

English

Bright Kids

Teacher's Guide

2



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English Bright Kids

Level 2

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 Numbers	
First Semester	September	WEEK 1	Preparation	Lesson 1	Introductory Session	Introduction to the classroom & routines		
				Lesson 2	Introductory Session	Classroom rules & listening skills		
		Starter Unit	WEEK 2	Lesson 3	Pupil's Book Session	Introducing new vocabulary & grammar	p. 6	
				Lesson 4	Pupil's Book Session	Practising new vocabulary & grammar	pp. 6–7	
				Lesson 5	Activity Book Session	Practising new vocabulary & grammar	p. 7	
				Lesson 1	Pupil's Book Session	Introducing colours	p. 8	
				Lesson 2	Pupil's Book Session	Introducing new vocabulary & grammar	p. 9	
			WEEK 3	Lesson 3	Activity Book Session	Colouring	p. 5	
				Lesson 4	Pupil's Book Session	Introducing letter Aa sound /a/	p. 10	
				Lesson 5	Activity Book Session	Practising letter Aa sound /a/	pp. 6–7	
				Lesson 1	Pupil's Book Session	Introducing letter Ee sound /e/	p. 11	
				Lesson 2	Activity Book Session	Practising letter Ee sound /e/	pp. 8–9	
			WEEK 4	Lesson 3	Pupil's Book Session	Introducing letter Ii sound /i/	p. 12	
				Lesson 4	Activity Book Session	Practising letter Ii sound /i/	pp. 10-11	
				Lesson 5	Pupil's Book Session	Introducing letter Oo sound /o/	p. 13	
				Lesson 1	Activity Book Session	Practising letter Oo sound /o/	pp. 12-13	
				Lesson 2	Pupil's Book Session	Introducing letter Uu sound /u/	p. 14	
			Unit 1	WEEK 5	Lesson 3	Activity Book Session	Practising letter Uu sound /u/	pp. 14-15
					Lesson 4	Pupil's Book Session	Introducing numbers 1 – 2	p. 15
					Lesson 5	Activity Book Session	Practising numbers 1 – 2	pp. 16–17
	Lesson 1	Pupil's Book Session			Phonics: short beginning vowel sounds	p. 16		
	Lesson 2	Activity Book Session			Phonics: short beginning vowel sounds	pp. 18-19		
	WEEK 6	Lesson 3		Pupil's Book Session	Introducing new vocabulary & grammar	p. 18		
		Lesson 4		Pupil's Book Session	Practicing new vocabulary & grammar	p. 19		
		Lesson 5		Activity Book Session	Ticking the correct word	p. 20		
		Lesson 1		Activity Book Session	Finding the words	p. 21		
		Lesson 2		Activity Book Session	Colouring the picture	p. 21		
		Lesson 3		Pupil's Book Session	Introducing letter Ss sound /s/	p. 20		
		Lesson 4		Activity Book Session	Practising letter Ss sound /s/	pp. 22-23		
	WEEK 7	Lesson 5	Pupil's Book Session	Introducing letter letter Tt sound /t/	p. 21			
		Lesson 1	Activity Book Session	Practising letter letter Tt sound /t/	pp. 24-25			
		Lesson 2	Pupil's Book Session	Introducing letter Pp sound /p/	p. 22			
		Lesson 3	Activity Book Session	Practising letter Pp sound /p/	pp. 26-27			
		Lesson 4	Pupil's Book Session	Introducing numbers 3- 4	p. 23			
	Lesson 5	Activity Book Session	Practising numbers 3- 4	pp. 28-29				

