

English

Bright Kids

Teacher's Guide

1



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English Bright Kids

Level 1

Teacher's Guide

Kifaya S. Al Ghouti

Yasmeen Dardas

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Introduction

English Bright Kids is a two-level English course for kindergarten learners starting English for the first time. It uses play, stories, songs, games, and physical activities to teach language naturally. The course builds intrinsic motivation through fun and active participation. Language is learned through experience rather than memorisation, using TPR, drama, and visual aids.

English Bright Kids Key Features

English Bright Kids uses a story-based approach that encourages exploration, creativity, and thinking skills. Each lesson includes colourful visuals, puppets, songs, and storytelling to help children enjoy and understand language. Topics are engaging and relevant, including shapes, food, animals, and family. The course also focuses on phonics, early reading and writing, and basic maths skills like counting and adding. Lessons are built around listen, point, and repeat routines and are reviewed regularly for long-term learning.

Course Components

English Bright Kids Pupil's Book

Book 1 has 8 units and Book 2 has 9, each with 12 lessons. Units introduce vocabulary and grammar through listen-and-repeat routines, songs, stories, and chants. Book 1 introduces letters alphabetically; Book 2 focuses on vowels first for blending. Simple stories support vocabulary and come with colourful visuals. Numbers 1-10 are taught in Book 1; 1-20 and basic operations in Book 2.

English Bright Kids Activity Book

In English Bright Kids Activity Book, the language is practised again. The activities are easy and simple for pupils to do; they vary in the activity book and are age appropriate. Pupils are asked to match, colour, and circle or tick the right answer. Pupils have the chance to trace and write the letters again, which reinforces the writing skill and allows revision of the learnt letter.

Teacher's Guide

The Teacher's Guide is the foundation of the English Bright Kids course. It supports educators with clear guidance on planning, delivering, and assessing successful ESL lessons, using child-centred approaches grounded in early language acquisition theory.

It includes:

- An overview of the course structure, components, and teaching strategies.
- Practical methods proven effective in early childhood ESL settings.
- Detailed lesson planners for each unit (8 in Book 1 and 9 in Book 2), each covering 12 lessons.
- Step-by-step guidance for Pupil's Book and Activity Book sessions, ensuring strong links between taught content and practice activities.
- Defined outcomes and suggestions for effective delivery, while allowing space for teachers to adapt based on their classroom needs.

Methods and Techniques

- **Listening & Speaking:** Introduced from day one using songs, flashcards, and stories. Routines like "Listen, Point, and Repeat" and "Ask and Answer" (in Book 2) build confidence through fun repetition.
- **Reading:** Based on the alphabetic principle. Students link letters and sounds using phonics to read words like "sun" or "nose."
- **Phonics:** Book 1 teaches short vowels, consonants, and CVC words. Book 2 includes long vowels, digraphs (sh, ch, th), and diphthongs. Taught using games, songs, visuals, and repetition. Book 1 uses alphabetical order; Book 2 starts with vowels for blending.
- **Writing:** Children learn to trace and write letters using four-line grids. Focus is on grip, direction, penmanship, and spelling.

- **Vocabulary:** Taught in context and repeated often using songs, games, and flashcards. Words are age-appropriate and reviewed regularly to build fluency.
- **Grammar:** Taught orally through context and repetition. Children absorb language naturally without direct grammar instruction.

Watching Videos to Support Learning

Videos are used to support storytelling and vocabulary learning. They must be short, age-appropriate, and connected to lesson content. Teachers prepare guiding questions and integrate the video into classroom activities.

English Bright Kids Project Work

Projects support creativity and real-life learning. Book 1 includes five class-friendly projects; Book 2 has five more in the Teacher's Guide. Teachers can adapt or create their own.

Assessment

Ref: <http://oafccd.com/documents/timiskaming/npscdsbKindergartenAssessment.pdf>

Assessment is ongoing and based on observation and interaction. It helps identify student needs, track progress, and guide instruction. Teachers use diagnostic, formative, and summative tools that are age-appropriate and holistic, covering all developmental areas: cognitive, physical, social, emotional, and spiritual. Assessment in English Bright Kids is natural and part of daily learning.

Annual Detailed Plan

Semester	Month	Week	Unit	Lesson	Book	Content	Page Number
First Semester	September	WEEK 1	Preparation	Lesson 1	Introductory Session	Introduction to the classroom & routines	
				Lesson 2	Introductory Session	Classroom rules & listening skills	
				Lesson 3	Introductory Session	Songs and movement activity (Hello Song)	
				Lesson 4	Introductory Session	Fine motor activity (e.g., colouring shapes)	
				Lesson 5	Introductory Session	Speaking practice: “My name is...”	
		WEEK 2	Starter Unit	Lesson 1	Introduction	Greeting & Introducing self	
				Lesson 2	Introduction	Revision and practice of previous session	
				Lesson 3	Pupil's Book Session	Introducing new vocabulary and grammar	pp. 6-7
				Lesson 4	Pupil's Book Session	Practising new vocabulary and grammar	pp. 6-7
				Lesson 5	Pupil's Book Session	Reading new vocabulary and grammar	pp. 6-7
				Lesson 1	Activity Book Session	Tracing	p. 3
				Lesson 2	Activity Book Session	Matching	p. 4
				Lesson 3	Activity Session	You Tube Video	
				Lesson 4	Pupil's Book Session	Introducing the Alphabet Song	pp. 8-9
				Lesson 5	Pupil's Book Session	Practising the Alphabet Song	pp. 8-9
				Lesson 1	Activity Book Session	Teaching kids how to write their names	
				Lesson 2	Pupil's Book Session	Introducing and practising the Numbers Song	pp. 10-11
				Lesson 3	Pupil's Book Session	Practising the Numbers Song	pp. 10-11
				Lesson 4	Activity Book Session	Art Work: Making stick puppets	
				WEEK 3	Unit 1	Lesson 5	Pupil's Book Session
	Lesson 1	Pupil's Book Session	Introducing and practising the Colours Song			p. 13	
	Lesson 2	Activity Book Session	Colouring			p. 5	
	Lesson 3	Pupil's Book Session	Introducing letter Aa sound /a/			p. 14	
	Lesson 4	Pupil's Book Session	Practising letter Aa sound /a/			p. 15	
	Lesson 5	Activity Book Session	Practising writing letter Aa			pp. 6–7	
	Lesson 1	Pupil's Book Session	Introducing letter Bb sound /b/			p. 16	
	Lesson 2	Pupil's Book Session	Practising letter Bb sound /b/			p. 17	
	Lesson 3	Activity Book Session	Practising writing letter Bb			pp. 8–9	
	Lesson 4	Pupil's Book Session	Introducing letter Cc sound /c/			p. 18	
	Lesson 5	Pupil's Book Session	Practising letter Cc sound /c/			p. 19	
	Lesson 1	Activity Book Session	Practising writing letter Cc			pp. 10–11	
	Lesson 2	Revision Session	Review letters, sounds, and vocabulary				
	Lesson 3	Unit Assessment	Assess recognition, sounds, writing, and vocabulary				
	WEEK 4	Unit 2	Lesson 4	Pupil's Book Session	Introducing shapes	p. 20	
			Lesson 5	Pupil's Book Session	Introducing and practising the Shapes Song	p. 21	
			Lesson 1	Activity Book Session	Colouring	p. 12	
			Lesson 2	Activity Book Session	Project work	p. 13	
			Lesson 3	Pupil's Book Session	Introducing the story	pp. 22–23	
			Lesson 4	Pupil's Book Session	Practising telling the story	pp. 22–23	

		November				December											
		WEEK 9		WEEK 10		WEEK 11		WEEK 12		Week 13		WEEK 14		WEEK 15		WEEK 16	
						Unit 3						Unit 4				Revision	
	Lesson 5	Pupil's Book Session	Introducing and practising letter Dd sound /d/														
	Lesson 1	Activity Book Session	Practising writing letter Dd														
	Lesson 2	Pupil's Book Session	Introducing and practising letter Ee sound /e/														
	Lesson 3	Activity Book Session	Practising writing letter Ee														
	Lesson 4	Pupil's Book Session	Introducing and practising letter Ff sound /f/														
	Lesson 5	Activity Book Session	Practising writing letter Ff														
	Lesson 1	Revision Session	Review letters, sounds, and vocabulary														
	Lesson 2	Unit Assessment	Assess recognition, sounds, writing, and vocabulary														
	Lesson 3	Pupil's Book Session	Introducing new vocabulary & grammar														
	Lesson 4	Pupil's Book Session	Practising new vocabulary & grammar														
	Lesson 5	Activity Book Session	Game														
	Lesson 1	Activity Book Session	Project														
	Lesson 2	Pupil's Book Session	Introducing the story														
	Lesson 3	Pupil's Book Session	Practising telling the story														
	Lesson 4	Pupil's Book Session	Introducing and practising letter Gg sound /g/														
	Lesson 5	Activity Book Session	Practising writing letter Gg														
	Lesson 1	Pupil's Book Session	Introducing and practising letter Hh sound /h/														
	Lesson 2	Activity Book Session	Practising writing letter Hh														
	Lesson 3	Pupil's Book Session	Introducing and practising letter Ii sound /i/														
	Lesson 4	Activity Book Session	Practising writing letter Ii														
	Lesson 5	Revision Session	Review letters, sounds, and vocabulary														
	Lesson 1	Unit Assessment	Assess recognition, sounds, writing, and vocabulary														
	Lesson 2	Pupil's Book Session	Introducing numbers 1-5														
	Lesson 3	Pupil's Book Session	Practising numbers 1-5 & the numbers song														
	Lesson 4	Pupil's Book Session	Tracing and writing														
	Lesson 5	Activity Book Session	Tracing and writing														
	Lesson 1	Activity Book Session	Counting and circling														
	Lesson 2	Activity Session	Number Hunt														
	Lesson 3	Pupil's Book Session	Introducing and practising letter Jj sound /j/														
	Lesson 4	Activity Book Session	Practising writing letter Jj														
	Lesson 5	Pupil's Book Session	Introducing and practising letter Kk sound /k/														
	Lesson 1	Activity Book Session	Practising writing letter Kk														
	Lesson 2	Pupil's Book Session	Introducing and practising letter Ll sound /l/														
	Lesson 3	Activity Book Session	Practising writing letter Ll														
	Lesson 4	Revision Session	Review letters, sounds, and vocabulary														
	Lesson 5	Unit Assessment	Assess recognition, sounds, writing, and vocabulary														
	Lesson 1	Revision Session	Revision of all letters A–L and their sounds / Vocabulary review														
	Lesson 2	Revision Session	Phonics songs & listening games (Aa–Ll)														
	Lesson 3	Revision Session	Tracing and writing letters A–L (mixed revision)														
	Lesson 4	Revision Session	Matching sounds to pictures / Letter-sound recognition games														
	Lesson 5	Revision Session	Group work: revision craft or colouring related to letters and words														

Second Semester						
February	WEEK 17	Preparation	Lesson 1	Introductory Session	Welcome back – talking about the holiday	
			Lesson 2	Introductory Session	Classroom routines and revision game (Aa–Ii)	
			Lesson 3	Introductory Session	Songs and chants for letters & sounds review	
			Lesson 4	Introductory Session	Fine motor skills revision (colouring, tracing)	
			Lesson 5	Introductory Session	Speaking activity: “What do you remember?”	
	WEEK 18	Unit 5	Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar	p. 48
			Lesson 2	Pupil's Book Session	Practising new vocabulary and grammar	p. 48
			Lesson 3	Pupil's Book Session	Introducing and practising My Body Song	p. 49
			Lesson 4	Activity Book Session	Finding the words	p. 36
			Lesson 5	Activity Book Session	Project	p. 37
	WEEK 19		Lesson 1	Activity Session	Game	
			Lesson 2	Pupil's Book Session	Introducing and practising letter Mm sound /m/	pp. 50–51
			Lesson 3	Activity Book Session	Practising writing letter Mm	pp. 38–39
			Lesson 4	Pupil's Book Session	Introducing and practising letter Nn sound /n/	pp. 52–53
			Lesson 5	Activity Book Session	Practising writing letter Nn	pp. 40–41
	WEEK 20		Lesson 1	Pupil's Book Session	Introducing and practising letter Oo sound /o/	pp. 54–55
			Lesson 2	Activity Book Session	Practising writing letter Oo	pp. 42–43
			Lesson 3	Activity Session	Game	
			Lesson 4	Revision Session	Review letters, sounds, and vocabulary	
			Lesson 5	Unit Assessment	Assess recognition, sounds, writing, and vocabulary	
March	WEEK 21	Unit 6	Lesson 1	Pupil's Book Session	Introducing numbers 6 - 10	p. 56
			Lesson 2	Pupil's Book Session	Practising numbers 6 - 10	p. 56
			Lesson 3	Pupil's Book Session	Tracing and writing	p. 57
			Lesson 4	Activity Book Session	Tracing and writing	p. 44
			Lesson 5	Activity Book Session	Counting and writing	p. 45
	WEEK 22		Lesson 1	Activity Session	Game	
			Lesson 2	Pupil's Book Session	Introducing and practising letter Pp sound /p/	pp. 58–59
			Lesson 3	Activity Book Session	Practising writing letter PP	pp. 46–47
			Lesson 4	Pupil's Book Session	Introducing and practising letter Qq sound /q/	pp. 60–61
			Lesson 5	Activity Book Session	Practising writing letter Qq	pp. 48–49
	WEEK 23		Lesson 1	Pupil's Book Session	Introducing and practising letter Rr sound /r/	pp. 62–63
			Lesson 2	Activity Book Session	Practising writing letter Rr	pp. 50–51
			Lesson 3	Activity Session	Game	
			Lesson 4	Revision Session	Review letters, sounds, and vocabulary	
			Lesson 5	Unit Assessment	Assess recognition, sounds, writing, and vocabulary	
April	WEEK 24	Unit 7	Lesson 1	Pupil's Book Session	Introducing and practising vocabulary & grammar	p. 64
			Lesson 2	Pupil's Book Session	Introducing and practising the Animals song	p. 65
			Lesson 3	Activity Book Session	Play the game	p. 52
			Lesson 4	Activity Book Session	Project	p. 53
	WEEK 25		Lesson 5	Activity Book Session	Introducing and practising letter Ss sound /s/	pp. 66–67
			Lesson 1	Activity Book Session	Practising writing letter Ss	pp. 54–55
			Lesson 2	Pupil's Book Session	Introducing and practising letter Tt sound /t/	pp. 68–69
			Lesson 3	Activity Book Session	Practising writing letter Tt	pp. 56–57
Lesson 4	Pupil's Book Session	Introducing and practising letter Uu sound /u/	pp. 70–71			

May	WEEK 26	Lesson 5	Activity Book Session	Practising writing letter Uu	pp. 58–59
		Lesson 1	Pupil's Book Session	Introducing and practising letter Vv sound /v/	pp. 72–73
		Lesson 2	Activity Book Session	Practising writing letter Vv	pp. 60–61
		Lesson 3	Activity Session	Game	
		Lesson 4	Revision Session	Review letters, sounds, and vocabulary	
		Lesson 5	Unit Assessment	Assess recognition, sounds, writing, and vocabulary	
	WEEK 27	Lesson 1	Pupil's Book Session	Introducing and practising new vocabulary & grammar	p. 74
		Lesson 2	Pupil's Book Session	Matching	p. 75
		Lesson 3	Activity Book Session	Finding the words + Project	pp. 76–77
		Lesson 4	Pupil's Book Session	Introducing and practising the story	pp. 62–63
		Lesson 5	Pupil's Book Session	Introducing and practising letter Ww sound /w/	pp. 78–79
	WEEK 28	Lesson 1	Activity Book Session	Practising writing letter Ww	pp. 64–65
		Lesson 2	Pupil's Book Session	Introducing and practising letter Xx sound /x/	pp. 80–81
		Lesson 3	Activity Book Session	Practising writing letter Xx	pp. 66–67
		Lesson 4	Pupil's Book Session	Introducing and practising letter Yy sound /y/	pp. 82–83
		Lesson 5	Activity Book Session	Practising writing letter Yy	pp. 68–69
	WEEK 29	Lesson 1	Pupil's Book Session	Introducing and practising letter Zz sound /z/	pp. 84–85
		Lesson 2	Activity Book Session	Practising writing letter Zz	pp. 70–71
		Lesson 3	Activity Session	Game	
		Lesson 4	Revision Session	Review letters, sounds, and vocabulary	
		Lesson 5	Unit Assessment	Assess recognition, sounds, writing, and vocabulary	
	WEEK 30	Lesson 1	Revision Session	Revise letters M–Z and their sounds	
		Lesson 2	Revision Session	Vocabulary review games & activities	
		Lesson 3	Revision Session	Tracing and writing practice (letters M–Z)	
		Lesson 4	Revision Session	Letter-sound matching and phonics games	
		Lesson 5	Revision Session	Drawing or craft activity related to new letters & topics	
	WEEK 31	Lesson 1	Final Revision	Full alphabet review: A–Z letter names and sounds	
		Lesson 2	Final Revision	Vocabulary games (transport, food, animals, colours, etc.)	
		Lesson 3	Final Revision	Writing and tracing mixed practice letters A–Z	
		Lesson 4	Final Revision	Class quiz / speaking practice about favourite lessons	
		Lesson 5	Final Revision	End-of-year celebration activity (songs, art, certificates)	

Starter Unit

Hello!

