for *Other Activity*.

Other Activity

1. Divide the children into 5 groups. Give each group enough play dough or plasticine, toothpicks and coloured papers to create an entire farm:
 Group 1 – Make the farm area, farmhouse and people
 Groups 2 & 3 – Make the animals and plants
 Group 4 – Make the specific enclosures for the animals, including a pond
 Group 5 – Arrange the finished works into a farm
2. Lay the board down so children from Group 5 can arrange the works on the board to create a farm.
3. Go round to help them. You may create labels to name the animals and things made by the children for the farm.

Lesson Plan 23

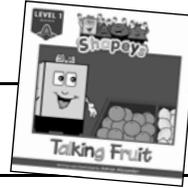
Learning Outcomes for this lesson

- Choosing a suitable title for a given picture story
- Understanding the logical sequence of a story

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A



Story Focus & Comprehension

1. Read the story once with the class or have volunteers read the story to the class.
2. Have children describe the sequence of events in the story. [The story begins with Mimi and Gaga at the supermarket. It then tells of Mimi and Gaga’s encounters with the talking fruit. Finally, they are ready to pay and go home.]
3. Recap with this activity (done once in Lesson Plan 14): Bring out the copies you made of the story book (see *Teacher’s Notes*). Display the story in the correct sequence (example from left to right, pages 2, 3, 4, 5, 6 and 16).
4. Have a volunteer rearrange the pages in a different order, example: pages 2, 3, 5, 6, 4, 16. Have the children discuss why the sequence does not make sense. Repeat this activity by having other volunteers rearrange the pages. Some examples are
 - Pages 16, 2, 3, 4, 5, 6
 - Pages 2, 16, 3, 4, 5, 6
 - Pages 2, 6, 5, 4, 3, 16
 and so on.
5. Discuss further when reasons referring to illogical sequence are offered. Elicit explanations from the children: Why can’t page 16 come before page 3? [Have not shopped so would not be ready to pay]
6. Repeat this exercise so children understand that the plot of a story is important to the readers.
7. Engage the children: Let’s take a look at the title of this story, “Talking Fruit”. What does the title tell us? Allow the children to share freely.
8. Now get the children to come up with suitable titles for this story. Write all the answers on the board. Have children vote for their favourite title. Discuss why most of them like the winning title. Discuss also titles that are not at all suitable for the story.
9. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2
Exercise 25 (Page 27)



Teacher’s Notes

1. Bring the copies you made of this story (see Lesson Plan 14) for *Story Focus & Comprehension*.
2. Prepare drawing papers, coloured pencils, pens and paints for *Other Activity*.

Other Activity

1. Give each child a piece of drawing paper and give out the art materials you prepared (see *Teacher’s Notes*). Have the children fold the drawing papers in half. Now have them design a book cover. Have them give their “book” a title. Help them with the spelling of difficult words if necessary.
2. Display the works. Have the children vote which “book” they most likely would want to buy just by looking at the cover and the title.

Lesson Plan 24

Learning Outcomes for this lesson

- Choosing a suitable title for a given picture story
- Recognizing the logical sequence of a story



Scheme of Work

Storytelling / Reading

“I Have Pink Hair!”, Level 1 Book B

Story Focus & Comprehension

1. Read the story once with the class or have volunteers read the story to the class.
2. Have children describe the sequence of events in the story. [The story begins with Baw introducing his friend, Simon. Baw then names the different parts of the human body. Finally, all of them wave goodbye.]
3. Bring out the copies you made of the story book (see *Teacher's Notes*). Display the story in the correct sequence (example from left to right, pages 2, 3, 4, 5, 6, 7 and 16).
4. Have a volunteer rearrange the pages in a different order, example: pages 2, 3, 5, 6, 4, 7, 16. Have the children discuss why the sequence does not make sense. Repeat this activity by having other volunteers rearrange the pages. Some examples are
 - Pages 16, 2, 3, 4, 5, 6, 7
 - Pages 2, 16, 3, 4, 7, 5, 6
 - Pages 2, 6, 5, 4, 7, 3, 16
 and so on.
5. Discuss further when reasons referring to illogical sequence are offered. Elicit explanations from the children: Why can't page 7 come before page 5? [Have not worn the wig so would not have known the joke]
6. Repeat this exercise so children understand that the plot of a story is important to the readers.
7. Engage the children: Let's take a look at the title of this story, “I Have Pink Hair”. What does the title tell us? Allow the children to share freely.
8. Now get the children to come up with suitable titles for this story. Write all the answers on the board. Have children vote for their favourite title. Discuss why most of them like the winning title. Discuss also titles that are not at all suitable for the story.
9. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