		November										December																					
		WEEK 8		WEEK 9		WEEK 10		WEEK 11		WEEK 12		Week 13		WEEK 14		WEEK 15		WEEK 16															
				Unit 2										Unit 3										Unit 4									
		Lesson 1	Activity Session	AB/p. 30: Organised Class Activity																													
		Lesson 2	Project Work	Make class stationery.																													
		Lesson 3	Assessment	Starter unit & unit 1																													
		Lesson 4	Pupil's Book Session	Introducing new vocabulary & grammar		p. 24																											
		Lesson 5	Pupil's Book Session	Practicing new vocabulary & grammar		p. 25																											
		Lesson 1	Activity Book Session	Practicing new vocabulary & grammar		pp. 30-31																											
		Lesson 2	Pupil's Book Session	Introducing and practising the story		pp. 26–27																											
		Lesson 3	Pupil's Book Session	Introducing letter Nn sound /n/		p. 28																											
		Lesson 4	Activity Book Session	Practising letter Nn sound /n/		pp. 32-33																											
		Lesson 5	Pupil's Book Session	Introducing letter Cc sound /c/		p. 29																											
		Lesson 1	Activity Book Session	Practising letter Cc sound /c/		pp. 34-35																											
		Lesson 2	Pupil's Book Session	Introducing letter Kk sound /k/		p. 30																											
		Lesson 3	Activity Book Session	Practising letter Kk sound /k/		pp. 36-37																											
		Lesson 4	Pupil's Book Session	Introducing numbers 5- 6		p. 31																											
		Lesson 5	Activity Book Session	Practising numbers 5- 6		p. 38																											
		Lesson 1	Pupil's Book Session	Phonics: Revision of sounds		pp. 32-33																											
		Lesson 2	Activity Book Session	Phonics: Revision of sounds + homework		pp. 40-43																											
		Lesson 3	Pupil's Book Session	Introducing new vocabulary & grammar		p. 34																											
		Lesson 4	Pupil's Book Session	Practicing new vocabulary & grammar		p. 35																											
		Lesson 5	Activity Book Session	Practicing new vocabulary & grammar		pp. 44-45																											
		Lesson 1	Activity Book Session	Finding the words		p. 45																											
		Lesson 2	Pupil's Book Session	Introducing and practising the story		pp. 36–37																											
		Lesson 3	Pupil's Book Session	Introducing letter Hh sound /h/		p. 38																											
		Lesson 4	Activity Book Session	Practising letter Hh sound /h/		pp. 46-47																											
		Lesson 5	Pupil's Book Session	Introducing letter Rr sound /r/		p. 39																											
		Lesson 1	Activity Book Session	Practising letter Rr sound /r/		pp. 48-49																											
		Lesson 2	Pupil's Book Session	Introducing letter Mm sound /m/		p. 40																											
		Lesson 3	Activity Book Session	Practising letter Mm sound /m/		pp. 50-51																											
		Lesson 4	Pupil's Book Session	Introducing numbers 7- 8		p. 41																											
		Lesson 5	Activity Book Session	Practising numbers 7- 8		pp. 52-53																											
		Lesson 1	Assessment	Unit 2 & unit 3																													
		Lesson 2	Pupil's Book Session	Introducing new vocabulary & grammar		p. 42																											
		Lesson 3	Pupil's Book Session	Practicing new vocabulary & grammar		p. 43																											
		Lesson 4	Activity Book Session	Practicing new vocabulary & grammar		pp. 54-55																											
		Lesson 5	Pupil's Book Session	Introducing and practising the story		pp. 44-45																											
		Lesson 1	Pupil's Book Session	Introducing letter Dd sound /d/		p. 46																											
		Lesson 2	Activity Book Session	Practising letter Dd sound /d/		pp. 56-57																											
		Lesson 3	Pupil's Book Session	Introducing letter Gg sound /g/		p. 47																											
		Lesson 4	Activity Book Session	Practising letter Gg sound /g/		pp. 58-59																											
		Lesson 5	Pupil's Book Session	Introducing letter Ll sound /l/		p. 48																											
		Lesson 1	Activity Book Session	Practising letter Ll sound /l/		pp. 60-61																											
		Lesson 2	Pupil's Book Session	Introducing numbers 9-10		p. 49																											
		Lesson 3	Activity Book Session	Practising numbers 9-10		p. 62																											
		Lesson 4	Pupil's Book Session	Phonics: Revision of sounds		pp. 50–51																											
		Lesson 5	Activity Book Session	Phonics: Revision of sounds + homework		pp. 63–67																											