Pupil's Book, Pages 6 – 11

Activity Book, Pages 3 – 4

New Words	The characters in the book and their names: Sara, Noor, Omar, Karam Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Songs: <i>Alphabet Song & Numbers Song</i>
Grammar	"Hello! I'm (name)." "Goodbye." Part of everyday Language: "How are you?" "Fine, thank you."
Letter Sounds & Words	The letters (name and sound) of the alphabet of English, Aa-Zz in order, upper and lower case (<i>The upper case is for recognition only</i>) and a word example for each letter sound
Language Functions	Greeting and saying

Outcomes

By the end of the starter unit, students should be able to:

- Introduce themselves and greet one another: "Hello!" "I'm (name)".
- Match and sound out the letters **Aa-Zz** with one picture example.
- Sing all letters' names and sounds with a word example, song (**Aa-Zz**).
- Sing along the "Numbers Song" and the "Alphabet Song".
- Say the numbers orally from **1-10** in sequence.

Starter Unit	Sessions	Content Hello!	Pages
Lesson 1	Introductory Session 1	Greeting & Introducing self	-
Lesson 2	Introductory Session 2	Revision and practice of session 1	-
Lesson 3	Pupil's Book Session	Introducing new vocabulary and grammar	6 - 7
Lesson 4	Pupil's Book Session	Practising new vocabulary and grammar	6 - 7
Lesson 5	Pupil's Book Session	Reading new vocabulary and grammar	6 - 7
Lesson 6	Activity Book Session	Tracing	3
Lesson 7	Activity Book Session	Matching	4
Lesson 8	Activity Session	You Tube Video	-
Lesson 9	Pupil's Book Session	Introducing and practising the Alphabet Song	8 - 9
Lesson 10	Activity Book Session	Teaching kids how to write their names	-
Lesson 11	Pupil's Book Session	Introducing and practising the Numbers Song	10 - 11
Lesson 12	Activity Book Session	Art Work: <i>Making stick puppets</i>	-

Lesson 1

Introductory Session 1

Greetings and Introducing Oneself

Start by warmly introducing yourself: "Hello! I am Miss [Your Name]." Encourage children to say, "Hello!" and later introduce themselves: "I am [Child's Name]." Model and repeat until they feel confident.

Introduce basic classroom language early and use it consistently:

- **Greetings:** "Good morning!", "How are you?"
- **Instructions:** "Sit down.", "Open your book."
- **Questions:** "What's your name?", "Who is absent?"
- **Requests:** "Water, please.", "Toilet, please."

End with "Goodbye!" and encourage students to respond. Keep things simple and repetitive to build comfort and routine.

Lesson 2

Introductory Session 2

Revising and Practising the Previous Session

- Greet the class with, "Hello! I'm Miss [Your Name]." Then ask, "How are you today?" Encourage children to reply, "Fine, thank you." Repeat daily to build routine.
- Ask, "What's your name?" and model the answer, "I'm [Name]." Help each child introduce themselves the same way.
- Play a Hello Song (use the same daily for memorisation). Suggested audio:
<https://www.youtube.com/watch?v=q5BcGrOny-k>
- You may also show a short greeting video for added fun:
<https://www.youtube.com/watch?v=iF4zFcMIXnc>
- Refer to the Teacher's Guide for tips on using videos effectively.

Lesson 3

Pupil's Book Session

Introducing the New Vocabulary and Grammar

PB/pp. 6 & 7

Listen, point, and repeat.

- Begin the session by greeting the class and reintroducing yourself: "Hello! I'm Miss [Your Name]." Encourage children to respond and say their names again. Display the two pages of the theme on the interactive board or use the poster/flashcards provided. Tell the class that the characters in the scene are meeting for the first time at school.
- Introduce the characters by name: "This is Sarah / Noor / Omar / Karam." Point clearly to each as you speak, and have the children repeat. Use yes/no questions to encourage simple answers: "Is this Sarah?" or "Are they happy?" Support with gestures if needed. Then move to what-questions: "What's his name?" while pointing to Omar or Karam. Repeat until students begin to answer confidently.
- Play the audio and guide the class through it. Point to the speaking characters as the audio plays to support comprehension. Repeat the track several times and encourage the children to mimic the lines with correct pronunciation and rhythm.
- During communicative practice, ask children to describe what they hear and identify who is speaking. Have them point to the speakers in their books or on the screen while repeating the lines. Use short what and who questions to build understanding and fluency, gradually moving from yes/no to open questions.

Lesson 4

Pupil's Book Session

Practising the New Vocabulary and Grammar

PB/pp. 6 & 7

Listen, point, and repeat.

- Revisit the scene using the board, poster, or flashcards with audio. Review the character names and practise sight-reading them aloud. Focus on the structure “I’m (name)” and encourage children to use their own names. Reinforce greetings, introducing “Goodbye” and using it routinely at the end of class.
- Play the audio while pointing to the speaking characters to support understanding. Repeat the track several times, helping children echo the lines correctly. Through repetition and guided practice, children will gain confidence using the new vocabulary and grammar naturally.

Lesson 5

Pupil's Book Session

Reading the New Vocabulary and Grammar

PB/pp. 6 & 7

- Review character names with flashcards and practise sight-reading as a class. Help students open to pages 6–7. Play the audio while pointing to the speaking characters.
- Students follow along in their books, pointing and repeating. Practise reading the sentences together and individually to build confidence.

Lesson 6

Activity Book Session

AB/p. 3

Trace.

- Model tracing lines (straight, curved, wavy) on the board. Explain this is the start of learning to write. Help students open to page 3 and trace from left to right.
- Demonstrate, then let students try on the board before using their books. Walk around to support proper direction and grip.

Lesson 7

Activity Book Session

AB/p. 4

Match.

- Review names using flashcards. Sight-read each one and ask, “Who can read this?”
- Explain what “match” means and show how to connect names to pictures. Guide students through the task in their books, offering help as needed.

Lesson 8

Video Session

- Watch the video in advance and plan your questions. Introduce the topic: greetings and introductions.
- Start by asking simple questions related to the video. Play and pause to discuss what’s happening or how characters feel.
- Have students repeat key lines, guess what’s next, or say lines aloud.
- Replay the video with sound and let children enjoy and engage freely.
- A suggested video: <https://www.youtube.com/watch?v=Fw0rdSHzWFY>

Lesson 9

Pupil's Book Session

Introducing and Practising the Alphabet Song

PB/pp. 8 & 9

Listen and sing along.

- Tell the class they'll learn the alphabet song, which helps connect letters with sounds. No need to master all letters yet—this is a fun first step.
- Start by pointing to the alphabet poster. Say: "A is for apple, /a/ /a/ apple." Use real objects or gestures. Repeat for B and C (e.g. "B is for bee," "C is for corn").
- Say: "Aa – /a/ – apple," and so on. Repeat letters, sounds, and example words quickly to introduce the full alphabet. Emphasise oral input only—no writing yet.
- Now, play the alphabet song. Point to each letter on the poster or screen while singing. Repeat daily and before every phonics lesson.
- Keep playing and singing the song until children can join confidently. This sets the stage for future letter-sound learning.

Lesson 10

Activity Session

Teaching children how to write their names

- Tell the class they'll learn to write their names and that names start with capital letters. Show your name on the board as an example.
- Prepare name craft materials (paper, markers, stickers). Help each child write their name step by step, focusing on the first capital letter and saying the sounds.
- Repeat and encourage. Once they get the idea, they'll improve quickly.
- End with a name song. Play the audio, sing together, and repeat until they can sing along confidently.

Lesson 11

Pupil's Book Session

Introducing and Practising the Numbers Song

PB/pp. 10 & 11

Listen and sing along.

- Use a visible 1–10 number poster and begin with simple counting—fingers, toys, or class items.
- Introduce number 1 with a real item, saying "one" as you point and let children repeat.
- Add actions—raise fingers matching the number—and repeat this for 2 to 10. Run through all numbers with words and actions: "1 is for one" (raise one finger), "2 is for two" (raise two fingers), etc.
- Explain that the song is for fun, not formal learning. Sing daily using the poster, play the audio, and repeat it together until children can sing confidently.

Lesson 12

Activity Session

Art Work

Making Sticks Puppets

- Cover popsicle stick with paint. Dry for 1–2 hours. Add second coat.
- Sketch the characters Sara, Noor, Omar and Karam or photocopy their pictures from the book. Ask the children to colour them and cut out
- Stick the character cut outs on the popsicle sticks.
- Show the kids how to use them in acting out the theme they learned.
- Hold the stick and say, "Hello, I'm Omar." The children can use the characters' puppets in future lessons.

Unit 1

Colours

Pupil's Book, Pages 12 – 19

Activity Book, Pages 5 – 11

New Words	Four words: red, blue, yellow, green and orange Song words: <i>bed, book, eyes, dress, bag, hat, shoe, heart, pink, purple, black and white</i>
Grammar	<i>What colour is this?</i> "(Colour word)."
Letter Sounds & Words	a: <i>apple, axe, ant</i>), (Bb: <i>bee, bed, ball</i>), (Cc: <i>corn, cake, cow</i>)
Language Functions	Asking and answering about the colours of things

Outcomes

By the end of this unit, students should be able to:

- Identify and name colours names.
- Respond to Yes/No questions, "*Is this red?*" "*Yes*" or "*No*"
- Sing all letters' names and sounds song (**Aa-Zz**).
- Identify, sound out and write the letters **Aa**, **Bb**, **Cc**, capital and small. Say 3-word examples that begin with the sounds /a/, /b/ and /c/.
- Sing along the "**Colours Song**".
- Learn and understand the meaning of the new words in the unit and repeat them in answers and in the song.
- Sight-read the keywords in the unit.
- Trace and write letters **Aa**, **Bb** and **Cc** with their correct formation on the 4-line grid.

Unit 1	Sessions	Content Colours	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing colours	12
Lesson 2	Pupil's Book Session	Introducing and practising the Colours Song	13
Lesson 3	Activity Book Session	Colouring	5
Lesson 4	Pupil's Book Session	Introducing letter Aa sound /a/	14
Lesson 5	Pupil's Book Session	Practising letter Aa sound /a/	15
Lesson 6	Activity Book Session	Practising writing letter Aa	6 - 7
Lesson 7	Pupil's Book Session	Introducing letter Bb sound /b/	16
Lesson 8	Pupil's Book Session	Practising letter Bb sound /b/	17
Lesson 9	Activity Book Session	Practising writing letter Bb	8 - 9
Lesson 10	Pupil's Book Session	Introducing letter Cc sound /c/	18
Lesson 11	Pupil's Book Session	Practising letter Cc sound /c/	19
Lesson 12	Activity Book Session	Practising writing letter Cc	10 - 11

Lesson 1

Pupil's Book Session

PB/p. 12

Introducing Colours

A warm up:

- You can start this unit by saying "(red)" to your class, "Look! This pen is (red)." Invite kids to point to different items around them that have the same colour.
- Play the page of the theme on the interactive board or use a poster and flashcards (ordered with the books) for the purpose.
- Listen, point, and repeat.
- This includes:
 - Start by pointing to an object and saying, "Look! This pen is red." Let students find similar colours around them.
 - Play the audio and model "Listen, point, and repeat." Say each colour (e.g. red, blue, green) and have students repeat.
 - Ask yes/no and what-questions: "Is this red?" "What colour is this?" Practise the phrase "This is red."
 - Use colour flashcards for sight-reading. Help children open to page 12 and follow the audio. Repeat several times.
- Use fun drills and games to keep them engaged. Build confidence through repetition.

Lesson 2

Pupil's Book Session

PB/p. 13

Introducing and Practising the Colours Song

Listen and sing along.

- Review colour words from Lesson 1. Use the screen or poster and point to each colour as you say it.
- Use gestures to teach the song. Read the lyrics together, then play the audio.
- Students listen and point to each colour on page 13. Replay and have them sing along, starting with "red."
- Repeat until they can sing the whole song from memory.

Lesson 3

Activity Book Session

AB/p. 5

Colour.

- Draw big stars on A3 paper and tape them around the room. Say a colour, model colouring, then let students take turns.
- Use colour flashcards for reading practice. Open books to page 5.
- Say each colour, point to it, and colour the first star with the class. Continue with the rest.
- Let students work at their own pace. Walk around to guide and assist.

Lesson 4

Pupil's Book Session

PB/p. 14

Introducing Letter Aa Sound /a/

Warm up: (The Alphabet Song)

Do these steps at the beginning of each new letter class!

- Use the alphabet poster.

- Play the alphabet song.
- Point to the letters as the song is playing.
- Let the students listen three times as you point to the letters and sing the song.
- Let the students listen and sing the letters along.
- Then play it again and let the students listen and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

Listen, point, and repeat.

Introducing Letter **Aa** (*apple*, *axe* and *ant*):

- Play the letter **Aa** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Aa** and the example words *apple*, *axe*, and *ant*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard for letter **Aa**. Show the three objects or pictures that start with the letter sound /a/.
- First, show the letter to the children. Point out that the letter sound is /a/ (say the sound of the letter only). Then, show them the objects that start with letter "**Aa**." Teach the words by showing them the real objects, if available, or the pictures of an "*apple*", "*axe*," and "*ant*."
- Let the puppet say the letter's name, **Aa**, the letter's sound, /a/ and say a word example *apple*.
- Repeat the name of the letter, the sound, and the word *apple* several times.
- Let the children repeat (**Aa**, /a/, *apple*) as you raise the flashcard of letter **Aa** and the picture of an apple.
- Repeat the same procedure with other word examples; *axe* and *ant*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /a/; it should be in a different colour.
- Draw students' attention to the /a/ sound at the beginning of each word.
- Read the word, repeating the /a/ sound several times, and then the full word: *a a a apple*.
- Do the same with *ant* and *axe*. While you are reading, point to the "**Aa**" and ask the students what sound **Aa** makes.
- **Read:** Let the children read the words *apple*, *axe*, and *ant* after you.
- Invite students to come out and point to the pictures. Say, "Point to *apple*, *ant*, and *axe*". Ask them what sound **Aa** makes.
- Play a game: Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures. Students open their books on page 14.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Lesson 5

Pupil's Book Session

PB/p. 14

Practising Letter **Aa** Sound /a/

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 14 and point to each item as they listen.

Circle the letter **Aa**.

Give students alphabet flashcards and ask them to find letter Aa. Check recognition, then write mixed letters on the board and model circling Aa. Ask students to circle all Aa letters in their books on page 14. Support as needed.

PB/p. 15

Colour the picture of the *axe*.

Help students open page 15. Review pictures (apple, ant, axe) using flashcards. Tell them to colour only the axe. Stick the axe flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of the letter **A** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase A, start at the top and draw a slanting line down to the left. Then, back on top, draw a slanting line down to the right. To finish, draw a straight line across the middle. To write the lowercase a, start at the middle and draw a curved line down to the left and all the way to the bottom. Second, draw a straight line down from the middle."*
- Draw the **Aa** small and capital letters with a dotted outline.

Lesson 6

Activity Book Session

Practising Writing Letter Aa

AB/p. 6

Colour.

- Ask students to open the activity book on page 6 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 6 and do the same tracing steps explained in the pupil's book session on page 15.

AB/p. 7

Match.

Open page 7. Sight-read flashcards (apple, ant, axe) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the picture and write the beginning letter. Model the task using flashcards and examples. Guide them to complete the page and reinforce the sound–letter connection.

Lesson 7

Pupil's Book Session

PB/p. 16

Introducing Letter Bb Sound /b/

Listen, point, and repeat.

Introducing Letter Bb (*bee*, *bed* and *ball*):

- Play the letter **Bb** song on YouTube several times; encourage children to repeat and sing along.

- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Bb** and the example words **bee, bed, and ball**.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard for letter **Bb**. Show the three objects/pictures that start with the letter sound /b/.
- First, show the letter to the children. Point out that the letter sound is /b/ (say the sound of the letter only). Then, show them the objects that start with letter "b". Teach the words by showing them the real objects, if available, or the pictures of a **"bee," "bed," and "ball."**
- Let the puppet say the letter's name, **Bb**, the letter's sound, /b/ and say a word, for example, **bee**.
- Repeat the name of the letter, the sound, and the word **bee** several times.
- Let the children repeat (**Bb, /b/, bee**) as you raise the flashcard of letter **Bb** and the picture of a **bee**.
- Repeat the same procedure with other word examples; **bed** and **ball**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /b/; it should be in a different colour.
- Draw students' attention to the /b/ sound at the beginning of each word.
- Read the word, repeating the /b/ sound several times, and then the full word: **b b b bee**.
- Do the same with **bed and ball**. While you are reading, **Bb** point to "" and ask the students what sound **Bb makes**.
- **Read:** Let the children read the words apple, alligator, and arm after you.
- Invite students to come out and point to the pictures. Say, "Point to **bee, bed, and ball**". Ask them what sound **Bb makes**.
- Play a game: Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 16.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Lesson 8

Pupil's Book Session

PB/p. 16

Practising Letter **Bb** Sound /b/

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 16 and point to each item as they listen.

Circle the letter **Bb**.

Give students alphabet flashcards and ask them to find letter Bb. Check recognition, then write mixed capital and small letters on the board and model circling Bb. Ask students to circle all Bb letters in their books on page 16. Support as needed.

PB/ p. 17

Colour the picture of the **ball**.

Help students open page 17. Review pictures (bee, bed, ball) using flashcards. Tell them to colour only the ball. Stick the ball flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Bb** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

- Teach the children how to write the letter. You need to draw the four-line-grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase B, draw a straight line down. Back to the top, draw a backward curve down in the middle. From the middle, draw another curve to the bottom and close. To write the lowercase b, draw a straight line down from the top. From the middle, draw a backward curve down and close."*

Lesson 9

Activity Book Session

Practising Writing Letter **Bb**

AB/p. 8

Colour.