Exercise 26 (Page 28)

Exercise 27 (page 29)



Teacher's Notes

1. Make a copy each of pages 2, 3, 4, 5, 6, 7 and 16 of the story book “I Have Pink Hair” for *Story Focus & Comprehension*. Keep these for other lessons.
2. Prepare drawing papers, coloured pencils, pens and paints for *Other Activity*.

Other Activity

1. Divide the children into 5 groups. The 5 groups will create a story.
2. Give each group a piece of drawing paper (see *Teacher's Notes*). The first group begins the story with the first picture. The picture is shown to the next group. The next group comes up with ideas to continue the story. Each group continues the story from the picture drawn by the group before them. The last group ends the story. Help them complete the story text below each picture.
3. Display the story boxes in the correct order so all the children can read the story in its entirety.

Lesson Plan 25

Learning Outcomes for this lesson

- Using of “who” to ask a question
- Using punctuation: Question mark (?)

Scheme of Work

Storytelling / Reading

“Who Will Do It?”, Level 1 Book C



Story Focus & Comprehension

1. Read the story once or twice with the children.
2. Engage the children. Use “who” in your questions to elicit answers:
Who are the people wearing a uniform in the story?
(Page 4) Who is this? [Bus driver]
(Page 8) Who is this? [Fireman]
(Page 11) Who is this? [Policeman]
(Page 15) Who is this? [Nurse]
(Page 16) Who is this? [Doctor]
3. Discuss: What do your parents do? Do they need to wear uniform at work?

Grammar Focus

1. Teach: When we ask questions about a person, we can use “who”.
2. Let’s try now:
(Page 2) Who wants everyone to hurry? [Boo]
(Page 3) Who greets the Shapeys when they board the bus? [Bus driver]
(Page 4) Who thinks they will be late for school? [Bus driver]
(Page 5) Who sees the fire? [Mimi]
(Page 8) Who puts out the fire? [Fireman]
(Page 11) Who gets the cars and trucks to move along quickly? [Policeman]
(Page 12) Who is waiting in the classroom? [Teacher]
(Page 13) Who tells the story in class? [Boo]
(Page 14) Who falls and bumps her head? [Gaga]
(Page 15) Who takes care of Gaga? [Nurse]
(Page 16) Who informs everyone that Gaga is fine? [Doctor]
3. Write 1 or 2 of the above questions on the board. Bring the children’s attention to the question marks at the end of the questions.
4. Explain: We use the question mark (?) when we are asking a question. Examples: Who are you? What is your name? How old are you? Would you like an ice cream? Give more examples on the board so children understand that all questions, when written, end with a question mark.
5. Recap possessive adjectives, “her” and “his”: “her” is used for girls. “his” is used for boys.
6. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 28 (Page 30)
Exercise 29 (Page 31)
Exercise 30 (Page 32)



Teacher’s Notes

1. Prepare the dialogue in *Other Activity*.
2. Prepare also another version using incorrect punctuation:
Peter: What are you doing, Mary (!)
Mary: I am making a card (?)
Peter: Who is it for (.)
Mary: It is for my sister (,)
Peter: It is a very nice card (?) I am sure she will like it (?)
Mary: Do you think so (!) I really hope she likes it (?)