Second Semester							
February				March			
WEEK 17		WEEK 18		WEEK 19		WEEK 20	
Preparation +Revision	Lesson 1	Introductory Session	Welcome back – talking about the holiday				
	Lesson 2	Introductory Session	Classroom routines and revision game				
	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?”				
Unit 5	Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar	p. 52			
	Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar	p. 53			
	Lesson 3	Pupil's Book Session	Introducing and practising the Sports song	p. 53			
	Lesson 4	Activity Book Session	Practicing new vocabulary & grammar	pp. 68–69			
	Lesson 5	Pupil's Book Session	Introducing letter Ff sound /f/	p. 54			
	Lesson 1	Activity Book Session	Practising letter Ff sound /f/	pp. 70–71			
	Lesson 2	Pupil's Book Session	Introducing letter Bb sound /b/	p. 55			
	Lesson 3	Activity Book Session	Practising letter Bb sound /b/	pp. 72–73			
	Lesson 4	Pupil's Book Session	Introducing letter Jj sound /j/	p. 56			
	Lesson 5	Activity Book Session	Practising letter Jj sound /j/	pp. 74–75			
	Lesson 1	Pupil's Book Session	Introducing numbers 11-12 + addition	p. 57			
	Lesson 2	Activity Book Session	Practising numbers 11-12 + addition	pp. 76–78			
Unit 6	Lesson 3	Pupil's Book Session	Phonics: Revision of sounds	pp. 58–59			
	Lesson 4	Activity Book Session	Phonics: Revision of sounds	p. 79			
	Lesson 5	Pupil's Book Session	Introducing new vocabulary & grammar	p. 60			
	Lesson 1	Pupil's Book Session	Practicing new vocabulary & grammar	p. 61			
	Lesson 2	Activity Book Session	Practicing new vocabulary & grammar	pp. 80-81			
	Lesson 3	Pupil's Book Session	Introducing and practising the story	pp. 62-63			
	Lesson 4	Pupil's Book Session	Introducing letter Zz sound /z/	p. 64			
	Lesson 5	Activity Book Session	Practising letter Zz sound /z/	pp. 82-83			
	Lesson 1	Pupil's Book Session	Introducing letter Ww sound /w/	p. 65			
	Lesson 2	Activity Book Session	Practising letter Ww sound /w/	pp. 84-85			
	Lesson 3	Pupil's Book Session	Introducing letter Vv sound /v/	p. 66			
	Lesson 4	Activity Book Session	Practising letter Vv sound /v/	pp. 86-87			
Unit 7	Lesson 5	Pupil's Book Session	Introducing numbers 13-14 + addition	p. 67			
	Lesson 1	Activity Book Session	Practising numbers 13-14 + addition	p. 88			
	Lesson 2	Pupil's Book Session	Phonics: Revision of sounds	pp. 68-69			
	Lesson 3	Activity Book Session	Phonics: Revision of sounds	p. 89			
	Lesson 4	Pupil's Book Session	Introducing new vocabulary & grammar	p. 70			
	Lesson 5	Pupil's Book Session	Practicing new vocabulary & grammar	p. 71			
	Lesson 1	Pupil's Book Session	Introducing and practising the Food song	p. 71			
	Lesson 2	Activity Book Session	Practicing new vocabulary & grammar	pp. 90-91			
	Lesson 3	Pupil's Book Session	Introducing letter Yy sound /y/	p. 72			
	Lesson 4	Activity Book Session	Practising letter Yy sound /y/	pp. 92-93			
	Lesson 5	Pupil's Book Session	Introducing letter Xx sound /x/	p. 73			
	Lesson 1	Activity Book Session	Practising letter Xx sound /x/	pp. 94-95			
April	Lesson 2	Pupil's Book Session	Introducing letter Qq sound /q/	p. 74			
	Lesson 3	Activity Book Session	Practising letter Qq sound /q/	pp. 96-97			
	Lesson 4	Pupil's Book Session	Introducing numbers 15-16 + subtraction	p. 75			
	Lesson 5	Activity Book Session	Practising numbers 15-16 + subtraction	p. 98			