- Ask students to open the activity book on page 8 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 8 and do the same tracing steps explained in the previous lesson.

AB/ p. 9

Match.

Open page 9. Sight-read flashcards (ball, bee, bed) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. bee → b). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 10

Pupil's Book Session

PB/p. 18

Introducing Letter **Cc** Sound /c/

Listen, point, and repeat.

Introducing Letter **Cc (*corn*, *cake* and *cow*):**

- Play the letter **Cc** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Cc** and the example words *corn*, *cake*, and *cow*.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard for letter **Cc**. Show the three objects/pictures that start with the letter sound /c/.
- First, show the letter to the children. Point out that the letter sound is /c/ (say the sound of the letter only). Then, show them the objects that start with letter "c". Teach the words by showing them the real objects if available or the pictures of *"corn"*, *"cake"*, and *"cow"*.
- Let the puppet say the letter's name, **Cc**, the letter's sound, /c/ and say a word example, *corn*.
- Repeat the name of the letter, the sound, and the word *corn* several times.
- Let the children repeat (**Cc**, /c/, *corn*) as you raise the flashcard of letter **Cc** and the picture of a *corn*.
- Repeat the same procedure with other word examples: *cake* and *cow*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /c/; it should be in a different colour.
- Draw students' attention to the /c/ sound at the beginning of each word.
- **Read** the word, repeating the /c/ sound several times, and then the full word: *c c c corn*.

- Do the same with **cake and cow**. While you are reading, point to the "**Cc**" and ask the students what sound **Cc** makes.
- Let the children read the words **corn, cake, and cow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **corn, cake, and cow**." Ask them what sound **Cc** makes.
- Play a game: Spread the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 18.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Lesson 11

Pupil's Book Session

PB/p. 18

Practising Letter Cc Sound /c/

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 18 and point to each item as they listen.

Circle the letter Cc.

Give students alphabet flashcards and ask them to find letter Cc. Check recognition, then write mixed capital and small letters on the board and model circling Cc. Ask students to circle all Cc letters in their books on page 18. Support as needed.

PB/p. 19

Colour the picture of the *cake*.

Help students open page 19. Review pictures (corn, cake, cow) using flashcards. Tell them to colour only the cake. Stick the cake flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Cc** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, "*to write the uppercase C, draw a curved line coming from the top down in the middle and curving up again. To write the lowercase c, start in the middle and draw a curve down to the left all the way down and up to the left.*"

Lesson 12

Activity Book Session

Practising Writing Letter Cc

AB/ p. 10

Colour.

- Ask students to open the activity book on page 10 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 10 and do the same tracing steps explained in the previous lesson.

AB/ p. 11**Match.**

Open page 11. Sight-read flashcards (corn, cake, cow) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. cow → c). Guide them to complete the page and reinforce the sound–letter connection.

Unit 2

Shapes

Pupil's Book, Pages 20 – 29

Activity Book, Pages 12 – 19

New Words	Shape words: <i>square, circle, triangle, rectangle, star, and heart</i> Song words: <i>home, school, street and pool</i> Story words: <i>friends, house, toys, and clothes</i> Numbers: 1-10 in sequence (<i>Just saying them in sequence</i>) Song: The Shapes Song Story: Tinkle's New House Story
Grammar	"What shape is this?" "It is a (circle)."
Letter Sounds & Words	(Dd: <i>drum, duck, doll</i>), (Ee: <i>elephant, egg, elbow</i>) and (Ff: <i>fox, farm, flower</i>) (The upper case is for recognition only)
Language Functions	Asking & answering about shapes

Outcomes

By the end of this unit, students should be able to:

- Identify shapes and distinguish between them.
- Respond to yes/no questions: "**Is it a square?**"
- Respond to Wh-question with: "**What shape is this?**" "**A square.**"
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letter sounds **Dd**, **Ee** and **Ff**, capital and small, and say three words example that begin with the sounds /d/, /e/, and /f/.
- Sing along with the Shapes Song.
- Learn and understand the meaning of the new words in the main theme and the story.
- Listen to and follow a story with prompts.
- Sight-read the shape words.
- Trace and write letters **Dd**, **Ee** and **Ff** with the correct formation.

Unit 2	Sessions	Content Shapes	Pages
Lessons			
Lesson 1	Pupil's Book Session	Introducing shapes	20
Lesson 2	Pupil's Book Session	Introducing and practising the Shapes Song	21
Lesson 3	Activity Book Session	Colouring	12
Lesson 4	Activity Book Session	Project work	13
Lesson 5	Pupil's Book Session	Introducing the story	22 - 23
Lesson 6	Pupil's Book Session	Practising telling the story	22- 23
Lesson 7	Pupil's Book Session	Introducing and practising letter Dd sound /d/	24 - 25
Lesson 8	Activity Book Session	Practising writing letter Dd	14 - 15
Lesson 9	Pupil's Book Session	Introducing and practising letter Ee sound /e/	26 - 27
Lesson 10	Activity Book Session	Practising writing letter Ee	16 - 17
Lesson 11	Pupil's Book Session	Introducing and practising letter Ff sound /f/	28 - 29
Lesson 12	Activity Book Session	Practising writing letter Ff	18 - 19

Lesson 1

Pupil's Book Session

Introducing Shapes

PB/ p. 20

A warm up:

You can start this unit by saying "**a rectangle.**" "**Look! The whiteboard is (rectangle).**". Invite kids to point to different items around them that have the same shape.

Listen, point, and repeat.

- Play the audio and model "Listen, point, and repeat." Point to each shape as you say its name and have students repeat. Ask simple yes/no and what-questions, like "Is this a circle?" or "What is this?" to build understanding. Emphasise the phrase "This is a square" and have students use it to talk about shapes they see around them.
- Show shape word flashcards and practise sight-reading with the class, saying each word clearly: square, circle, triangle, rectangle, star, heart. Help children open their books to page 20. Guide them in pointing to each shape as they listen to the audio again. Repeat the audio several times, speaking slowly if needed, to build comfort and familiarity with the new words.
- Use games, group drills, and playful repetition to reinforce vocabulary and keep practice engaging. Encourage active participation and allow time for gradual improvement, focusing on confidence and clarity.

Lesson 2

Pupil's Book Session

PB/ p. 21

Introducing and Practising the Shapes Song

Listen and sing along.

- Review the shape words from Lesson 1. Point to the prompts on the screen and say each word. Use gestures (e.g. finger shapes) to reinforce meaning.
- Read the lyrics with the class while pointing to the words. Then open books to page 21 and play the song. Children listen, point, and sing along. Repeat until memorised.

Lesson 3

Activity Book Session

AB/ p. 12

Colour.

- Revise colour names using real objects. Practise sight-reading shape words using word flashcards.
- Open to page 12. Read each shape word aloud, then hold up the matching colour and model colouring. Do each shape slowly as children follow.
- Use a simple key: squares = green, circles = yellow, triangles = blue, rectangles = black. Walk around and help as needed.

Lesson 4

Activity Book Session

AB/p. 13

Project: The Shapes House

- Review shapes from previous lessons. Show how to build a house using shape cutouts. Model each step: drawing, cutting, colouring, gluing.
- Give each child a house template and pre-cut shapes in a small bag. Let them assemble and decorate with crayons or paper. Help as needed.

- Encourage creativity, and once done, display their houses on the wall. Let each child write their name on their work.

Lesson 5

Pupil's Book Session

PB/pp. 22 & 23

Introducing the Story

Listen to the story.

- Introduce the story theme: "Friends help each other." Review the shapes first.
- Point to the screen or poster and say: "The title is Tinkle's New House. Tinkle is a triangle." Show the other shapes and name them.
- Play the story and point to each speaker. Repeat until students recognise who says what.
- Ask yes/no questions:
 - "Are the shapes happy?"
 - "Would you help your friends?"
- Pre-teach story vocabulary while pointing to each character:
 - "Ricky takes the toys."
 - "Boxy takes the clothes."
 - "Whitey puts friends in his heart."
 - "Roundy rolls them to the house."
 - "Maia twinkles all the way."
- Ask: "Is Tinkle happy?" → "Yes."
- "Why?" → "Because his friends helped him."

Lesson 6

Pupil's Book Session

Practising Telling the Story

PB/ pp. 22 & 23

Listen to the story.

- Play the story again while pointing to each character. Let students do the same.
- Ask: "Who is speaking?" Invite individuals to point on the screen.
- Have students open their books and point while listening. Repeat and practise lines.
- Ask simple questions and model the answers:
 - "What did Tinkle ask?" → "Take her things."
 - "Do her friends help?" → "Yes."
 - "Who takes the toys?" → "Ricky."
 - "Who twinkles?" → "Maia."
- Talk about the story's message: "Good friends help each other."
- Let students act out the story using voices and gestures. Demonstrate first and let them follow.

Lesson 7

Pupil's Book Session

PB/pp. 24 & 25

Introducing and Practising Letter *Dd* Sound /d/

PB/p. 24

Listen, point, and repeat.

Introducing Letter sound *Dd* /d/ (*drum, duck* and *doll*):

- Play the letter *Dd* song (from YouTube) several times; encourage the children to repeat and sing along.

- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Dd** and the example words **drum**, **duck**, and **doll**.
- Tell the students that the puppet (give it a name) will teach them a new sound today. Try to make the sound of a puppet if you can.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard of letter **Dd**. Show the three objects/pictures that start with the sound /d/.
- First, show the letter to the children. Point out that the letter sound is /d/ (say the sound of the letter only). Then, show them the objects that start with letter "d". Teach the words by showing them the real objects if available or the pictures of **"drum"**, **"duck"**, and **"doll"**.
- Let the puppet say the letter's name, **Dd**, the letter's sound, /d/ and say a word example, **drum**.
- Repeat the name of the letter, the sound, and the word **drum** several times.
- Let the children repeat (**Dd**, /d/, **drum**) as you raise the flashcard of letter **Dd** and the picture of a **drum**.
- Repeat the same procedure with other word examples: **duck** and **doll**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /d/; it should be in a different colour.
- Draw students' attention to the /d/ sound at the beginning of each word.
- Read the word, repeating the /d/ sound several times, and then the full word: **d d d drum**.
- Do the same with **duck** and **doll**. While you are reading, point to the **"Dd"** and ask the students what sound **Dd** makes.
- Let the children read the words **drum**, **duck**, and **doll** after you.
- Invite students to come out and point to the pictures. Say, "Point to **drum**, **duck**, and **doll**."
- Play a game: Put the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 24.
- Listen to the audio: Students listen and point to the letters and words in their books.
- Let them say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 24 and point to each item as they listen.

Circle the letter **Dd**.

Give students alphabet flashcards and ask them to find letter Dd. Check recognition, then write mixed capital and small letters on the board and model circling Dd. Ask students to circle all Dd letters in their books on page 24. Support as needed.

PB/p. 25

Colour the picture of the doll.

Help students open page 25. Review pictures (drum, duck, doll) using flashcards. Tell them to colour only the doll. Stick the doll flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Dd** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **D**, draw a straight line down. Second, draw a curved line coming from the*

top down in the middle and close to the left. To write the lowercase **d**, draw a straight line down from the top. From the middle, draw a curve down to the left and close."

Lesson 8

Activity Book Session

Practising Writing Letter **Dd**

AB/p. 14

Colour.

- Ask students to open the activity book on page 14 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 14 and do the same tracing steps explained in the previous lesson.

AB/p. 15

Match.

Open page 15. Sight-read flashcards (drum, duck, doll) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. doll → d). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

PB/p. 26

Introducing and Practising Letter **Ee** Sound /e/

Listen, point, and repeat.

Introducing Letter **Ee (*elephant*, *egg* and *elbow*):**

- Play the letter **Ee** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ee** and the example words **elephant**, **egg**, and **elbow**.
- Tell the students that the puppet (name it) will teach them a new sound today. Make the sound of the puppet (you used it in the previous letter lessons).
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ee**. Show the three objects/pictures that start with the letter sound /e/.
- First, show the letter to the children. Point out that the letter sound is /e/ (say the sound of the letter only). Then, show them the objects that start with letter "**Ee**". Teach the words by showing them the real objects if available or the pictures of "**elephant**", "**egg**", and "**elbow**."
- Let the puppet say the letter's name **Ee**, the letter's sound /e/ and say a word example, **elephant**.
- Repeat the name of the letter, the sound and the word **elephant** several times.
- Let the children repeat (**Ee**, /e/, **elephant**) as you raise the flashcard of letter **Ee** and the picture of an **elephant**.
- Repeat the same procedure with other word examples: **egg** and **elbow**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /e/; it should be in a different colour.
- Draw students' attention to the /e/ sound at the beginning of each word.
- Read the word, repeating the /e/ sound several times, and then the full word: **e e e elephant**.

- Do the same with **egg** and **elbow**. While you are reading, point to the "**Ee**" and ask the students what sound **Ee** makes.
- Let the children read the words **elephant**, **egg**, and **elbow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **elephant**, **egg** and **elbow**." Ask them what sound **Ee** makes.
- Play a game: Put the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 26.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 26 and point to each item as they listen.

Circle the letter Ee.

Give students alphabet flashcards and ask them to find letter Ee. Check recognition, then write mixed capital and small letters on the board and model circling Ee. Ask students to circle all Ee letters in their books on page 26. Support as needed.

PB/p. 27

Colour the picture of the elephant.

Help students open page 27. Review pictures (elephant, egg, elbow) using flashcards. Tell them to colour only the elephant. Stick the elephant flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Ee** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase E, draw a straight line down. The second step is to draw a line across the top; the third step is to draw a line across in the middle; and the fourth and last step is to draw a line across at the bottom. To write the lowercase e, start to draw a line between the middle line and the bottom line. Next, from the tip of the line, draw a line curving up to the left, down to the bottom, and curving up again."*

Lesson 10

Activity Book Session

Practise Writing Letter Ee

AB/p. 16

Colour.

- Ask students to open the activity book on page 16 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 16 and do the same tracing steps that are explained in the previous lesson.

AB/ p. 17

Match.

Open page 17. Sight-read flashcards (elephant, egg, elbow) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. elbow → e). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

PB/pp. 28 & 29

Introducing and Practising Letter **Ff** Sound /f/

PB/ p. 28

Listen, point, and repeat.

Introducing Letter **Ff** (*fox*, *farm* and *flower*):

- Play the letter **F** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Ff** and the example words *fox*, *farm* and *flower*.
- Tell the students that the puppet will teach them the new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ff**. Show the three objects/pictures that start with the letter sound /f/.
- First, show the letter to the children. Point out that the letter sound is /f/ (say the sound of the letter only). Then, show them the objects that start with letter "**f**". Teach the words by showing them the real objects if available or the pictures of "*fox*", "*farm*" and "*flower*".
- Let the puppet say the letter's name, **Fe**, the letter's sound, /f/ and say a word example, *fox*.
- Repeat the name of the letter, the sound, and the word *fox* several times.
- Let the children repeat (**Ff**, /f/, *fox*) as you raise the flashcard of letter **Ff** and the picture of a *fox*.
- Repeat the same procedure with other word examples: *farm* and *flower*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /f/; it should be in a different colour.
- Draw students' attention to the /f/ sound at the beginning of each word.
- Read the word, repeating the /f/ sound several times, and then the full word: **f f f fox**.
- Do the same with *farm* and *flower*. While you are reading, point to the "**Ff**" and ask the students what sound **Ff** makes.
- Let the children read the words *fox*, *farm*, and *flower* after you.
- Invite students to come out and point to the pictures. Say, "Point to *fox*, *farm*, and *flower*." Ask them what sound **Ff** makes.
- **Play a game:** spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 28.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 28 and point to each item as they listen.

Circle the letter **Ff**.

Give students alphabet flashcards and ask them to find letter Ff. Check recognition, then write mixed capital and small letters on the board and model circling Ff. Ask students to circle all Ff letters in their books on page 28. Support as needed.

PB/p.29

Colour the picture of the *flower*.

Help students open page 29. Review pictures (fox, farm, flower) using flashcards. Tell them to colour only the flower. Stick the flower flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Ff** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase F, draw a straight line down; draw a line across at the top; then draw a line across in the middle. To write the lowercase f, draw a curve line up to the left and down. Then draw a line across from the middle."*

Lesson 12

Activity Book Session

Practise Writing Letter Ff

AB/p. 18

Colour.

- Ask students to open the activity book on page 18 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 18 and do the same tracing steps that are explained in the previous lesson.

AB/p. 19

Match.

Open page 19. Sight-read flashcards (flower, farm, fox) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. farm → f). Guide them to complete the page and reinforce the sound–letter connection.

Unit 3

My Family

Pupil's Book, Pages 30 – 39

Activity Book, Pages 20 – 27

New Words	Family words: <i>father, mother, grandma, grandpa, sister, and brother</i> Story words: <i>little, goslings, market, chocolate, candy, cookies, stop shouting, stop fighting and sorry</i> Story: The Geese Family
Grammar	"Who is this?" "This is my (Father)."
Letter Sounds & Words	(Gg: <i>gift, girl, grapes</i>), (Hh: <i>hat, hand, hen</i>), (li: <i>ink, igloo, insect</i>) (<i>The upper case is for recognition only.</i>)
Language Functions	Talking about family

Outcomes

By the end of this unit, students should be able to:

- Identify different family members.
- Respond to "Who's this?"
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Gg**, **Hh**, and **li**, capital and small. Say three word examples that begin with the sounds /g/, /h/ and /i/.
- Sight-read the keywords in the unit and story.
- Learn and understand the new words in the main theme and the story.
- Listen to and follow a story prompted by pictures.
- Trace and write the new letters **Gg**, **Hh**, and **li**.