Other Activity

1. Write the following dialogue on the board. Read for the class in a monotonous voice. Have volunteers say whether the sentence should end with a question mark or full-stop:
Peter: What are you doing, Mary ()
Mary: I am making a card ()
Peter: Who is it for ()
Mary: It is for my sister ()
Peter: It is a very nice card () I am sure she will like it ()
Mary: Do you think so () I really hope she likes it ()
2. Choose 2 volunteers to speak the parts of Peter and Mary, using the correct punctuation.
3. Show the card with the wrong punctuation (see *Teacher’s Notes*). Point and read accordingly to the class.
4. Discuss what is wrong with the dialogue.

Lesson Plan 26

Learning Outcomes for this lesson

- Learning the different occupations

Scheme of Work

Storytelling / Reading

“Who Will Do It?”, Level 1 Book C



Story Focus & Comprehension

1. Read the story once or twice with the children.
2. Elicit answers:
 - (Page 4) Who is this? [Bus driver] Where can we usually see them?
 - (Page 8) Who is this? [Fireman] Where can we usually see them?
 - (Page 11) Who is this? [Policeman] Where can we usually see them?
 - (Page 13) Who is this? [Teacher] Where can we usually see them?
 - (Page 15) Who is this? [Nurse] Where can we usually see them?
 - (Page 16) Who is this? [Doctor] Where can we usually see them?

Comprehension Focus

1. Engage the children. Allow them to share freely. Accept all reasonable answers.
 - What are the duties of a bus driver?
 - What are the duties of a fireman?
 - What are the duties of a policeman?
 - What are the duties of a teacher?
 - What are the duties of a nurse?
 - What are the duties of a doctor?
2. Have children share what their parents do. Have them share what they think the duties of their parents' occupations are.
3. Now ask the children what they want to do when they grow up. Discuss interesting answers.
4. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

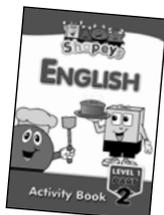
Writing & Application

English Activity Book Level 1 Part 2

Exercise 31 (Page 33)

Exercise 32 (Page 34)

FA 12, FA 13, FA 14, FA 15, FA 16



Teacher's Notes

1. Put up a chart that shows and names various occupations so children can refer to them.
2. Bring the following items (or toy versions) if possible: comb and scissors, scissors and measuring tape, rolling pin and cookie cutter, pot and ladle, stethoscope and thermometer, paint and easel, hammer and nail, watering can and cutter, etc., for *Other Activity*.
3. Plan a guided tour of the local fire station, police station or post office.
4. Make copies of FA 12, FA 13, FA 14, FA 15 and FA 16, (combined quantity enough for the whole class) for *Other Activity*.

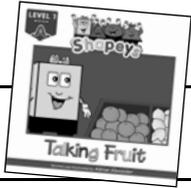
Other Activity

1. Bring out the pairs of items (see *Teacher's Notes*). Show them one pair at a time. Ask the children who would be the people most likely to use the items in their work.
2. Allow the children to handle and examine the toy equipment. If you brought real tools, allow them to examine only under supervision.
3. Go on the guided tour if planned.
4. Give out FA 12, FA 13, FA 14, FA 15 and FA 16 randomly to the children. Children work on their own.

Lesson Plan 27

Learning Outcomes for this lesson

- Learning singular and plural nouns



Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A

Story Focus & Comprehension

1. Recap the story with the children:
2. Engage the children:
 - (Page 2) Gaga pushes a trolley. Both Mimi and Gaga share one trolley.
 - (Page 6) Mimi picks up one orange. There are many oranges in the bin.
 - (Page 9) Gaga picks up one lemon. There are many lemons in the bin.
 - (Page 12) Mimi picks up one apple. There are many apples in the bin.
 - (Page 15) Gaga picks up one banana. There are four bananas left in the bin.