May	WEEK 26	Unit 8	Lesson 1	Pupil's Book Session	Phonics: Revision of sounds	pp. 76-77		
			Lesson 2	Activity Book Session	Phonics: Revision of sounds + homework	pp. 100-103		
			Lesson 3	Pupil's Book Session	Introducing new vocabulary & grammar	p. 78		
			Lesson 4	Pupil's Book Session	Practicing new vocabulary & grammar	p. 79		
			Lesson 5	Activity Book Session	Practicing new vocabulary & grammar	pp. 104-105		
			WEEK 27	Lesson 1	Pupil's Book Session	Introducing the story	pp. 80-81	
				Lesson 2	Pupil's Book Session	Practicing the story	pp. 80-81	
				Lesson 3	Pupil's Book Session	Introducing numbers 17-18 + subtraction	p. 82	
				Lesson 4	Activity Book Session	Practising numbers 17-18 + subtraction	p. 106	
				Lesson 5	Pupil's Book Session	Phonics: Revision of sounds	p. 83	
				WEEK 28	Lesson 1	Activity Book Session	Phonics: Revision of sounds + homework	p. 107
					Lesson 2	Appendix Session	Phonics Practice	
					Lesson 3	Activity Session	The four seasons calendar	
					Lesson 4	Assessment	Oral Assessment	
	WEEK 29	Lesson 5			Pupil's Book Session	Introducing new vocabulary & grammar	p. 84	
		Lesson 1	Pupil's Book Session	Practicing new vocabulary & grammar	p. 85			
		Lesson 2	Activity Book Session	Practicing new vocabulary & grammar	p. 108			
		Lesson 3	Pupil's Book Session	Practicing new vocabulary & grammar	p. 109			
		Lesson 4	Pupil's Book Session	Introducing and practising the chant	p. 85			
		Lesson 5	Pupil's Book Session	Introducing numbers 19-20 + addition & subtraction	p. 86			
		WEEK 30	Lesson 1	Activity Book Session	Practising numbers 19-20 + addition & subtraction	p. 110		
			Lesson 2	Pupil's Book Session	Phonics: Revision of sounds	p. 87		
			Lesson 3	Activity Book Session	Phonics: Revision of sounds + homework	p. 111		
			Lesson 4	Appendix Session	Phonics and sight words practice			
			Lesson 5	Activity Session	Dressing up for the different jobs			
	WEEK 31	Revision	Lesson 1	Assessment	General Assessment			
			Lesson 2	Final Revision	Full alphabet review: A–Z letter names and sounds			
			Lesson 3	Final Revision	Vocabulary games (transport, food, etc.)			
			Lesson 4	Final Revision	Writing and tracing mixed letters A–Z			
			Lesson 5	Final Revision	Class quiz / speaking practice about favourite lessons			

Starter Unit

Hello!

Pupil's Book, Pages 6 – 17

Activity Book, Pages 3 – 19

New Words	The characters: Omar, Karam, Sara and Noor Colours: red, green, yellow, blue, orange, purple, white, black, grey Song words: town, day Number words: one, two Numbers: 1 & 2 Songs: Hello Song and Colours Song
Grammar	"What is your name?" "I am (Karam)". "How are you?" "I am fine, thank you."
Letter Sounds & Words	(Aa: ant, axe, apple, arrow), (Ee: egg, elephant, eraser, elbow), (Ii: ink, insect, ill, igloo), (Oo: orange, octopus, olives, ox) and (Uu: umbrella, uncle, up, under) Phonics: short vowels a, e, i, o, u
Language Functions	Introducing self and greetings