Unit 3	Sessions	Content My Family	Pages
Lesson			
Lesson 1	Pupil's Book Session	roducing new vocabulary & grammar	30
Lesson 2	Pupil's Book Session	actising new vocabulary & grammar	31
Lesson 3	Activity Book Session	me	20
Lesson 4	Activity Book Session	bject	21
Lesson 5	Pupil's Book Session	roducing the story	32 - 33
Lesson 6	Pupil's Book Session	actising telling the story	32- 33
Lesson 7	Pupil's Book Session	roducing and practising letter Gg sound /g/	34 - 35
Lesson 8	Activity Book Session	actising writing letter Gg	22 - 23
Lesson 9	Pupil's Book Session	roducing and practising letter Hh sound /h/	36 - 37
Lesson 10	Activity Book Session	actising writing letter Hh	24 - 25
Lesson 11	Pupil's Book Session	roducing and practising letter li sound /l/	38 - 39
Lesson 12	Activity Book Session	actising writing letter li	26 - 27

Lesson 1

Pupil's Book Session

PB/p. 30

Introducing New Vocabulary & Grammar

Listen, point, and repeat.

- Point to your own photo and say, "Look! This is my father." Ask children to point to someone in their own photos and say the same.
- Play the theme page on the interactive board or use a poster and flashcards. Tell students the scene shows a family sitting in the living room. Say the new words clearly while pointing: "This is my father," "This is my mother," and so on. Have students repeat.
- Play the audio and ask, "Who is this?" Encourage children to point and answer. Use simple yes/no and what-questions like, "Is this the mother?" "Who is this?" Guide them to respond using full sentences: "This is my sister."
- Help children follow the audio by pointing to the characters as they speak. Repeat several times to build confidence. Reinforce through clear repetition and playful drills.

Lesson 2

Pupil's Book Session

PB/p. 30

Practising New Vocabulary & Grammar

Show the family flashcards and revise: father, mother, grandfather, grandmother, sister, brother, and me. Have students sight-read. Help them open their books to page 30. Play the audio and point to the pictures as they listen. Repeat the audio and use drills and games for fun repetition. Use flashcards and posters to support understanding. Encourage speaking and acting out with the new language.

PB/p. 31

Match.

Use family word flashcards again (word side) and sight-read as a class. Ask who can read each word (e.g. father), and have students identify and match with the picture. Do the same with mother, brother, sister. Practise again if needed. Model "match" on the board, then let students match in their books. Walk around and support where needed.

Lesson 3

Activity Book Session

AB/p. 20

Play the game.

Finger Puppet Family

Use the family finger puppets you prepared before the class and play the game with the class. Raise one puppet and ask, "**Who is this?**" Pick a student to answer "**Father.**" Invite children to come out one by one, and each time the student wears the puppets, ask other students the same question, and they have to answer. Another game is to teach the finger family song, and they spread out the right finger puppet when the song names the finger puppet.

Lesson 4

Activity Book Session

AB/p. 21

- Project: Finger Family

- **Objective:** To revise family vocabulary through a creative puppet-making activity that supports fine motor skills and interaction.
- **Warm-up:**
Review family members in a circle. Say: “You learned about family. Now you will make finger puppets based on page 20.”
- **Preparation:**
Provide cardboard puppet templates for father, mother, brother, and sister (use same images from page 20).
Students cut out the puppets and glue blank cardboard backs to form finger sleeves.
- **Activity:**
In pairs, students wear the puppets and play: One student raises a puppet and asks, “Who is this?” If the partner answers correctly, they raise the next finger. If all answers are correct, the student shows all five fingers. If not, incorrect answers keep the fingers curled. The winner is the one with all fingers raised.

Lesson 5

Pupil's Book Session

PB/pp. 32 & 33

Introducing the Story

Listen, point, and repeat.

- Start by introducing the theme: “This story is about the geese family.”
- Revise family vocabulary briefly and check understanding.
- Pre-teach new words using the screen or poster: geese, good morning, little goslings, market, chocolate, candy, cookies, stop shouting, stop fighting, sorry. Use the pictures to explain as you go.
- Introduce the story title: The Geese Family. Point to the characters and say, “This is the father goose, the mother goose, and the goslings.”
- Play the story on the interactive board. Read each character’s lines in voice, and have students repeat. Point to the speaker each time.
- Discuss the market scene: explain what each gosling wants (chocolate, cookies, candy). Practise key phrases: “Stop shouting,” “Stop fighting,” “Sorry, Dad!”
- Ask yes/no questions like, “Are the goslings fighting?” and “Are they happy?”
- Prompt full-sentence answers, e.g. “They are happy because they have chocolate.”
- Repeat the audio as needed. Keep the session interactive and focus on comprehension through visuals and guided speaking.

Lesson 6

Pupil's Book Session

PB/ pp. 32 & 33

Practising Telling the Story

- Play the story audio and point to the speaking characters. Repeat several times until students recognise the voices and lines.
- Ask, “Who is speaking?” and let children point to the characters on the screen or poster. Invite individuals to come out and do the same.
- Help students open their books to pages 32–33. Play the audio again and have them point and repeat each line.
- Ask simple comprehension questions, model the answers, and let students repeat:
 - “Where does the family want to go?” → “To the market.”
 - “What are the goslings doing?” → “Shouting and fighting.”
 - “What does the first gosling want?” → “Chocolate.”

- “What does the second gosling want?” → “Cookies.”
- “What does the third gosling want?” → “Candy.”
- “Is it polite to shout and fight?” → “No.”
- Discuss the story’s message: “Be good and nice to your sisters and brothers.”
- Let students act out the story. Demonstrate how to use voice and gestures, then let them try in pairs or small groups.

Lesson 7

Pupil's Book Session

PB/p. 34

Introducing and Practising Letter **Gg** Sound /g/

Listen, point, and repeat.

Introducing Letter **Gg** (*gift*, *girl* and *grapes*):

- Play the letter **Gg** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet or a stick figure with the alphabet flashcards to introduce letter **Gg** and the example words *gift*, *girl*, and *grapes*.
- Tell the students that (the puppet) will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, “*Hello, my friends! Today, I'm going to teach you a new letter sound.*”
- Show the flashcard of letter **Gg**. Show the three objects/pictures that start with the letter sound /g/.
- First, show the letter to the children. Point out that the letter sound is /g/ (say the sound of the letter only). Then, show them the objects that start with letter “g”. Teach the words by showing them the real objects if available or the pictures of “*gift*” “*girl*”, and “*grapes*.”
- Let the puppet say the letter's name, **Gg**, the letter's sound /g/ and say a word example *gift*.
- Repeat the name of the letter, the sound, and the word *gift* several times.
- Let the children repeat (**Gg**, /g/, *gift*) as you raise the flashcard of letter **Gg** and the picture of a *gift*.
- Repeat the same procedure with other word examples: *girl* and *grapes*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /g/; it should be in a different colour.
- Draw students’ attention to the /g/ sound at the beginning of each word.
- Read the word, repeating the /g/ sound several times, and then the full word: **g g g gift**.
- Do the same with *girl* and *grapes*. While you are reading, point to the “**Gg**” and ask the students what sound **Gg** makes.
- Let the children read the words *gift*, *girl* and, *grapes* after you.
- Invite students to come out and point to the pictures. Say, “Point to *gift*, *girl* and, *grapes*.” Ask them what sound **Gg** makes.
- Play a game: Spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 34.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 34 and point to each item as they listen.

Circle the letter **Gg**.

Give students alphabet flashcards and ask them to find letter Gg. Check recognition, then write mixed capital and small letters on the board and model circling Gg. Ask students to circle all Gg letters in their books on page 34. Support as needed.

PB/p. 35

Colour the picture of the *grapes*.

Help students open page 35. Review pictures (gift, girl, grapes) using flashcards. Tell them to colour only the grapes. Stick the grapes flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Gg** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase G, draw a curved line from the top, down in the middle, and curving up again. Draw a straight line across the middle. To write the lowercase g, start in the middle, draw a curve down to the left and all the way to the bottom, and up again. Then back to the middle, draw a line down all the way outside the bottom line and curve it up."*

Lesson 8

Activity Book Session

Practising Writing Letter Gg

AB/p. 22

Colour.

- Ask students to open the activity book on page 22 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 22 and do the same tracing steps that were explained in the previous lesson.

AB/p. 23

Match.

Open page 23. Sight-read flashcards (grapes, girl, gift) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. grapes → g). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

PB/p. 36

Introducing and Practising Letter Hh Sound /h/

Listen, point, and repeat.

Introducing Letter Hh (*hat*, *hand* and *hen*):

- Play the letter **Hh** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Hh** and the example words **hat**, **hand**, and **hen**.
- Tell the students that the puppet will teach them a new sound today. Try to make the sound of a puppet.

- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard of letter **Hh**. Show the three objects/pictures that start with the letter sound /h/.
- First, show the letter to the children. Point out that the letter sound is /h/ (say the sound of the letter only). Then, show them the objects that start with letter "h". Teach the words by showing them the real objects if available or the pictures of *"hat"*, *"hand"*, and *"hen"*.
- Let the puppet say the letter's name, **Hh**, the letter's sound, /h/ and say a word example, *hat*.
- Repeat the name of the letter, the sound, and the word *"hat"* several times.
- Let the children repeat (**Hh**, /h/, *hat*) as you raise the flashcard of letter **Hh** and the picture of a *hat*.
- Repeat the same procedure with other word examples: *hand* and *hen*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /h/; it should be in a different colour.
- Draw students' attention to the /h/ sound at the beginning of each word.
- Read the word repeating the /h/ sound several times and then the full word: *h h h hat*.
- Do the same with *hand* and *hen*. While you are reading, point to the **"Hh"** and ask the students what sound **Hh** makes.
- Let the children read the words *hat*, *hand*, and *hen* after you.
- Invite students to come out and point to the pictures. Say, "Point to *hat*, *hand*, and *hen*." Ask them what sound **Hh** makes.
- Play a game: Put the flashcards on the ground and say the word. Invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 36.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Hh**.

Give students alphabet flashcards and ask them to find letter Hh. Check recognition, then write mixed capital and small letters on the board and model circling Hh. Ask students to circle all Hh letters in their books on page 36. Support as needed.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 36 and point to each item as they listen.

PB/p. 37

Colour the picture of the *hen*.

Help students open page 37. Review pictures (hat, hand, hen) using flashcards. Tell them to colour only the hen. Stick the hen flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Hh** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase H, draw a straight line down. Next, do another straight line down the opposite side. Then, to finish, draw a line across the middle. To write the lowercase h, draw a straight line down. Next, draw a curve line to the right and all the way down to the bottom line."*

Activity Book Session
Practising Writing Letter Hh
AB/p. 24
Colour.

- Ask students to open the activity book on page 24 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 24 and do the same tracing steps explained in the previous lesson.

AB/p. 25

Match.

Open page 25. Sight-read flashcards (hat, hand, hen) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. hand → h). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

PB/p. 38

Pupil's Book Session

Introducing and Practising Letter *li* Sound /i/

Listen, point, and repeat.

Introducing Letter *li* (*ink*, *igloo* and *insect*):

- Play the letter I song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter *li* and the example words *ink*, *igloo*, and *insect*.
- Tell the students that (the puppet) will teach them a new sound today. Try to make the sound of a puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter *li*. Show the three objects/pictures that start with the letter sound /i/.
- First, show the letter to the children. Point out that the letter sound is /i/ (say the sound of the letter only). Then, show them the objects that start with the "i". Teach the words by showing them the real objects if available or the pictures of "*ink*", "*igloo*" and "*insect*."
- Let the puppet say the letter's name, *li*, the letter's sound, /i/ and say a word example, *ink*.
- Repeat the name of the letter, the sound, and the word *ink* several times.
- Let the children repeat (*li*, /i/, *ink*) as you raise the flashcard of letter *li* and the picture of an *ink*.
- Repeat the same procedure with other word examples: *igloo* and *insect*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /i/; it should be in a different colour.
- Draw students' attention to the /i/ sound at the beginning of each word.
- Read the word repeating the /i/ sound several times and then the full word: *i i i ink*.
- Do the same with *igloo* and *insect*. While you are reading, point to the "*li*" and ask the students what sound *li* makes.
- Read: Let the children read the words *ink*, *igloo*, and *insect* after you.
- Invite students to come out and point to the pictures. Say, "Point to *ink*, *igloo*, and *insect*." Ask them what sound *li* makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.

- Students open their books on page 38.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 38 and point to each item as they listen.

Circle the letter *li*.

Give students alphabet flashcards and ask them to find letter *li*. Check recognition, then write mixed capital and small letters on the board and model circling *li*. Ask students to circle all *li* letters in their books on page 38. Support as needed.

PB/p. 39

Colour the picture of the *ink*.

Help students open page 39. Review pictures (ink, igloo, insect) using flashcards. Tell them to colour only the ink. Stick the ink flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter *li* on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase I, draw a straight line down. After that, draw a line across the top. Finally, draw a line across the bottom. To write the lowercase i, from the middle, draw a straight line down. Make a dot between the top line and the middle line."*

Lesson 12

Activity Book Session

Practising Writing Letter *li*

AB/p. 26

Colour.

- Ask students to open the activity book on page 26 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 26 and do the same tracing steps explained in the previous lesson.

AB/p. 27

Match.

Open page 27. Sight-read flashcards (insect, igloo, ink) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. igloo → i). Guide them to complete the page and reinforce the sound–letter connection.

Unit 4

Numbers 1-5

Pupil's Book, Pages 40 – 47

Activity Book, Pages 28 – 35

New Words	Number words: 1 one, 2 two, 3 three, 4 four, 5 five Songs: Numbers Song Song words: birds, tree, milk, chocolate, chicks
Grammar	Counting: Count from 1 – 5. "How many (birds) are in the tree?" "There are three." "How many (chicks) are there?"
Letter Sounds & Words	(Jj: juice, jar, jacket), (Kk: kite, key, kiwi), (Ll: lemon, lamb, lollipop) (<i>The upper case is for recognition only.</i>)
Language Functions	Counting items 1 - 5

Outcomes

By the end of this unit, students should be able to:

- Respond to "How many... are there?" "There is one." "How many... are there?" "There are (two)."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Jj**, **Kk**, and **Ll**, capital and small, and say three word examples that begin with the sounds /j/, /k/, and /l/.
- Sight-read the keywords in the unit.
- Sing along with the "Numbers Song".
- Identify, say, read, trace and write numbers 1-2-3-4-5 and count items that represent the number.
- Learn and understand the new words.
- Trace and write the letters **Jj**, **Kk**, and **Ll** in the correct formation.

Unit 4	Sessions	Content Numbers 1 - 5	Pages
Lesson			
Lesson 1	Pupil's Book Session	roducing numbers 1-5	40
Lesson 2	Pupil's Book Session	ctising numbers 1-5 & the numbers song	40
Lesson 3	Pupil's Book Session	cing and writing	41
Lesson 4	Activity Book Session	cing and writing	28
Lesson 5	Activity Book Session	unting and circling	29
Lesson 6	Activity Session	umber Hunt	
Lesson 7	Pupil's Book Session	roducing and practising letter Jj sound /j/	42 - 43
Lesson 8	Activity Book Session	ctising writing letter Jj	30 - 31
Lesson 9	Pupil's Book Session	roducing and practising letter Kk sound /k/	44 - 45
Lesson 10	Activity Book Session	ctising writing letter Kk	32 - 33
Lesson 11	Pupil's Book Session	roducing and practising letter Ll sound /l/	46 - 47
Lesson 12	Activity Book Session	ctising writing letter Ll	34 - 35

Lesson 1

Pupil's Book Session

PB/ p. 40

Introducing Numbers 1-5

Warm-up: A song

- Begin the lesson by playing the numbers song from the starter unit. Encourage the children to sing along while you point to the number poster or number cards from 1 to 10. Use this song and poster daily to build a strong foundation in number recognition and counting in sequence.
- Introduce the numbers one to five by counting any five objects in the classroom with the children. Then, play a counting video that shows five items and model counting each aloud with the class. Use flashcards or write each number on the board, drawing simple objects next to each to represent quantity. Say each number aloud, count the matching items, and have the children repeat several times. Use counters if available to reinforce the idea of quantity. Play the audio while pointing to the number on the interactive board or flashcards. Give each child a prepared number card set and ask them to hold up the correct number when you say it aloud. Repeat the audio and ask students to listen carefully and repeat the numbers.

Listen, point, and repeat.

- Ask the students to open their Pupil's Book to page 40. Play the audio and model pointing to the correct picture as each number is said. Repeat the audio and have the children point and say the numbers in their books. Guide them to count the objects in each picture. For example, say, "Look at picture number one. How many alligators?" and encourage them to count and answer. Do the same with balls, corncocks, cakes, and bees.
- Practise sight-reading the number words. Read "one" aloud while pointing to the digit and the matching picture, and ask the students to repeat. Do the same with "two," "three," "four," and "five." Have students find each number on their own number cards and say it aloud. Reinforce by playing the lesson audio again and pointing to each number as the students follow along in their books. Walk around the classroom to support students, correct where needed, and check their understanding.
- Encourage continued use of the numbers in everyday routines, like counting pencils, talking about age, or telling time, to help students internalise what they've learned.

Lesson 2

Pupil's Book Session

PB/ p. 40

Practising the Numbers Song

Listen and sing along.