Grammar Focus

1. Bring out the fruit (see *Teacher’s Notes*). Write down some of the sentences mentioned above. Bring the children’s attention to the following nouns, showing the correct quantity of fruit as you read along:
 - one orange – many oranges
 - one lemon – many lemons
 - one apple – many apples
 - one banana – many bananas
2. Teach: We add an “s” to the nouns (words) when we refer to more than one.
3. Let’s try adding the “s” to some of the items in the classroom: (Encourage children to give the answers)
 - one chair – ten chairs
 - one table – five tables
 - one bag – twenty bags
 - one mug – twenty mugs

Continue the activity with other items found in the classroom. Be sure to only mention items that require just an additional “s” in their plural forms. (Do not mention brush – brushes, box – boxes, foot – feet, etc.)
4. Refer the children to the story book again.
 - (Page 6) What two actions does Mimi do here? [Picks up orange, puts in the trolley]
 - (Page 9) What two actions does Gaga do here? [Picks up lemon, puts in the trolley]
 - (Page 12) What two actions does Mimi do here? [Picks up apple, puts in the trolley]
 - (Page 15) What two actions does Gaga do here? [Picks up banana, puts in the trolley]
5. Refer them to the pages again. Teach: Notice the word “and” used in the sentences. We use “and” when we want to join two or more things or actions together in a sentence. Have the children read the sentences on pages 6, 9, 12 and 15 again.
6. Give more examples:
 - Mimi and Gaga go to the supermarket together.
 - Mimi takes the orange and the apple.
 - Gaga takes the lemon and the banana.
7. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

- English Activity Book Level 1 Part 2**
 Exercise 33 (Page 35)
 Exercise 34 (Page 36)
 Exercise 35 (Page 37)



Teacher’s Notes

1. Prepare to bring them outdoors, such as the school garden or a nearby park or library for *Other Activity*. Prepare drawing papers and coloured pencils and markers.
2. If possible, bring some oranges, lemons, bananas and apples for *Grammar Focus*.

Other Activity

1. Give out the drawing papers, coloured pencils and markers. Bring the children outdoors (see *Teacher’s Notes*).
2. Have the children draw a picture of what they observe. Help them include a sentence below the picture that uses “and” and/or the plural form of nouns. Example: Child draws a picture of children playing nearby. The sentence can read: The boys and girls are playing “catch”.

Lesson Plan 28

Learning Outcomes for this lesson

- Learning the names of common things found in the home

Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

1. Recap the story with the children. Have the boys and girls take turns to share their favourite parts of the story.
2. Refer them to page 38 of the Activity Book (see *Writing & Application*). Give the children some time to work on the activity. Allow them to work independently. Choose some children to give the answers.

Vocabulary Focus

1. Refer the children to the story book. Have them name as many items as possible on these pages:
 (Page 3) bed, pillow, blanket, mattress, side table, drawers, wall
 (Page 8) television, cupboard
 (Page 9) table, computer, keyboard, mouse, canned drink, wall, floor
 (Page 11) cupboard, shelves, mugs, stove, spatula, cake, plate
 (Page 14) refrigerator, mushroom, corn, cabbage, chicken egg, canned drink
2. Elicit answers: Can you find these things in your own home? Have children raise their hands when you ask:
 Bed? Television? Blanket? Hanger? Alarm Clock? Mug? Computer?
 Help children understand that these are common items found in a home.
3. Discuss: Are some things more important than others to have in the home?
4. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 36 (Page 38)
 Exercise 37 (Page 39)
 Exercise 38 (Page 40)



Teacher's Notes

1. Bring some small appliances for *Other Activity*.
2. Prepare drawing papers and coloured pencils and markers for *Other Activity*.

Other Activity

1. Bring out the appliances (see *Teacher's Notes*). Show the children how they are operated. Be very careful with the electrical appliances, especially those that become hot when used.
2. Show how a kettle boils the water, or how a grinder can mash a potato, or how an iron can straighten a handkerchief, or how a lamp lights up.
3. Give out the drawing papers. Have children draw a household item (appliance or furniture) that they think is most important or is their favourite. Help them name the item if necessary.
4. Display the works and discuss as a class what the items are used for.

Lesson Plan 29

Learning Outcomes for this lesson

- Appreciating the functions of household appliances

Scheme of Work

Storytelling / Reading

“Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

1. Recap the story with the children. Have the boys and girls take turns to share their favourite parts of the story.
2. Refer them to page 41 of the Activity Book (see *Writing & Application*). Read the riddles with them. Have them volunteer the answers. Have them share why they think their answers are correct.