Outcomes

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

- Introduce oneself and greet others. "My name is ..." "How are you? I am fine, thank you."
- Sing along with "Hello Song" and "Colours Song".
- Count from **1** to **2**.
- Identify the basic colours.
- Learn and understand the meaning of the new words in any song.
- Learn how to write the letters of one's name.
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out, and write the letters **Aa, Ee, Ii, Oo**, and **Uu**, capital and small, and say 4 word examples that begin with the sounds /a/, /e/, /i/, /o/ and /u/.
- Sight-read the keywords in the unit.
- Identify numbers **1** & **2** in sequence and count the items that represent the number. Respond to "How many?" questions.
- Trace and write the letters **Aa, Ee, Ii, Oo**, and **Uu** with the correct formation.

Starter Unit		
Hello!		
Lesson	Sessions	Content & Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. Listen, point, and repeat.
Lesson 2	Pupil's Book & Activity Book Session	PB/pp. 6 & 7: Practising new vocabulary & grammar PB/p. 7: Meet the children. Hello Song AB/pp. 3 & 4: Trace. / Match.
Lesson 3	Pupil's Book Session	Introducing Colours PB/p. 8: Listen, point, and repeat.
Lesson 4	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 9: Match the colours. / Colours Song
Lesson 5	Activity Book Session	AB/p. 5: Colour.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter Aa sound / a / PB/p. 10: Listen, point, and repeat. PB/p. 10: Trace and write. AB/p. 6: Colour. / Trace and write. AB/p. 7: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter Ee sound / e / PB/p. 11: Listen, point, and repeat. PB/p. 11: Trace and write. AB/p. 8: Colour. / Trace and write. AB/p. 10: Circle the pictures. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter Ii sound / i / PB/p. 12: Listen, point, and repeat. PB/p. 12: Trace and write. AB/p. 10: Colour. / Trace write. AB/p. 11: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising letter Oo sound / o / PB/p. 13: Listen, point, and repeat. PB/p. 13: Trace and write. AB/p. 12: Colour. / Trace and write. AB/p. 13: Circle the pictures. / Tick the correct words.
Lesson 10	Pupil's Book & Activity Book Session	Introducing & practising letter Uu sound / u / PB/p. 13: Listen, point, and repeat. PB/p. 14: Trace and write. AB/p. 14: Colour. / Trace and write. AB/p. 15: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 1 – 2 PB/p. 15: Listen, count, and repeat. / Colour. / Trace and write. AB/p. 16: Count and circle. / Trace and write. AB/p. 15: Circle the pictures. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of short beginning vowel sounds PB/pp. 16 & 17: Listen and repeat the words. AB/p. 17: Write the missing letter. AB/p. 18: Review AB/p. 19: Match.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 6

- Greet the class with "Hello! I'm (your name)," and ask pupils to introduce themselves in the same way.
- Display the page on the board or use the poster and flashcards to introduce the scene and characters.
- Explain that the children are meeting at school for the first time. Say, "This is Sarah/Noor/Omar/Karam," pointing and asking pupils to repeat.
- Ask simple Yes/No questions with model answers, e.g., "Are they happy?" – "Yes." "Is this Sarah?" – "No."
- Ask, "What's her/his name?" while pointing to the correct character to support understanding.
- Practise the structure "I'm (name)" with repetition and pupil participation.
- Play the audio and point to each speaker. Repeat until pupils can follow and say the lines clearly.

Lesson 2

Pupil's Book & Activity Book Session

Practising New Vocabulary & Grammar

PB/p. 7

Meet the children.

- Play the theme page on the board or use the poster and flashcards to review the scene and characters.
- Remind pupils of the names: "This is Sarah/Noor/Omar/Karam," and practise sight-reading using flashcards.
- Distribute the pupil's books and show them how to open to pages 6 & 7, left to right.
- Play the audio while pointing to the speaking characters and have pupils do the same.