- Teach the key words first: birds, tree, milk, chocolate, chicks. Point to each picture and have students repeat.
- Use gestures to show numbers with fingers as the song counts (e.g. raise 1, 2, 3 fingers).
- Read the lyrics together, pointing to each word. Practise several times.
- Ask students to open PB/p. 40. Play the audio. They listen, point to the pictures, and follow.
- Play the song again and sing along. Repeat until they memorise it.

Lesson 3

Pupil's Book Session

PB/ p. 41

Trace and write.

- Show them how to trace, and then write the number on the 4-line grid in the same way they traced it. Describe how you are writing the number in words as you write it. For example, *"to write number 1: From the top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom."*
- Do the same with the other numbers: **2, 3, 4, and 5.** *"To write number 2, on top of the middle line, draw a curved line to the right. Then, draw a slant line down to the left bottom. From the bottom, draw a straight line to the right."* *"To write number 3, starting at the top of the middle line, draw a curved line around to the left middle. From the middle, draw another curved line around to the bottom and up."* *"To write number 4, starting from the top, draw a line down to the left below the middle line. Then, from the same spot, draw a straight line to the right. Then back to the top, draw a straight line to the bottom."* *"To write number 5, from the top, draw a straight line down to the middle line. From the middle, draw a curved line around the bottom and up. Then from the top, draw a line across."*

Lesson 4

Activity Book Session

AB/ p. 28

Trace and write.

- Follow the same tracing steps applied in the previous lesson in PB/p. 41.

Lesson 5

Activity Book Session

AB/ p. 29

Count and circle.

- Tell the class: "You need to count the pictures and circle the correct number."
- Read the instruction: "Count and circle." Draw the first picture (four footballs) on the board and do it together.
- Do the next few orally. Ask, "How many chickens?" Let students answer, then count and circle on their own.
- Repeat with presents, ink, and butterfly. Guide and support as they work.

Lesson 6

Activity Session

Write numbers 1–10 on slips of paper and hide them around the classroom. Set a 10-minute timer. Children search for the slips, read the numbers aloud, and win a small prize if they read correctly. This fun game builds number recognition through active play.

Lesson 7

Pupil's Book Session

PB/p. 42

Introducing & Practising Letter *Jj* Sound /j/

Listen, point, and repeat.

Introducing the Letter *Jj* (*juice*, *jar* and *jacket*):

- Play the letter *J* song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter *Jj* and the example words *juice*, *jar*, and *jacket*.
- Tell the students that the puppet (*say its name*) will teach them a new sound today. Try to make the sound of the puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard of letter *Jj*. Show the three objects/pictures that start with the letter sound /j/.

- First, show the letter to the children. Point out that the letter sound is /j/ (say the sound of the letter only). Then, show them the objects that start with letter "j". Teach the words by showing them the real objects, if available, or the pictures of "juice", "jar" and "jacket."
- Let the puppet say the letter's name, **Jj**, the letter's sound, /j/ and say a word example, **juice**.
- Repeat the name of the letter, the sound and the word **juice** several times.
- Let the children repeat (**Jj, /j/, juice**) as you raise the flashcard of the letter **Jj** and the picture of a **juice**.
- Repeat the same procedure with other word examples: **jar** and **jacket**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the **word flashcard** for each picture and stress the initial sound /j/; it should be in a different colour.
- Draw students' attention to the /j/ sound at the beginning of each word.
- Read the word, repeating the /j/ sound several times, and then the full word: **j j j juice**.
- Do the same with **jar** and **jacket**. While you are reading, point to the "Jj" and ask the students what sound **Jj** makes.
- Let the children read the words **juice, jar, and jacket** after you.
- Invite students to come out and point to the pictures. Say "Point to **juice, jar, and jacket**." Ask them what sound **Jj** makes.
- Play a game: Spread the flashcards on the ground and say a word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Let the students open their books on page 42.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 42 and point to each item as they listen.

Circle the letter Jj.

Give students alphabet flashcards and ask them to find letter Jj. Check recognition, then write mixed capital and small letters on the board and model circling Jj. Ask students to circle all Jj letters in their books on page 42. Support as needed.

PB/p. 43

Colour the picture of the jacket.

Help students open page 43. Review pictures (juice, jar, jacket) using flashcards. Tell them to colour only the jacket. Stick the jacket flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Jj** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase J, draw a straight line down and curve back to the left and up. After that, draw a line across the top. To write the lowercase j, from the middle, draw a straight line down and curve back to the left and up. Make a dot between the top line and the middle line."*

Lesson 8

Activity Book Session

Practising Writing Letter Jj

AB/p. 30

Colour.

- Ask students to open the activity book on page 30 and colour the letter and the picture.

Trace and write.

- Ask students to open their activity books on page 30 and do the same tracing steps explained in the previous lesson.

AB/p. 31

Match.

Open page 31. Sight-read flashcards (jacket, jar, juice) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. jacket → j). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

PB/p. 44

Introducing & Practising Letter *Kk* Sound /k/

Listen, point, and repeat.

Introducing the Letter *Kk* (*kite*, *key* and *kiwi*):

- Play letter ***Kk*** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or a stick figure with the alphabet flashcards to introduce letter ***Kk*** and the example words ***kite***, ***key***, and ***kiwi***.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter ***Kk***. Show 3 objects/pictures that start with the letter sound /k/.
- First, show the letter to the children. Point out that the letter sound is /k/, say the sound of the letter only. Then, show them the objects that start with letter "***k***". Teach the words by showing them the real objects if available or the pictures of "***kite***", "***key***", and "***kiwi***."
- Let the puppet say the letter's name, ***Kk***, the letter's sound, /k/ and say a word example, ***kite***.
- Repeat the name of the letter, the sound and the word ***kite*** several times.
- Let the children repeat (***Kk***, /k/, ***kite***) as you raise the flashcard of letter ***Kk*** and the picture of a ***kite***.
- Repeat the same procedure with other word examples: ***key*** and ***kiwi***.
- Now let the children repeat again and quiz them with the three word examples.
- Show the words flashcards of each picture and stress the initial sound /k/; it should be in a different color.
- Draw students' attention to the /k/ sound at the beginning of each word.
- Read the word repeating the /k/ sound several times and then the full word: ***k k k kite***.
- Do the same with ***key*** and ***kiwi***. While you are reading, point to the "***Kk***" and ask the students what sound ***K*** makes.
- Let the children read the words ***kite***, ***key***, and ***koala*** after you.
- Invite students to come out and point to the pictures. Say, "Point to ***kite***, ***key***, and ***kiwi***." Ask them what sound ***Kk*** makes.
- Play a game: Spread the flashcards on the ground, and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 44.
- Listen to the audio: Students listen and point to the letter and words in their books.

- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 44 and point to each item as they listen.

Circle the letter Kk.

Give students alphabet flashcards and ask them to find letter Kk. Check recognition, then write mixed capital and small letters on the board and model circling Kk. Ask students to circle all Kk letters in their books on page 44. Support as needed.

PB/p. 45

Colour the picture of the key.

Help students open page 45. Review pictures (kite, key, kiwi) using flashcards. Tell them to colour only the key. Stick the key flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Kk** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase K, draw a straight line down, then go back on top. Draw a slanting line down to the left middle. To write the lowercase k, draw a straight line down, and from the middle, draw a slanting line to the left between the middle line and the bottom line. And from the same spot, draw a slanting line to the right."*

Lesson 10

Activity Book Session

Practising Writing Letter Kk

AB/p. 32

Colour.

- Ask students to open the activity book on page 32 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 32 and do the same tracing steps explained in the previous lesson.

AB/p. 33

Match.

Open page 33. Sight-read flashcards (kite, key, kiwi) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. key → k). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

PB/pp. 46

Introducing & Practising Letter **LI** Sound **/I/**

Listen, point, and repeat.

Introducing the Letter **LI (*lollipop*, *lemon*, and *lamb*):**

- Play the letter **LI** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **LI** and the example words *lollipop*, *lemon*, and *lamb*.
- Tell the students that (the puppet) will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **LI**. Show the three objects/pictures that start with the letter sound **/I/**.
- First, show the letter to the children. Point out that the letter sound is **/I/** (say the sound of the letter only). Then, show them the objects that start with letter "**I**". Teach the words by showing them the real objects if available or the pictures of "*lollipop*", "*lemon*", and "*lamb*".
- Let the puppet say the letter's name, **LI**, the letter's sound, **/I/** and say a word example, *lollipop*.
- Repeat the name of the letter, the sound and the word *lollipop* several times.
- Let the children repeat (**LI**, **/I/**, *lollipop*) as you raise the flashcard of letter **LI** and the picture of a *lollipop*.
- Repeat the same procedure with other word examples *lemon* and *lamb*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/I/**; it should be in a different color.
- Draw students' attention to the **/I/** sound at the beginning of each word.
- Read the word repeating the **/I/** sound several times and then the full word: **I I I lollipop**.
- Do the same with *lemon* and *lamb*. While you are reading, point to the "**LI**" and ask the students what sound **L** makes.
- Let the children read the words *lollipop*, *lemon*, and *lamb* after you.
- Invite students to come out and point to the pictures. Say, "Point to *lollipop*, *lemon*, and *lamb*." Ask them what sound **LI** makes.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 46 and point to each item as they listen.

Circle the letter **LI.**

Give students alphabet flashcards and ask them to find letter **LI**. Check recognition, then write mixed capital and small letters on the board and model circling **LI**. Ask students to circle all **LI** letters in their books on page 46. Support as needed.

PB/pp. 47

Colour the picture of the *lemon*.

Help students open page 47. Review pictures (lollipop, lemon, lamb) using flashcards. Tell them to colour only the lemon. Stick the lemon flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **LI** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, "*to write the uppercase **L**, draw a straight line down, and at the bottom, draw a line from left to right. To write the lowercase **l**, from the top, draw a straight line down.*"

Lesson 12

Activity Book Session

Practising Writing Letter L/

AB/p. 34

Colour.

- Ask students to open the activity book on page 34 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 34 and do the same tracing steps explained in the previous lesson.

AB/p. 35

Match.

Open page 35. Sight-read flashcards (lemon, lollipop, lamb) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. lemon → l). Guide them to complete the page and reinforce the sound–letter connection.

Unit 5

My Body Parts

Pupil's Book, Pages 48 – 55

Activity Book, Pages 36 – 43

New Words	Body parts: <i>head, ear, eye, nose, shoulder, mouth, arm, knee, hand, leg, foot, toe</i> Song: My Body Song
Grammar	"What is this?" "(Arm)."
Letter Sounds & Words	(<i>Mm: moon, mango, mask</i>), (<i>Nn: nut, neck, net</i>), (<i>Oo: ox, orange, octopus</i>) (<i>The upper case is for recognition only.</i>)
Language Functions	Talking about the body parts

Outcomes

By the end of this unit, students should be able to:

- Identify the different body parts.
- Respond to Wh-questions "What is this?" "Arm."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Mm**, **Nn**, and **Oo**, capital and small. Say three word examples that begin with the sounds /m/, /n/, and /o/.
- Learn and understand the body parts' words.
- Sight-read the keywords in the unit.
- Sing along with "My Body Song."
- Trace and write the letters **Mm**, **Nn**, and **Oo** in the correct formation.

Unit 5	Sessions	Content My Body	Pages
Lesson			
Lesson 1	Pupil's Book Session	roducing new vocabulary & grammar	48
Lesson 2	Pupil's Book Session	actising new vocabulary and grammar	48
Lesson 3	Pupil's Book Session	roducing and practising My Body Song	49
Lesson 4	Activity Book Session	ding the words	36
Lesson 5	Activity Book Session	bject	37
Lesson 6	Activity Session	me	
Lesson 7	Pupil's Book Session	roducing and practising letter Mm sound /m/	50 - 51
Lesson 8	Activity Book Session	actising writing letter Mm	38 - 39
Lesson 9	Pupil's Book Session	roducing and practising letter Nn sound /n/	52 - 53
Lesson 10	Activity Book Session	actising writing letter Nn	40 - 41
Lesson 11	Pupil's Book Session	roducing and practising letter Oo sound /o/	54 - 55
Lesson 12	Activity Book Session	actising writing letter Oo	42 - 43

Lesson 1

Pupil's Book Session

PB/ p. 48

Introducing New Vocabulary & Grammar

- Start by saying “This is my hand” and point to your hand. Let children copy using their own hands. Do the same for other body parts.
- Play the audio or use a poster/flashcards to introduce: head, nose, shoulder, hand, mouth, knee, ear, eye, arm. Point and repeat each one.
- Ask simple yes/no and what-questions: “Is this a head?”, “What’s this?”—while pointing to body parts.
- Repeat the audio several times, pointing to each part on the screen or in the book, helping students follow and say the words.

Lesson 2

Pupil's Book Session

Practise New Vocabulary and Grammar

PB/ p. 48

Listen, point, and repeat.

- Show flashcards and practise saying and sight-reading: head, ear, eye, nose, shoulder, mouth, arm, hand, leg, foot, knee.
- Help students open their books to page 48. Play the audio and ask them to point and repeat the body parts.
- Use repetition and games (group drills, competition, etc.) to make learning fun and memorable.
- Ask questions during the audio: “What’s this?”, “Is this a shoulder?”
- Encourage comprehension through listening, pointing, and repeating. Guide students with visual and audio support.

Lesson 3

Pupil's Book Session

PB/ p. 49

Introducing and Practising My Body Song

Listen and sing along.

- Explain the song theme: a boy and a monster with different body parts. Ask how many eyes they each have. Count together.
- Teach the song vocabulary by pointing to the screen or poster while saying the words. Use gestures (point to your eye, mouth, etc.).
- Read and practise the lyrics aloud.
- Open books to page 49. Play the audio. Students point to the pictures and follow along.
- Play the audio multiple times until students can sing along confidently.

Lesson 4

Activity Book Session

AB/ p. 36

Find the words.

- In this activity, the teacher needs to explain the task clearly, even in their mother tongue if they have to.
- Show the square word on the screen or draw it on the board.
- Read the words they need to find and read them with the students. Define the word eye as it is in the book.
- Tell the students to do the same with the other words and show them how to draw the circle. They might need help drawing the circle. So, walk around to help.

Lesson 5

Activity Book Session

AB/ p. 37

Project

Stick the picture of the body parts.

Objective:

- To enhance fine motor skills, body awareness, and vocabulary by sticking pictures of each body part onto the squares.
- Explain the task clearly before you start any activity with them. Tell them, "We have a new project to do today!"
- Warm up
- Revise body parts. Say, "You learned about the body. Today we'll match pictures to their names." Ask children to point to their own head, nose, etc.
- Use pre-cut body part pictures or stickers. Review each word on the squares by sight-reading with the class.
- Show how to match and stick a body part on the board or table. Explain in simple English: "This is a head. Stick the head here."
- Give each child materials. Guide them to read each word, find the right picture, and stick it. Let them colour the pictures if they're using cutouts. Walk around to help.

Lesson 6

Activity Session

A Game/ Video

- In this session, the teacher is encouraged to find good informational games to reinforce students' learning of body parts. Find any game or video for the purpose. However, be aware of the following:
- The game has to be easy and informative.
- The game has to be fun and short.
- The video has to be comprehensible and entertaining.
- Ask the children some communicative questions about what they see to keep them engaged.

Lesson 7

Pupil's Book Session

Introducing and Practising Letter **Mm** Sound /m/

PB/ p. 50

Listen, point, and repeat.

Introducing the Letter **Mm** (*moon*, *mango*, and *mask*)

- Play the letter **Mm** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Mm** and the example words *moon*, *mango*, and *mask*.
- Tell the students that the puppet will teach them a new letter sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Mm**. Show the three objects/pictures that start with the letter sound /m/.
- First, show the letter to the children. Point out that the letter sound is /m/ (say the sound of the letter only). Then, show them the objects that start with letter "**m**". Teach the words by showing them the real objects if available or the pictures of "*moon*", "*mango*", and "*mask*."
- Let the puppet say that the letter's name is, **Mm**; the letter's sound is, /m/ and say a word example, *moon*.
- Repeat the name of the letter, the sound and the word *moon* several times.

- Let the children repeat (**Mm**, /**m**/, **moon**) as you raise the flashcard of letter **Mm** and the picture of a **moon**.
- Repeat the same procedure with other word examples **mango** and **mask**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /**m**/; it should be in a different colour.
- Draw students' attention to the /**m**/ sound at the beginning of each word.
- Read the word repeating the /**m**/ sound several times and then the full word: **m m m moon**.
- Do the same with **mango** and **mask**. While you are reading, point to the "**Mm**" and ask the students what sound /**m**/ makes.
- Let the children read the words **moon**, **mango**, and **mask** after you.
- Invite students to come out and point to the pictures. Say, "Point to **moon**, **mango**, and **mask**." Ask them what sound /**m**/ makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 50.
- Students listen and point to the letter and words in their books.
- They say the sound of the letter, and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 50 and point to each item as they listen.

Circle the letter **Mm**.

Give students alphabet flashcards and ask them to find letter Mm. Check recognition, then write mixed capital and small letters on the board and model circling Mm. Ask students to circle all Mm letters in their books on page 50. Support as needed.

PB/ p. 51

Colour the picture of the **mask**.

Help students open page 51. Review pictures (moon, mango, mask) using flashcards. Tell them to colour only the mask. Stick the mask flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Mm** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **M**, draw a straight line down, then back on top, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase **m**, from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

Lesson 8

Activity Book Session

Practising Writing Letter **Mm**

AB/ p. 38

Colour.

- Ask students to open the activity book on page 38 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 38 and do the same tracing steps explained in the pupil's book session.

AB/p. 39

Match.