Vocabulary Focus

1. Refer to the story book. Elicit answers:
 - (Page 5) How is the alarm clock useful? Who uses this most often in your home? Why?
 - (Page 8) How is the television useful? Who uses this most often in your home? Why?
 - (Page 9) How is the computer useful? Who uses this most often in your home? Why?
 - (Page 12) How is the stove useful? Who uses this most often in your home? Why?
 - (Page 14) How is the refrigerator useful? Who uses this most often in your home? Why?
 - (Page 15) How is the oven useful? Who uses this most often in your home? Why?
2. Have children talk about other appliances found in their homes, why they are useful and who uses them most often and why. Discuss interesting answers.
3. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 39 (Page 41)
- Exercise 40 (Page 42)
- Exercise 42 (Page 44)



Teacher's Notes

1. Bring a small CD player or sound system and some music CDs for *Other Activity*.
2. Bring a kettle, hot chocolate mix, toaster or sandwich maker, bread and spread for a mini class party for *Other Activity*.

Other Activity

1. Bring out the CD Player and CDs (see *Teacher's Notes*). Allow the children to figure out the functions of the various buttons. Have them play the music CD for the class party.
2. Bring out the toaster or the sandwich maker, the bread and spread. Bring out the kettle to make the hot beverage. Prepare the sandwiches and have some of the children help you serve the food. Be careful of children with food allergies.

Lesson Plan 30

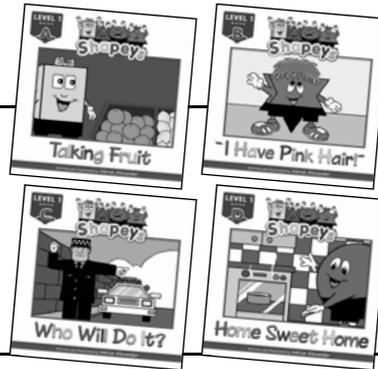
Learning Outcomes for this lesson

- Learning some important festivals and holidays

Scheme of Work

Storytelling / Reading

“Talking Fruit”, Level 1 Book A
 “I Have Pink Hair!”, Level 1 Book B
 “Who Will Do It?”, Level 1 Book C
 “Home Sweet Home”, Level 1 Book D



Story Focus & Comprehension

Allow the children some time to read the stories on their own. Choose some children to recap and share the stories. Have children discuss what they learn from each story.

Vocabulary Focus

1. Bring out the calendar (see *Teacher's Notes*). Flip through each month to identify the public holidays and festivals. Discuss each one:
 - Why is this day important?
 - How do we celebrate this day?
 - Why is this day celebrated in this manner?
 - Do you know the story behind this holiday/festival?
 - Is this day / event celebrated all over the world or just in our country?
 - What do you normally do during this holiday?
2. What other occasions, which are not public holidays, are also celebrated by many people? Allow the children to share freely. Encourage them to be creative.
3. You may choose to do *Writing & Application* (see below) now. Children work on their own. Go round the class to guide them.

Writing & Application

English Activity Book Level 1 Part 2

- Exercise 43 (Page 45)
 Exercise 44 (Page 46)
 Exercise 45 (Page 47)



Teacher's Notes

1. Bring a calendar to mark all the children's birthdays.
2. Prepare drawing papers and coloured pencils and markers and other art materials for *Other Activity*.

Other Activity

1. Bring out the calendar (see *Teacher's Notes*). Let the children mark out their birthdays on the calendar.
2. Divide the children into 12 groups if possible. Give each group a piece of drawing paper and art materials (see *Teacher's Notes*). Instruct the children to create a calendar. Each group will create one month of the calendar. Help them identify the public holidays. You may use the calendar you brought as a reference for the children (to identify the days in a month, the spelling of the months, the public holidays, etc.)
3. Combine the 12 months when completed. Display the calendar in class.