Communicative practice

- Ask "Who is saying what?" during the audio and encourage pupils to point and repeat.
- Use Yes/No and "what"/"who" questions with gestures to support understanding.
- Repeat words and phrases using pictures, flashcards, and audio to reinforce language.
- Use varied repetition techniques like group work or games to build fluency and engagement.
- Refer to the vocabulary techniques in the introduction as needed.

Hello Song

PB/p. 7

Listen and sing along.

- Teach or review the lyrics using the screen prompts, gestures, and class repetition.
- Read the lyrics while pointing to the words, then play the audio and have pupils listen, point, and sing along.
- Repeat until they can sing confidently and from memory.

AB/p. 3

Trace.

- Demonstrate tracing lines (straight, curved, wavy) left to right on the board, then in the books.
- Guide pupils to page 3, help them open the books correctly, and supervise their tracing.
- You may combine this with the pupil's book session or do it separately for extra practice.

AB/p. 4

Match.

Sight-reading:

- Practise reading names again using both sides of the flashcards and check character recognition.
- Explain the word "match" and demonstrate the activity on the board.

- Ask pupils to match names with characters, first together, then in their books on page 4.
- Walk around to guide and support as they complete the task.

Lesson 3

Pupil's Book Session

PB/p. 8

Introducing Colours

- Say a colour, e.g. "Look! This is red," while pointing to an object, and ask pupils to point to similar items; repeat with other colours (green, blue, yellow, purple, black, white, grey).
- Revise colours daily to support recognition and retention.

Listen, point, and repeat

- Display page 8 or use flashcards and explain the paint pots show different colours.
- Point and say each colour clearly (red, blue, yellow, green, orange, purple, white, black, grey), and have pupils repeat.
- Ask questions like "Is this red?" or "What is this?" while pointing and modelling short answers.
- Let pupils point to colour items on their clothes and say the word.
- Play the audio, point to each colour as it plays, and repeat several times until pupils can say them confidently.

Communicative practice

- Ask, "What colour is this?" during the audio and let pupils point and respond.
- Use Yes/No and "what"/"who" questions with gestures to support comprehension.
- Show flashcards to practise sight-reading colour names and reinforce visual memory.
- Help pupils open their books to page 8 and follow the audio by pointing to the colour pots.
- Repeat vocabulary using pictures, flashcards, and audio; model slowly when needed to support understanding.
- Use group games and repetition drills to boost fluency and motivation, following strategies from the introduction.

Lesson 4

Pupil's Book Session

Practising New Vocabulary & Grammar

PB/p. 9

Match the colours.

- Revise sight-reading using colour flashcards (word side), reminding pupils to read words as wholes.
- Hold up each card, ask pupils to read, and note who can or can't yet.
- Show the item pictures (star, sun, orange, apple, grass) and check understanding.
- Invite pupils to match colours with items on the screen, explaining "match," then do the same in their books on page 9.
- Help pupils open their books and walk around to guide and support.

Colours Song

Listen and sing along

- Teach the words of the song (e.g. day, town) before playing the audio.
- Use the screen/poster visuals and gestures to support meaning.
- Read lyrics together while pointing to the words.
- Play the audio as pupils follow along in their books on page 9, then let them sing with it.
- Repeat until they memorise the song.

Lesson 5

Activity Book Session

AB/p. 5

Colour.

- Revise colours by showing objects and asking, "What colour is this?" then practise sight-reading using flashcards.
- Create large A3 paint pots, model the activity by saying a colour, picking the matching crayon, and colouring part of the pot; let pupils take turns doing the same.
- Guide pupils to open to page 5, read and point to each paint pot, then repeat the colour and colour along with you.
- Walk around to support and allow extra time as needed.

Lesson 6

Pupil's Book & Activity Book Session

Introducing & Practising 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, point, and repeat.
- Point to the letters on the poster and let the students say the letters' names, sounds and word examples.

PB/p. 10

Listen, point, and repeat.