Open page 39. Sight-read flashcards (mango, mask, moon) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and Write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. moon → m). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

Introducing and Practising Letter **Nn** Sound /n/

PB/ p. 52

Listen, point, and repeat.

Introducing the Letter **Nn** (*nut*, *neck*, and *net*)

- Play the letter **Nn** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick figure with the alphabet flashcards to introduce letter **Nn** and the example words *nut*, *neck*, and *net*. Tell the students that the puppet will teach them a new letter sound today. Try to make the sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Nn**. Show the three objects/pictures that start with the letter sound /n/.
- First, show the letter to the children. Point out that the letter sound is /n/ (say the sound of the letter only). Then, show them the objects that start with letter "**n**". Teach the words by showing them the real objects if they are available or the pictures of "*nut*", "*neck*", and "*net*."
- Let the puppet say that the letter's name is **Nn**; the letter's sound is /n/ and say a word example, *nut*.
- Repeat the name of the letter, the sound, and the word *moon* several times.
- Let the children repeat (**Nn/n/**, *nut*) as you raise the flashcard of letter **Nn** and the picture of a *nut*.
- Repeat the same procedure with other word examples, *neck* and *net*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /n/; it should be in a different colour.
- Draw students' attention to the /n/ sound at the beginning of each word.
- Read the word repeating the /n/ sound several times and then the full word: **n n n nut**.
- Do the same with *neck* and *net*. While you are reading, point to the "**Nn**" and ask the students what sound /n/ makes.
- Let the children read the words *nut*, *neck*, and *net* after you.
- Invite students to come out and point to the pictures. Say, "Point to *nut*, *neck*, and *net*." Ask them what sound /n/ makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 52.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Circle the letter **Nn**.

Give students alphabet flashcards and ask them to find letter Nn. Check recognition, then write mixed capital and small letters on the board and model circling Nn. Ask students to circle all Nn letters in their books on page 52. Support as needed.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 52 and point to each item as they listen.

PB/p. 53

Colour the picture of the *net*.

Help students open page 53. Review pictures (nut, neck, net) using flashcards. Tell them to colour only the net. Stick the net flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Nn** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase N, draw a straight line down, then back on top, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase n, from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

Lesson 10

Activity Book Session

Practising Writing Letter *Nn*

AB/ p. 40

Colour.

- Ask students to open the activity book on page 40 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 40 and do the same tracing steps that are explained in the previous lesson.

AB/p. 41

Match.

Open page 41. Sight-read flashcards (nut, neck, net) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. nut → n). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

PB/ pp. 54

Introducing and Practising Letter *Oo* sound /o/

PB/p. 54

Listen, point, and repeat.

Introducing the Letter **Oo** (*ox*, *orange* and *octopus*)

- Play the letter **Oo** song on YouTube several times; encourage the children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Oo** and the example words *ox*, *oil*, and *octopus*. Tell the students that the puppet will teach them a new letter sound today. Try to make the sound of a puppet.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard of letter **Oo**. Show the three objects/pictures that start with the letter sound /o/.
- First, show the letter to the children. Point out that the letter sound is /o/ (say the sound of the letter only). Then, show them the objects that start with letter "o". Teach the words by showing them the real objects, if available, or the pictures of "*ox*, *orange* and *octopus*."
- Let the puppet say that the letter's name is **Oo**; the letter's sound is /o/ and say a word example, *ox*.
- Repeat the name of the letter, the sound, and the word *ox* several times.
- Let the children repeat (**Oo /o/, ox**) as you raise the flashcard of letter **Oo** and the picture of an *ox*.
- Repeat the same procedure with other word examples, *orange* and *octopus*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard for each picture and stress the initial sound /o/; it should be in a different colour.
- Draw students' attention to the /o/ sound at the beginning of each word.
- Read the word repeating the /o/ sound several times and then the full word: **o o o ox**.
- Do the same with *orange* and *octopus*. While you are reading, point to the **Oo** and ask the students what sound /o/ makes.
- Let the children read the words *ox*, *orange*, and *octopus* after you.
- Invite students to come out and point to the pictures. Say, "Point to *ox*, *orange* and *octopus*." Ask them what sound /o/ makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 54.
- Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 54 and point to each item as they listen.

Circle the letter **Oo**.

Give students alphabet flashcards and ask them to find letter Oo. Check recognition, then write mixed capital and small letters on the board and model circling Oo. Ask students to circle all Oo letters in their books on page 54. Support as needed.

PB/p. 55

Colour the picture of the *orange*.

Help students open page 55. Review pictures (ox, orange, octopus) using flashcards. Tell them to colour only the orange. Stick the orange flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Oo** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps involved in forming the letter.

- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase O, draw a straight line down, then back on top, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Lastly, make another straight line down. To write the lowercase o from the middle, draw a straight line down. Then, below the middle line, make a curved line going to the right and down to the bottom. Again, from the middle line, make a curved line going to the right and down to the bottom."*

Lesson 12

Activity Book Session

Practising Writing Letter Oo

AB/ p. 42

Colour.

- Ask students to open the activity book on page 42 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 42 and do the same tracing steps that are explained in the pupil's book session.

AB/p. 43

Match.

Open page 43. Sight-read flashcards (ox, orange, octopus) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. ox → o). Guide them to complete the page and reinforce the sound–letter connection.

Unit 6

Numbers 6 - 10

Pupil's Book, Pages 56 – 63

Activity Book, Pages 44 – 51

New Words	Number words: 6 six, 7 seven, 8 eight, 9 nine, 10 ten Song: Numbers Song
Grammar	"How many (picture) are there?" "(6)." "Count items."
Letter Sounds & Words	(Pp: plum, parrot, panda), (Qq: queen, quiz, quiet), (Rr: rabbit, ring, robot) (The upper case is for recognition only.)
Language Functions	Counting from 6 – 10

Outcomes

By the end of this unit, students should be able to:

- Identify numbers from (6-10).
- Respond to "How many (picture figure) are there? There are (number) (picture figure)."
- Sing all letters' names and sounds song (A-Z).
- Identify, sound out and write the letters **Pp**, **Qq** and **Rr**, capital and small, and say 3 word examples that begin or have the sounds /p/, /q/ and /r/.
- Sight-read the keywords in the unit
- Sing along the Numbers song.
- Identify, say, read, trace and write the numbers 6-7-8-9-10 and count items that represent the number.
- Trace and write the letters **Pp**, **Qq** and **Rr** with correct formation.

Unit 6	Sessions	Content Numbers 6 - 10	Pages
Lesson			
Lesson 1	Pupil's Book Session	roducing numbers 6 - 10	56
Lesson 2	Pupil's Book Session	ctising numbers 6 - 10	56
Lesson 3	Pupil's Book Session	cing and writing	57
Lesson 4	Activity Book Session	cing and writing	44
Lesson 5	Activity Book Session	unting and writing	45
Lesson 6	Activity Session	me	-
Lesson 7	Pupil's Book Session	roducing and practising letter Pp sound /p/	58 - 59
Lesson 8	Activity Book Session	ctising writing letter PP	46 - 47
Lesson 9	Pupil's Book Session	roducing and practising letter Qq sound /q/	60 - 61
Lesson 10	Activity Book Session	ctising writing letter Qq	48 - 49
Lesson 11	Pupil's Book Session	roducing and practising letter Rr sound /r/	62 - 63
Lesson 12	Activity Book Session	ctising writing letter Rr	60 - 51

Lesson 1

Pupil's Book Session

PB/p. 56

Introducing Numbers 6 -10

Warm-up: A song

- Play the numbers song from the Starter Unit. Point to numbers 1–10 on the poster and sing along daily to reinforce counting.

Teaching numbers six, seven, eight, nine, and ten

- Count six items together in class. Show flashcards or draw visuals to represent each number. Say and repeat each number clearly. Use counters, number cards, and audio to practise.

Listen, point, and repeat.

- Open books to page 56. Play the audio, model pointing and repeating. Repeat several times. Ask, “How many drums?” etc., and have children count. Practise number words: six, seven, eight, nine, ten with flashcards. Reinforce using games and everyday questions.

Lesson 2

Pupil's Book Session

PB/ p. 56

Practising the Numbers Song

Listen and sing along.

- Before playing the audio, sing the song and explain it's about counting 6–10. Use finger gestures to act out numbers.
- Point to images as you sing. Let students follow in their books. Play the audio and encourage them to sing along multiple times until they remember the song.

Lesson 3

Pupil's Book Session

PB/ p. 57

Trace and write.

- show them how to trace and then write the number on the 4-line grid in the same way they traced it. Describe how you are writing the number in words as you write it. For example, "to write number 6: Starting at the top, draw a curved line down and around to the bottom. From the bottom, draw another curved line up and close in the middle."
- Do the same with the other numbers: 7, 8, 9, and 10. "To write number 7, from the top, draw a line across. Then draw a slanting line down to the left bottom." "To write number 8, from the top, draw a curved line down and around the middle. Then make another curve line down to the bottom and to the left. Draw another curved line around up and around close." "To write number 9, starting at the top, draw a curved line down and around to the middle. Back to the top, draw a straight line down to the bottom." "To write number 10, from the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Next, draw a curved line around the bottom, and from the bottom, draw another curve line around up and close."

Lesson 4

Activity Book Session

AB/p. 44

Trace and write.

Tell the students to trace the numbers the same way they did in the pupil's book page 57. Show them how to trace and write the numbers 6 – 10 if you feel they still need it.

Lesson 5

Activity Book Session

AB/p. 45

Count and write.

- Explain: "Count the pictures and write the number."
- Model the first example (six drums) on the board.
- Ask, "How many eggs?" Let them count and write.
- Repeat with dolls, ducks, and elephants.
- Walk around to guide and check work.

Lesson 6

Activity Session

Number Activity Mats

Use number mats (1–10) to practise counting, number recognition, and number sense. Laminate to reuse.

Instructions: Show a mat (e.g., 6), point to the digit and word, say "six", and read it. Colour six squares, then ask a student to count. Use counters for hands-on practice. Distribute mats and let children work independently. Walk around to help and guide.

Lesson 7

Pupil's Book Session

Introducing and Practising Letter **Pp** Sound /p/

Warm up: (The Alphabet Song)

PB/p. 58

Listen, point, and repeat.

Introducing Letter **Pp** (*plum*, *parrot*, and *panda*):

- Play the letter **P** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Pp** and the example words *plum*, *parrot*, and *panda*.
- Tell the students that the puppet will teach them a new letter sound today. Make the sound of the puppet every time you want it to say something.
- Let the puppet say, "*Hello, my friends! Today, I'm going to teach you a new letter sound.*"
- Show the flashcard of letter **Pp**. Show the three objects/pictures that start with letter sound /p/.
- First, show the letter to the children. Point out that the letter sound is /p/ (*say the sound of the letter only*). Then, show them the objects that start with letter "**p**". Teach the words by showing them the real things if available or the pictures of "*plum*", "*parrot*", and "*panda*."
- Let the puppet say the letter's name, **Pp**, the letter's sound, /p/, and say a word example, *plum*.
- Repeat the name of the letter, the sound and the word *plum* several times.
- Let the children repeat (**Pp**, /p/, *plum*) as you raise the flashcard of letter **Pp** and the picture of a *plum*.
- Repeat the same procedure with other word examples, *parrot* and *panda*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /p/; it should be in a different colour.
- Draw the students' attention to the /p/ sound at the beginning of each word.
- Read the word repeating the /p/ sound several times and then the full word: **p p p plum**.
- Do the same with *parrot* and *panda*. While you are reading, point to the "**Pp**" and ask the students what sound /p/ makes.
- Let the children read the words *plum*, *parrot*, and *panda* after you.

- Invite students to come out and point to the pictures. Say, "Point to **plum, parrot, and panda.**" Ask them what sound **Pp** makes.
- Play a game: spread the flashcards on the ground, say the word, and invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 58.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 58 and point to each item as they listen.

Circle the letter Pp.

Give students alphabet flashcards and ask them to find letter Pp. Check recognition, then write mixed capital and small letters on the board and model circling Pp. Ask students to circle all Pp letters in their books on page 58. Support as needed.

PB/p. 59

Colour the picture of the parrot.

Help students open page 59. Review pictures (plum, parrot, panda) using flashcards. Tell them to colour only the parrot. Stick the parrot flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Pp** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase P, draw a straight line down, then we will do a backwards curve up to the middle and close. To write the lowercase p from the middle line, draw a straight line down, then draw a curve from the middle up to the bottom, and close."*
Draw letter **Pp**, small and capital, with a dotted outline.

Lesson 8

Activity Book Session

Practising Writing Letter Pp

AB/p. 46

Colour.

- Ask students to open the activity book on page 46 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 46, do the same tracing, and writing steps explained in the pupil's book session.

AB/p. 47

Match.

Open page 47. Sight-read flashcards (plum, parrot, panda) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. parrot → p). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

Introducing and Practising Letter **Qq** Sound /q/

PB/p. 60

Listen, point, and repeat.

Introducing Letter **Qq** (*queen*, *quiz*, and *quiet*)

Play the letter **Qq** song on YouTube several times; encourage children to repeat and sing along.

- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Qq** and the example words *queen*, *quiz*, and *quiet*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Qq**. Show the *three objects/pictures* that start with the letter sound /q/.
- First, show the letter to the children. Point out that the letter sound is /q/, say the sound of the letter only. Then, show them the objects that start with letter "q". Teach the words by showing them the real objects, if available, or the pictures of "*queen*", "*quiz*", and "*quiet*."
- Let the puppet say the letter's name, **Qq**, the letter's sound, /q/ and say a word example, *queen*.
- Repeat the name of the letter, the sound, and the word *queen* several times.
- Let the children repeat (**Qq**, /q/, *queen*) as you raise the flashcard of the letter **Qq** and the picture of a *queen*.
- Repeat the same procedure with other word examples *quiz* and *quiet*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the words flashcards of each picture and stress the initial sound /q/; it should be in a different colour.
- Draw students' attention to the /q/ sound at the beginning of each word.
- Read the word repeating the /q/ sound several times and then the full word: **q q q queen**.
- Do the same with *quiz* and *quiet*. While you are reading, point to the "**Qq**" and ask the students what sound **Q** makes.
- Let the children read the words *queen*, *quiz*, and *quiet* after you.
- Invite students to come out and point to the pictures. Say, "Point to *queen*, *quiz*, and *quiet*." Ask them what sound **Qq** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 60.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups, and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 60 and point to each item as they listen.

Circle the letter **Qq**.

Give students alphabet flashcards and ask them to find letter Qq. Check recognition, then write mixed capital and small letters on the board and model circling Qq. Ask students to circle all Qq letters in their books on page 60. Support as needed.

PB/p. 61

Colour the picture of the *queen*.

Help students open page 61. Review pictures (queen, quiz, quiet) using flashcards. Tell them to colour only the queen. Stick the queen flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Qq** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase Q, draw a curved line down from the top to the middle, then continue from the bottom to the top and close. Next, draw a small slanted line to the right. To write the lowercase q, from the middle line, draw a curve line to the left all the way at the bottom and curved it up. From the middle line, draw a straight line down.”*

Lesson 10

Activity Book Session

Practising Writing Letter **Qq**

AB/p. 48

Colour.

- Ask students to open the activity book on page 48 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity books on page 48 and do the same tracing steps explained in the pupil's book session page 61.

AB/p. 49

Match.

Open page 49. Sight-read flashcards (quiet, quiz, queen) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. quiz → q). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

Introducing and Practising Letter **Rr** Sound /r/

PB/p. 62

Listen, point, and repeat.

Introducing Letter **Rr** (*rabbit*, *ring*, and *robot*):

- Play the letter **Rr** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Rr** and the example words *rabbit*, *ring*, and *robot*.
- Tell the students that the puppet will teach them a new sound today. Make the sound of the puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard of letter **Rr**. Show the three objects/pictures that start with letter sound /r/.
- First, show the letter to the children. Point out that the letter sound is /r/; say the sound of the letter only. Then, show them the things that start with letter "r". Teach the words by showing them the real objects, if available, or the pictures of " *rabbit*", " *ring*", and " *robot*."

- Let the puppet say the letter's name, **Rr**, the letter's sound, /r/, and say a word example, **rabbit**.
- Repeat the name of the letter, the sound, and the word **rabbit** several times.
- Let the children repeat (**Rr**, /r/, **rabbit**) as you raise the flashcard of letter **Rr** and the picture of a **rabbit**.
- Repeat the same procedure with other word examples, **ring** and **robot**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcard of each picture and stress the initial sound /r/; it should be in a different colour.
- Draw the students' attention to the /r/ sound at the beginning of each word.
- Read the word, repeating the /r/ sound several times, and then the full word: **r r r rabbit**.
- Do the same with **ring** and **rain**. While you are reading, point to the "**Rr**", and ask the students what sound **Rr** makes.
- Let the children read the words **rabbit**, **ring**, and **robot** after you.
- Invite students to come out and point to the pictures. Say, "Point to **rabbit**, **ring**, and **robot**." Ask them what sound **Rr** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Tell the students to open their books on page 62.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the name, the sound of the letter, and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 62 and point to each item as they listen.

Circle the letter **Rr**.

Give students alphabet flashcards and ask them to find letter Rr. Check recognition, then write mixed capital and small letters on the board and model circling Rr. Ask students to circle all Rr letters in their books on page 62. Support as needed.

PB/p. 63

Colour the picture of the **rabbit**.

Help students open page 63. Review pictures (rabbit, ring, robot) using flashcards. Tell them to colour only the rabbit. Stick the rabbit flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Rr** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase **R**, draw a straight line down, then we will do a backwards curve up to the middle and close. From the middle, draw a slanting line down to the right. To write the lowercase **r**, from the middle line, draw a straight line down. Below the middle line, draw a curved line going to the right."*

Lesson 12

Activity Book Session

Practising Writing Letter **Rr**

AB/p. 50

Colour.