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

- 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 **ant**, **axe**, **apple** and **arrow**.
- 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 **Aa**. Show four objects/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 your students the words by showing them the real objects if available or the pictures of "**ant**, **apple**, **axe** and **arrow**."
- Let the puppet say the letter's name "**Aa**", the letter's sound /a/ and a word example, **ant**.
- Repeat the name of the letter, the sound and the word **ant** several times.
- Let the children repeat (**Aa**, /a/, **ant**) while you raise the flashcard of letter **Aa** and the picture of an **ant**.
- Repeat the same procedure with other word examples: **apple**, **axe** and **arrow**.
- Now, let the children repeat again and quiz them with the four 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 ant**.
- Do the same with **apple**, **axe** and **arrow**. While you are reading, point to the "**Aa**" and ask the students what sound **Aa** makes.

- Let the children read the words **ant**, **apple**, **axe** and **arrow** after you.
- Invite students to come out and point to the pictures. Say, "Point to **ant**, **apple**, **axe** and **arrow**." 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 10.
- **Listen to the audio:** let your 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.

Trace and write.

- Play the video of writing the letter **Aa** 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."*

AB/p. 6

Colour.

- Open to page 6, elicit "Ant," chant "A, /a/, ant," model tracing and colouring Aa with steps, then let pupils colour the ant freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book page 10 to do this exercise.

AB/p. 7

Circle the pictures that begin with the /a/ sound.

- Give pupils letter cards and help them find Aa, review pictures that begin with /a/ (e.g., axe, arrow), ask identifying questions, then tell them to open to page 7 and circle only the picture that starts with Aa, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Explain the task, revise Aa words with flashcards, ensure students recognise Aa, then show the page and model ticking 'ant'; finally, have them open to page 7 and tick the correct word for each picture, guiding as needed.

Lesson 7

Pupil's Book & Activity Book Session

Introducing & Practising Letter Ee Sound /e/

PB/p. 11

Listen, point, and repeat.

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

- Play letter **Ee** 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 **Ee** and the example words **egg**, **elephant**, **eraser** and **elbow**.

- 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 **Ee**. Show the four 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 the letter **"Ee"**. Teach the words by showing them the real objects if available or the pictures of **"egg, elephant, eraser and elbow."**
- Let the puppet say the letter's name **Ee**, the letter's sound **/e/**, and say a word example, **egg**.
- Repeat the name of the letter, its sound, and the word **egg** several times.
- Let the children repeat (**Ee, /e/, egg**) as you raise the flashcard of letter **Ee** and the picture of an **egg**.
- Repeat the same procedure with other word examples: **elephant, eraser and elbow**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcard of each picture, and stress the initial sound **/e/**, which should be in a different colour.
- Draw the students' attention to the sound **/e/** at the beginning of each word.
- Read the word, repeating the sound **/e/** several times, and then the full word: **e e e egg**.
- Do the same with **elephant, eraser and elbow**. While you are reading, point to the **"Ee"** and ask the students what sound **Ee** makes.
- Let the children read the words **egg, elephant, eraser and elbow** after you.
- Invite students to come out and point to the pictures. Say, **"Point to egg, elephant, eraser and elbow."**
- Ask them what sound **Ee** 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 11.
- **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.

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."*

AB/p. 8

Colour.

- Revise colours using items and flashcards, elicit **"Egg,"** chant **"E, /e/, egg,"** model tracing and colouring **Ee** with number steps, then let pupils colour the letters and egg freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book page 11 to do this exercise.

AB/p. 9

Circle the pictures that begin with the /e/ sound.

- Give pupils letter cards and help them find Ee, review /e/ pictures (e.g., egg), ask identifying questions, then tell them to open to page 9 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /e/ flashcards (e.g., elbow), show picture and word sides on the board, explain the task, then have pupils open to page 9 and tick the correct word for each picture, supporting where needed.

Lesson 8

Pupil's Book & Activity Book Session

Introducing & Practising Letter li Sound /i/

PB/p. 12

Listen, point, and repeat.