- Ask students to open the activity book on page 50 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 50 and do the same tracing steps explained in the pupil's book page 63.

AB/p. 51**Match.**

Open page 51. Sight-read flashcards (rabbit, ring, robot) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. rabbit → r). Guide them to complete the page and reinforce the sound–letter connection.

Unit 7

Our Favourite Animals

Pupil's Book, Pages 64 – 73

Activity Book, Pages 52 – 61

New Words	Animal words: <i>bird, elephant, monkey, sheep, horse, hen, frog, rooster, duck, giraffe</i> Song words: <i>cat, dog, cow</i> Song: Animals Song
Grammar	"What is this?" "A bird." "An elephant."
Letter Sounds & Words	(Ss: <i>sandwich, sun, star</i>), (Tt: <i>turtle, table, tent</i>), (Uu: <i>umbrella, under, uncle</i>), (Vv: <i>violin, vest, van</i>) (<i>The upper case is for recognition only.</i>)
Language Functions	Talking about different animals

Outcomes

By the end of this unit, students should be able to:

- Identify different kinds of animals.
- Respond to yes/no, (Is this ...?) questions, and questions with (What is this?)
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, write the letters **Ss**, **Tt**, **Uu**, and **Vv**, capital and small, and say three word examples that begin with the sounds /s/, /t/, /u/, and /v/.
- Sight-read the keywords in the unit.
- Sing along to the "Animals Song".
- Trace and write the letters **Ss**, **Tt**, **Uu**, and **Vv**, with correct formation.

Unit 7	Sessions	Content Our Favourite Animals	Pages
Lesson			
Lesson 1	Pupil's Book Session	roducing and practising vocabulary & grammar	64
Lesson 2	Pupil's Book Session	roducing and practising the Animals song	65
Lesson 3	Activity Book Session	y the game	52
Lesson 4	Activity Book Session	bject	53
Lesson 5	Activity Book Session	roducing and practising letter Ss sound /s/	66 - 67
Lesson 6	Activity Book Session	ctising writing letter Ss	54 - 55
Lesson 7	Pupil's Book Session	roducing and practising letter Tt sound /t/	68 - 69
Lesson 8	Activity Book Session	ctising writing letter Tt	66 - 57
Lesson 9	Pupil's Book Session	roducing and practising letter Uu sound /u/	70 - 71
Lesson 10	Activity Book Session	ctising writing letter Uu	58 - 59
Lesson 11	Pupil's Book Session	roducing and practising letter Vv sound /v/	72 - 73
Lesson 12	Activity Book Session	ctising writing letter Vv	60 - 61

Lesson 1

Pupil's Book Session

Introducing and Practising New Vocabulary & Grammar

A warm up:

Say, "Look! This is a bird," while pointing to a poster or screen. Let students point and say "bird."
Alternatively, play an animal video and ask them to name familiar animals.

PB/p. 64

Listen, point, and repeat.

- Play the scene on the interactive board or use a poster. Say each animal name: giraffe, bird, monkey, elephant, horse, rooster, hen, duck, frog. Point as you say each one and have students repeat.
- Ask yes/no questions like, "Is the monkey happy?" and model answers. Ask, "What is this?" while pointing to animals to build understanding.
- Have students open their books to page 64. Play the audio and model pointing to the animals. Repeat the audio several times and drill vocabulary using flashcards.
- Use group repetition games for fun practice. Speak slowly at first to build confidence and familiarity. Encourage participation and praise all efforts.

Lesson 2

Pupil's Book Session

PB/p. 65

Introducing and Practising the Animals Song

- Teach cow, dog, cat using pictures.
- Use gestures and read the lyrics together.
- Play the audio. Students listen, point, and follow in their books.
- Repeat until they sing along confidently.

Lesson 3

Activity Book Session

AB/p. 52

Help the animals find their ways.

- Explain the maze task on the screen.
- Revise the animal names: cow, rabbit, chick.
- Show how to trace the open path using your finger.
- Students open page 52 and try with pencil first.
- Walk around to help.

Lesson 4

Activity Book Session

AB/p. 53

Project: Let's Make a Sheep

- Start by introducing the word sheep and showing a sample of the finished project to give the children a clear idea of what they will be making. Engage them in a brief discussion about sheep by asking questions such as "What sound does a sheep make?" or "Where does a sheep live?"
- Gather the children around your table and explain that they will need simple craft supplies: a plastic plate, cotton, glue, an ice cream stick, and cardboard for the face and legs.
- Demonstrate each step slowly—drawing, cutting, sticking, and decorating—while naming the items aloud for the children to repeat. Once finished, let them proudly hold up their sheep crafts and say "Baa!" together as a fun way to end the session.

Lesson 5

Pupil's Book Session

Introducing and Practising Letter Ss Sound /s/

PB/p. 66

Listen, point, and repeat.

Introducing Letter Ss (*sandwich*, *sun*, and *star*):

- Play the letter **Ss** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ss** and the example words *sandwich*, *sun*, and *star*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ss**. Show the three objects/pictures that start with letter sound /s/.
- First, show the letter to the children. Point out that the letter sound is /s/ (say the sound of the letter only). Then, show them the objects that start with letter "s". Teach the words by showing them the real objects if available or the pictures of "*sandwich*", "*sun*", and "*star*."
- Let the puppet say the letter's name, **Ss**, the letter's sound, /s/ and say a word example, *sandwich*.
- Repeat the name of the letter, the sound, and the word *sandwich* several times.
- Let the children repeat (**Ss, /s/, sandwich**) as you raise the flashcard of the letter **Ss** and the picture of a *sandwich*.
- Repeat the same procedure to teach other word examples, *sun* and *star*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /s/; it should be in a different color.
- Draw students' attention to the /s/ sound at the beginning of each word.
- Read the word repeating the /s/ sound several times and then the full word: **s s s sandwich**.
- Do the same with *sun* and *star*. While you are reading, point to the "**Ss**" and ask the students what sound **S** makes.
- Let the children read the words *sandwich*, *sun*, and *star* after you.
- Invite students to come out and point to the pictures. Say, "Point to *sandwich*, *sun*, and *star*." Ask them what sound **Ss** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 66.
- Play the audio: Students listen, point to the letters and words in their books, and repeat after the teacher or the audio.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 66 and point to each item as they listen.

Circle the letter Ss.

Give students alphabet flashcards and ask them to find letter Ss. Check recognition, then write mixed capital and small letters on the board and model circling Ss. Ask students to circle all Ss letters in their books on page 66. Support as needed.

PB/p. 67

Colour the picture of the sun.

Help students open page 67. Review pictures (sandwich, sun, socks) using flashcards. Tell them to colour only the sun. Stick the sun flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Ss** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *“to write the uppercase S, draw a curve from the top to the middle without stopping, then draw another curved line to the bottom, and curve up. To write the lowercase s, below the middle line, draw a curve to the left down to the right until you reach the bottom, and then curve it up to the left.”*

Lesson 6

Activity Book Session

Practising Writing Letter Ss

AB/p. 54

Colour.

- Ask students to open the activity book on page 54 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity books on page 54 and do the same tracing steps explained in the previous lesson, pupil's book page 67.

AB/p. 55

Match.

Open page 55. Sight-read flashcards (sun, sandwich, star) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. sun → s). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 7

Pupil's Book Session

PB/p. 68

Introducing and Practising Letter Tt Sound /t/

Listen, point, and repeat.

Introducing Letter Tt (turtle, table, and tiger):

- Play the letter **Tt** song on YouTube several times; encourage the children to repeat and sing along.
- Use the puppet/ a stick figure with the alphabet flashcards to introduce letter **Tt** and the example words **turtle**, **table**, and **tiger**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, **"Hello, my friends! Today, I'm going to teach you a new letter sound."**
- Show the flashcard of letter **Tt**. Show the three objects/pictures that start with letter sound **/t/**.
- First, show the letter to the children. Point out that the letter sound is **/t/** (say the sound of the letter only). Then, show them the objects that start with letter **"t"**. Teach the words by showing them the real things/objects, if available, or the pictures of **"turtle"**, **"table"**, and **"tiger"**.
- Let the puppet say the letter's name, **Tt**, the letter's sound, **/t/** and say a word example, **turtle**.
- Repeat the name of the letter, the sound, and the word **turtle** several times.
- Let the children repeat (**Tt, /t/, turtle**) as you raise the flashcard of letter **Tt** and the picture of a **turtle**.
- Repeat the same procedure with the other word examples, **table** and **tiger**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/t/**; it should be in a different color.
- Draw students' attention to the **/t/** sound at the beginning of each word.
- Read the word, repeating the **/t/** sound several times, and then the full word: **t t t turtle**.

- Do the same with **table** and **tiger**. While you are reading, point to the "**Tt**" and ask the students what sound **T** makes.
- Let the children read the words **turtle**, **table**, and **tiger** after you.
- Invite students to come out and point to the pictures. Say, "Point to **turtle**, **table**, and **tiger**." Ask them what sound **Tt** makes.
- **Play a game:** Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their pupil's books on page 68.
- **Listen to the audio:** Students listen and point to the letters and words in their books.
- **Read:** They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 68 and point to each item as they listen.

Circle the letter Tt.

Give students alphabet flashcards and ask them to find letter Tt. Check recognition, then write mixed capital and small letters on the board and model circling Tt. Ask students to circle all Tt letters in their books on page 68. Support as needed.

PB/p. 69

Colour the picture of the turtle.

Help students open page 69. Review pictures (turtle, table, tiger) using flashcards. Tell them to colour only the turtle. Stick the turtle flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Tt** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase T, draw a straight line across. From the top, draw a straight line down. To write the lowercase t, draw a straight line down. In the middle line, draw a straight line across."*

Lesson 8

Activity Book Session

Practising Writing Letter Tt

AB/p. 56

Colour.

- Ask students to open the activity book on page 56 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 56 and do the same tracing steps explained in the previous lesson.

AB/p. 57

Match.

Open page 57. Sight-read flashcards (turtle, table, tiger) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. turtle → t). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

Introducing and Practising Letter **Uu** Sound /u/

PB/p. 70

Listen, point, and repeat.

Introducing Letter **Uu (*umbrella*, *under*, and *uncle*):**

- Play the letter **Uu** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet/a stick picture with the alphabet flashcards to introduce letter **Uu** and the example words ***umbrella***, ***under***, and ***uncle***.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "***Hello, my friends! Today, I'm going to teach you a new letter sound.***"
- Show the flashcard of letter **Uu**. Show the *three objects/pictures* that start with the letter sound /u/.
- First, show the letter to the children. Point out that the letter sound is /u/ (say the sound of the letter only). Then, show them the objects that start with letter "**Uu**". Teach the words by showing them the real things/objects, if available, or the pictures of "***umbrella***", "***under***", and "***uncle***."
- Let the puppet say the letter's name, **Uu**, the letter's sound, /u/ and say a word example, ***umbrella***.
- Repeat the name of the letter, the sound and the word ***umbrella*** several times.
- Let the children repeat (**Uu, /u/, *umbrella***) as you raise the flashcard of letter **Uu** and the picture of an ***umbrella***.
- Repeat the same procedure with other word examples, ***under*** and ***uncle***.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /u/; it should be in a different color.
- Draw students' attention to the /u/ sound at the beginning of each word.
- Read the word repeating the /u/ sound several times and then the full word: ***u u u umbrella***.
- Do the same with ***under*** and ***uncle***. While you are reading, point to the "**Uu**" and ask the students what sound **U** makes.
- Read: Let the children read the words ***umbrella***, ***under***, and ***uncle*** after you.
- Invite students to come out and point to the pictures. Say "Point to ***umbrella***, ***under***, and ***uncle***." Ask them what sound **Uu** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 70.
- Students listen to the audio and point to the letters, and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 70 and point to each item as they listen.

Circle the letter **Uu.**

Give students alphabet flashcards and ask them to find letter Uu. Check recognition, then write mixed capital and small letters on the board and model circling Uu. Ask students to circle all Uu letters in their books on page 70. Support as needed.

PB/p. 71

Colour the picture of the *uncle*.

Help students open page 71. Review pictures (umbrella, under, uncle) using flashcards. Tell them to colour only the uncle. Stick the uncle flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Uu** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase **U**, draw a straight line down. At this point, draw a small curve below and up. To write the lowercase **u**, draw a straight line down all the way to the bottom curving up. Back to the middle, draw a straight line down.”*

Lesson 10

Activity Book Session

Practising Writing Letter **Uu**

AB/p. 58

Colour.

- Ask students to open the activity book on page 58 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity books on page 58 and do the same tracing steps explained in the pupil's book page 71.

AB/p. 59

Match.

Open page 59. Sight-read flashcards (umbrella, under, uncle) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. umbrella → u). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

Introducing and Practising Letter **Vv** Sound /v/

PB/p. 72

Listen, point, and repeat.

Introducing Letter **Vv (*violin*, *vest*, and *van*)**

- Play the letter **Vv** song on YouTube several times; encourage children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Vv** and the example words **violin**, **vest**, and **van**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, ***"Hello, my friends! Today, I'm going to teach you a new letter sound."***
- Show the flashcard of letter **Vv**. Show the three objects/pictures that start with the letter sound /v/.
- First, show the letter to the children. Point out that the letter sound is /v/ (say the sound of the letter only). Then, show them the objects that start with letter "**v**". Teach the words by showing them the real objects if available or the pictures of **"violin"**, **"vest"**, and **"van"**.
- Let the puppet say the letter's name, **Vv**, the letter's sound, /v/ and say a word example, **violin**.
- Repeat the name of the letter, the sound and the word **violin** several times.
- Let the children repeat (**Vv**, /v/, **violin**) as you raise the flashcard of the letter **Vv** and the picture of a **violin**.
- Repeat the same procedure with other word examples, **vest** and **van**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /v/; it should be in a different color.
- Draw students' attention to the /v/ sound at the beginning of each word.
- Read the word repeating the /v/ sound several times and then the full word: **v v v violin**.

- Do the same with **violin**, **vest**, and **van**. While you are reading, point to the "Vv" and ask the students what sound **V** makes.
- **Read:** Let the children read the words **violin**, **vest**, and **van** after you.
- Invite students to come out and point to the pictures. Say, "Point to **violin**, **vest**, and **van**." Ask them what sound **Vv** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out, and name the pictures.
- Students open their books on page 72.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 72 and point to each item as they listen.

Circle the letter Vv.

Give students alphabet flashcards and ask them to find letter Vv. Check recognition, then write mixed capital and small letters on the board and model circling Vv. Ask students to circle all Vv letters in their books on page 72. Support as needed.

PB/p. 73

Colour the picture of the van.

Help students open page 73. Review pictures (violin, vest, van) using flashcards. Tell them to colour only the van. Stick the van flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Vv** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase V, start at the top, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. To write the lowercase v, start at the middle, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right."*

Lesson 12

Activity Book Session

Practising Writing Letter Vv

AB/p. 60

Colour.

- Ask students to open the activity book on page 60 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 60 and do the same tracing steps explained in the previous lesson.

AB/p. 61

Match.

Open page 61. Sight-read flashcards (van, vest, violin) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. van → v). Guide them to complete the page and reinforce the sound–letter connection.

Unit 8

My Clothes

Pupil's Book, Pages 74 – 87

Activity Book, Pages 62 – 72

New Words	Clothes: <i>socks, skirt, hat, dress, shirt, jeans, jacket, shorts, shoes</i> Story words: <i>birthday, party, beautiful, wear</i> Story: Noor's Birthday
Grammar	"What is this?" "A jacket." "What are these?" "Socks."
Letter Sounds & Words	(Ww: <i>watch, window, watermelon</i>), (Xx: <i>x-ray, mix, six</i>), (Yy: <i>yarn, yellow, yoghurt</i>), (Zz: <i>zebra, zoo, zero</i>) (<i>The upper case is for recognition only</i>)
Language Functions	Talking about what to wear

Outcomes

By the end of this unit, students should be able to:

- Identify different kinds of clothes.
- Respond to "What is this? This is a/an (clothes' names)." "What are these? These are (clothes' name)."
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out and write the letters **Ww**, **Xx**, **Yy** and **Zz** capital and small, and say three word examples that begin with the sounds /w/, /x/, /y/ and /z/.
- Sight-read the keywords in the unit.
- Learn and understand the new words in the main theme and the story.
- Listen to and follow a story prompted by pictures.
- Trace and write the letters **Ww**, **Xx**, **Yy** and **Zz** in the correct formation.

8	Sessions	Content My Clothes	Pages
Lesson			
Lesson 1	Pupil's Book Session	Introducing and practising new vocabulary & grammar	74
Lesson 2	Pupil's Book Session	atching	75
Lesson 3	Activity Book Session	ding the words + Project	76 - 77
Lesson 4	Pupil's Book Session	roducing and practising the story	62 - 63
Lesson 5	Pupil's Book Session	roducing and practising letter Ww sound /w/	78 - 79
Lesson 6	Activity Book Session	ctising writing letter Ww	64 - 65
Lesson 7	Pupil's Book Session	roducing and practising letter Xx sound /x/	80 - 81
Lesson 8	Activity Book Session	ctising writing letter Xx	66 - 67
Lesson 9	Pupil's Book Session	roducing and practising letter Yy sound /y/	82 - 83
Lesson 10	Activity Book Session	ctising writing letter Yy	68 - 69
Lesson 11	Pupil's Book Session	roducing and practising letter Zz sound /z/	84 - 85
Lesson 12	Activity Book Session	ctising writing letter Zz	70 - 71

Lesson 1

Pupil's Book Session

Introducing and Practising New Vocabulary & Grammar

A warm up:

You can start this unit by saying "*shoes*", "*These are shoes*", pointing to your own shoes. Invite kids to do the same. Ask questions: "*What colour are your shoes?*"

Point to other clothes items you or your students are wearing and see if they can name any.

PB/ p. 74

Listen, point, and repeat.

- Show the first theme page on the interactive board or use a poster and flashcards. Tell the class this lesson is about clothes and ask if they recognise any of the items. Introduce each word clearly: "This is a skirt/hat/dress/shirt/jacket" and "These are socks/jeans/shorts/shoes." Point as you say each word and ask students to repeat. Use yes/no questions like "Is this a hat?" or "Are these socks?" and what-questions like "What is this?" to encourage vocabulary use.
- Say "This is a skirt" or "These are socks" frequently and invite students to repeat using their own examples. Train them to listen to the audio carefully by pointing to each item on the screen as it's mentioned. Repeat the audio multiple times to improve their pronunciation and confidence. Teach the clothing words using flashcards (picture side and word side) for sight-reading.
- Have children open their books to page 74 and point to each item as they hear it. Use the images in the books, the poster, and flashcards to reinforce the words through fun drills and games. Repeat phrases and questions in a variety of ways, using team competitions or group drills to make it engaging.

Lesson 2

Pupil's Book Session

PB/ p. 75

Match.

Sight-reading:

- Review the clothing word flashcards (word side) and sight-read them with the class, reminding them to read each word as a whole from left to right, without breaking it into sounds. Hold up each card (e.g. "jacket") and ask, "Who can read this?" Then call on students to answer and check who can read confidently.
- Repeat the process with the other flashcards: "dress," "skirt," and "shorts." Show the picture side and ask, "What is this?" to confirm recognition, and go back to word reading if needed.
- Once the words are familiar, ask children to match the word with the correct picture on the board. Make sure they understand the word "match," then have them complete the matching activity in their books. Walk around to assist and support those who need help.

Lesson 3

Activity Book Session

AB/ p. 62

Find the words.

- Explain the task: The students have had the experience of doing a square word puzzle. You need to explain the task again. In this activity, the teacher needs to explain the task clearly, even in their mother tongue if they have to.
- Show the square word on the screen or draw it on the board.
- Read the words they need to find with the students. Define the word hat as it is in the book. Draw a circle around it.
- Tell the students to do the same with the other words and show them how to draw the circle. They might need help drawing the circle. So, walk around to help.

AB/p. 63

Project

Stick the pictures of your favourite clothes.

Objective:

- Start by reviewing clothing vocabulary using flashcards and the images on page 63. Tell pupils they will choose and stick their favourite clothes. Give each child a bag of cutouts, glue, and crayons. Model the task by sticking and naming a few clothes. Then, let pupils stick their favourites and colour them. Walk around to offer support and guidance.

Lesson 4

Pupil's Book Session

PB/ pp. 76 & 77

Introducing and Practising the Story

Listen, point, and repeat.

- Begin by showing a photo from your birthday and say, "This is my birthday. I wore a new dress." Then say, "My grandma made it." Link this to the story theme and revise clothes vocabulary quickly with flashcards.
- Introduce the title "Noor's Birthday" and explain it's about Noor choosing a dress for her special day. Show the first pictures and name the clothes. Ask students to repeat. Use simple questions like, "Does Noor want the white skirt?" or "Is she happy?"
- Pre-teach key phrases as you explain the story: Noor doesn't want the skirt, the red dress is too big, and in the end, she chooses the pink dress. Ask questions like, "Why is Noor happy?" Model answers such as, "Because she likes the pink dress."
- Play the story audio and point to the characters. Then ask, "Who is speaking?" Invite students to do the same. Open PB/pp. 76–77 and play the audio again. Let them follow in their books and repeat the lines.
- Repeat the audio as needed and ask short questions to check comprehension. Help students act out the story by taking turns as characters and using voices like those on the audio. Keep it fun and expressive to build fluency and confidence.

Lesson 5

Pupil's Book Session

Introducing and Practising Letter Ww Sound /w/

PB/ p. 78

Listen, point, and repeat.

Introducing Letter Ww (*watch*, *window* and *watermelon*):

- Play the letter **Ww** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Ww** and the example words **watch**, **window** and **watermelon**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Ww**. Show the *three objects/pictures* that start with the letter sound **/w/**.
- First, show the letter to the children. Point out that the letter sound is **/w/** (say the sound of the letter only). Then, show them the objects that start with letter "**w**". Teach the words by showing them the real objects if available or the pictures of "**watch**", "**window**" and "**watermelon**."
- Let the puppet say the letter's name **Ww**, the letter's sound **/w/** and say a word example **watch**.
- Repeat the name of the letter, the sound and the word **watch** several times.
- Let the children repeat (**Ww, /w/, watch**) as you raise the flashcard of letter **Ww** and the picture of a **watch**.
- Repeat the same procedure with other word examples **window** and **watermelon**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound **/w/**; it should be in a different colour.

- Draw students' attention to the /w/ sound at the beginning of each word.
- Read the word repeating the /w/ sound several times and then the full word: **w w w watch**.
- Do the same with **watch**, **window** and **watermelon**. While you are reading, point to the "Ww" and ask the students what sound **W** makes.
- Let the children read the words **watch**, **window** and **watermelon** after you.
- Invite students to come out and point to the pictures. Say, "Point to **watch**, **window** and **watermelon**." Ask them what sound **Ww** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 78.
- Listen to the audio: Students listen and point to the letter and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 78 and point to each item as they listen.

Circle the letter Ww.

Give students alphabet flashcards and ask them to find letter Ww. Check recognition, then write mixed capital and small letters on the board and model circling Ww. Ask students to circle all Ww letters in their books on page 78. Support as needed.

PB/p. 79

Colour the picture of the watermelon.

Help students open page 79. Review pictures (watch, window, watermelon) using flashcards. Tell them to colour only the watermelon. Stick the watermelon flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Ww** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *"to write the uppercase W, start at the top, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. Again, at the top draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. To write the lowercase w, start at the middle, and draw a slanting line down to the right. From the bottom, draw a slanting line up to the right. From the middle again, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right."*

Lesson 6

Activity Book Session

Practising Writing Letter Ww

AB/ p. 64

Colour.

- Ask students to open the activity book on page 64 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 64 and do the same tracing steps that are explained in the previous lesson.

Match.

Open page 65. Sight-read flashcards (watch, window, watermelon) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. watch → w). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 7

Pupil's Book Session

Introducing and Practising Letter Xx Sound /x/

PB/ p. 80

Listen, point, and repeat.

Introducing Letter Xx (*x-ray*, *mix* and *six*):

- Play the letter **Xx** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick figure with the alphabet flashcards to introduce letter **Xx** and the example words *x-ray*, *mix* and *six*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Xx**. Show the three objects/pictures that start with letter sound /x/.
- First, show the letter to the children. Point out that the letter sound is /x/ (say the sound of the letter only). Then, show them the objects that start with the letter "x". Teach the words by showing them the real objects if available or the pictures of "*x-ray*, *mix* and *six*."
- Let the puppet say the letter's name, **Xx**, the letter's sound, /x/ and say a word example, *x-ray*.
- Repeat the name of the letter, the sound and the word *x-ray* several times.
- Let the children repeat (**Xx**, /x/, *x-ray*) as you raise the flashcard of letter **Xx** and the picture of an *x-ray*.
- Repeat the same procedure with other word examples, *mix* and *six*.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /x/; it should be in a different colour.
- Draw students' attention to the /x/ sound at the beginning of each word.
- Read the word, repeating the /x/ sound several times, and then the full word **x x x x-ray**.
- Do the same with *x-ray*, *mix* and *six*. While you are reading, point to the "**Xx**" and ask the students what sound **X** makes.
- Let the children read the words *x-ray*, *mix* and *six* after you.
- Invite students to come out and point to the pictures. Say, "Point to *x-ray*, *mix* and *six*." Ask them what sound **Xx** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 80.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 80 and point to each item as they listen.

Circle the letter Xx.

Give students alphabet flashcards and ask them to find letter Xx. Check recognition, then write mixed capital and small letters on the board and model circling Xx. Ask students to circle all Xx letters in their books on page 80. Support as needed.

Colour number *six*.

Help students open page 81. Review pictures (x-ray, mix, six) using flashcards. Tell them to colour only the six. Stick the six flashcard on the board and walk around to assist.

Trace and write.

- Play the video of writing letter **Xx** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *“to write the uppercase X, from the top, draw a slanting line to the right. Then from the opposite side, draw a slanting line to the left. To write the lowercase x, from the middle, draw a slanting line to the right. And from the opposite side, draw a slanting line to the left.”*

Lesson 8

Activity Book Session

Practising Writing Letter **Xx**

AB/ p. 66

Colour.

- Ask students to open the activity book on page 66 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 66 and do the same tracing steps explained in the previous lesson.

AB/p. 67

Match.

Open page 67. Sight-read flashcards (x-ray, mix, six) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. x-ray → x). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 9

Pupil's Book Session

Introducing and Practising Letter **Yy** Sound /y/

PB/ p. 82

Listen, point, and repeat.

Introducing the Letter **Yy** (*yarn, yellow* and *yoghurt*):

- Play the letter **Yy** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Yy** and the example words *yarn, yellow* and *yoghurt*.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, *"Hello, my friends! Today, I'm going to teach you a new letter sound."*
- Show the flashcard of letter **Yy**. Show the three objects/pictures that start with the letter sound /y/.
- First, show the letter to the children. Point out that the letter sound is /y/ (say the sound of the letter only). Then, show them the objects that start with letter "y". Teach the words by showing them the real objects if available or the pictures of *"yarn, yellow* and *yoghurt"*.
- Let the puppet say the letter's name, **Yy**, the letter's sound, /y/ and say a word example, *yarn*.
- Repeat the name of the letter, the sound and the word *yarn* several times.

- Let the children repeat (**Yy**, /y/, **yarn**) as you raise the flashcard of the letter **Yy** and the picture of a **yarn**.
- Repeat the same procedure with other word examples, **yellow** and **yoghurt**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /y/; it should be in a different colour.
- Draw students' attention to the /y/ sound at the beginning of each word.
- Read the word, repeating the /y/ sound several times, and then the full word: **y y y yarn**.
- Do the same with **yarn**, **yellow** and **yoghurt**. While you are reading, point to the "**Yy**" and ask the students what sound **Y** makes.
- Let the children read the words **yarn**, **yellow** and **yoghurt** after you.
- Invite students to come out and point to the pictures. Say, "Point to **yarn**, **yellow** and **yoghurt**." Ask them what sound **Yy** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 82.
- Listen to the audio: Students listen and point to the letters and words in their pupil's books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 82 and point to each item as they listen.

Circle the letter Yy.

Give students alphabet flashcards and ask them to find letter Yy. Check recognition, then write mixed capital and small letters on the board and model circling Yy. Ask students to circle all Yy letters in their books on page 82. Support as needed.

PB/ p. 83

Colour the picture of the yoghurt.

Help students open page 83. Review pictures (yarn, yellow, yoghurt) using flashcards. Tell them to colour only the yoghurt. Stick the yoghurt flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Yy** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter. You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils about the movements you make while writing; for example, *"to write the uppercase Y, start at the top, and draw a slanting line down to the right and stop in the middle. From the top, draw a slanting line down to the left and stop in the middle. From the middle, draw a straight line down. To write the lowercase y, start at the middle, and draw a slanting line down to the right. Return to the middle, draw a slanting line going to the left bottom and extend."*

Lesson 10

Activity Book Session

Practising Writing Letter Yy

AB/ p. 68

Colour.

- Ask students to open the activity book on page 68 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 68 and do the same tracing steps that are explained in the previous lesson.

AB/ p. 69

Match.

Open page 69. Sight-read flashcards (yellow, yarn, yoghurt) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. yoghurt → y). Guide them to complete the page and reinforce the sound–letter connection.

Lesson 11

Pupil's Book Session

PB/ p. 84

Introducing and Practising Letter Zz Sound /z/

Listen, point, and repeat.

Introducing Letter Zz (*zebra*, *zoo* and *zero*):

- Play the letter **Zz** song on YouTube several times; encourage children to repeat and sing along.
- Use the puppet or the stick picture with the alphabet flashcards to introduce letter **Zz** and the example words **zebra**, **zoo** and **zero**.
- Tell the students that the puppet will teach them a new sound today. Try to make a sound of a puppet.
- Let the puppet say, "**Hello, my friends! Today, I'm going to teach you a new letter sound.**"
- Show the flashcard of letter **Zz**. Show the *three objects/pictures* that start with the letter sound /z/.
- First, show the letter to the children. Point out that the letter sound is /z/ (say the sound of the letter only). Then, show them the objects that start with letter "z". Teach the words by showing them the real objects if available or the pictures of "**zebra**, **zoo** and **zero**."
- Let the puppet say the letter's name, **Zz**, the letter's sound, /z/ and say a word example, **zebra**.
- Repeat the name of the letter, the sound and the word **zebra** several times.
- Let the children repeat (**Zz**, /z/, **zebra**) as you raise the flashcard of the letter **Zz** and the picture of a **zebra**.
- Repeat the same procedure with other word examples, **zoo** and **zero**.
- Now let the children repeat again and quiz them with the three word examples.
- Show the word flashcards of each picture and stress the initial sound /z/; it should be in a different colour.
- Draw students' attention to the /z/ sound at the beginning of each word.
- Read the word repeating the /z/ sound several times and then the full word: **z z z zebra**.
- Do the same with **zebra**, **zoo** and **zero**. While you are reading, point to the "**Zz**" and ask the students what sound **Z** makes.
- Let the children read the words **zebra**, **zoo** and **zero** after you.
- Invite students to come out and point to the pictures. Say, "Point to **zebra**, **zoo** and **zero**." Ask them what sound **Zz** makes.
- Play a game: Spread the flashcards on the ground and say the word; invite a child to pick the correct card.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Students open their books on page 84.
- Listen to the audio: Students listen and point to the letters and words in their books.
- They say the sound of the letter and read the word examples in chorus, groups and individuals several times.

Listen and learn the words.

Play the audio while pointing to each picture. Repeat several times and have students echo the words. Ask them to open page 84 and point to each item as they listen.

Circle the letter Zz.

Give students alphabet flashcards and ask them to find letter Zz. Check recognition, then write mixed capital and small letters on the board and model circling Zz. Ask students to circle all Zz letters in their books on page 84. Support as needed.

PB/p. 85

Colour the picture of the zero.

Help students open page 85. Review pictures (zebra, zoo, zero) using flashcards. Tell them to colour only the zoo. Stick the zoo flashcard on the board for reference and walk around to assist.

Trace and write.

- Play the video of writing letter **Zz** on YouTube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to explain the steps of forming the letter.
- Teach the children how to write the letter: You need to draw the four-line grid on the board and show the pupils how to write the letter. Talk to your pupils describing the movements you make while writing; for example, *“to write the uppercase Z, start at the top, and draw a straight line across to the right. Then draw a slanting line down to the left. At the bottom, draw a straight line to the right. To write the lowercase z, start at the middle, and draw a straight line across to the right. Then draw a slanting line down to the left. At the bottom, draw a straight line to the right.”*

Lesson 12

Activity Book Session

Practising Writing Letter Zz

AB/ p. 70

Colour.

- Ask students to open the activity book on page 70 and colour the letter and the picture.

Trace and write.

- Ask students to open the activity book on page 70 and do the same tracing steps explained in the previous lesson.

AB/p. 71

Match.

Open page 71. Sight-read flashcards (zoo, zebra, zero) and check recognition. Match the words with the correct pictures on the board, then in the book.

Look at the picture and write the first letter.

Ask students to look at the pictures and write the beginning letter. Model the task using flashcards and examples (e.g. zoo → z). Guide them to complete the page and reinforce the sound–letter connection.

AB/p. 72

Colour.

- Revise colours using flashcards and items, then show the four main characters (Omar, Noor, Karam, and Sara) and help pupils open page 72 to colour them, guiding and supporting as needed since timing varies by child.

Do it at home!

PB/pp. 86 & 87

Colour.

- Play the alphabet song and review colours using items, then ask pupils to open to pages 86–87 and colour the alphabet letters at home; encourage parents to help children name the letters and say their sounds.

Appendix

CVC words for KG 1

- **-at:** cat, mat, sat, fat, bat, rat, hat,
- **-ab:** cab, dab, gab, jab, lab, nab, tab
- **-ad:** bad, dad, fad, had, lad, mad, pad, sad, tad
- **-ag:** bag, gag, hag, lag, mag, nag, rag, sag, tag, wag
- **-am:** bam, dam, ham, jam, ram, yam
- **-an:** ban, can, fan, man, pan, ran, tan, van
- **-ap:** cap, gap, lap, map, nap, rap, sap, tap, yap, zap

List of Sight Words for KG 1

- A, am, an, and, any, are, at, away
- Be, big, boy, but
- Can, can't, came, car, cat, come
- Dad, day, did, do, dog, done, down
- Eat
- Find, for, fun
- Get, girl, go, going, good, got
- Has, have, he, here, how, what
- Read, trace, write, colour, match

Kindergarten Sight Word List

I	like	the	and	see
we	a	to	come	me
with	my	you	what	are
now	is	how	find	this
will	be	go	for	make
play	said	good	she	all
he	no	do	down	have
help	look	out	off	take