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

- Play the letter *li* songs on YouTube several times and encourage the 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, insect, ill and igloo*.
- 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 four 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 *"li"*. Teach the words by showing them the real objects, if available, or the pictures of *"ink, insect, ill and igloo."*
- Let the puppet say the letter's name, *li*, the letter's sound /i/, and a word example, *insect*.
- 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 the letter *li* and the picture of an *ink*.
- Repeat the same procedure with other word examples: *insect, ill and igloo*.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /i/; it should be in a different colour.
- Draw the 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 *insect, ill and igloo*. While you are reading, point to the *"li"* and ask the students what sound *li* makes.
- Let the children read the words *ink, insect, ill and igloo* after you.
- Invite students to come out and point to the pictures. Say, *"ink, insect, ill and igloo"* Ask them what sound *li* 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 12.
- **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.

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.”*

AB/p. 10

Colour.

- Revise colours using objects and flashcards, elicit “Ink,” chant “I, /i/, ink,” model tracing and colouring li using number steps, then let pupils colour the letters and ink freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book page 12 to do the exercise.

AB/p. 11

Circle the pictures that begin with the /i/ sound.

- Give pupils letter cards to find li, review /i/ pictures (e.g., insect, ill), ask questions, then open to page 11 and circle the pictures that start with li, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /i/ flashcards (e.g., igloo), show picture and word sides on the board, explain the task, then have pupils open to page 11 and tick the matching word, supporting where needed.

Lesson 9

Pupil’s Book & Activity Book Session

Introducing & Practising Letter Oo Sound /o/

PB/p. 13

Listen, point, and repeat.

Introducing Letter Oo (orange, octopus, olives and ox):

- Play the letter “**Oo**” song on YouTube several times; encouraging 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 **orange, octopus, olives and ox**.
- 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! Toda, I’m going to teach you a new letter sound.”**
- Show the flashcard of letter **Oo**.
- Show the four 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 **“orange, octopus, olives and ox”**.
- Let the puppet say the letter’s name **Oo**, the letter’s sound **/o/**, and a word example, **octopus**.
- Repeat the name of the letter, its sound, and the word **orange** several times.
- Let the children repeat **(Oo, /o/, orange)** as you raise the flashcard of letter **Oo** and the picture of an **orange**.

- Repeat the same procedure with other word examples **octopus, olives and ox**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the words flashcards of each picture, and stress the initial sound /o/; it should be in a different colour.
- Draw the 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 orange**.
- Do the same with **octopus, olives and ox**. While you are reading, point to the "Oo", and ask the students what sound **Oo** makes.
- Let the children read the words **orange, octopus, olives and ox** after you.
- Invite students to come out and point to the pictures. Say, "Point to **orange, octopus, olives and ox**." Ask them what sound **Oo** makes.
- Call individuals out to point to the letter, sound it out and name the pictures.
- Let students open their books on page 13.
- **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.

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 curved line down from the top to the middle, then continue from the bottom to the top and close. To write the lowercase o, draw a curved line down from the middle and down to the bottom, then continue from the bottom to the top and close."*

AB/p. 12

Colour.

- Revise colours using items and flashcards, elicit "Orange," chant "O, /o/, orange," model tracing and colouring Oo using number steps, then let pupils colour the letters and the orange freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 13

Circle the pictures that begin with the /o/ sound.

- Give pupils letter cards to find Oo, review /o/ pictures (e.g., olives, octopus), ask questions, then open to page 13 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /o/ flashcards (e.g., ox), show picture and word sides on the board, explain the task, then have pupils open to page 13 and tick the matching word, supporting where needed.

Lesson 10

Pupil's Book & Activity Book Session

Introducing & Practising Letter Uu Sound /u/

PB/p. 14

Listen, point, and repeat.

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

- Play the letter **Uu** song on YouTube several times; encouraging children to repeat and sing along.
- Use a puppet if available or a stick picture with the alphabet flashcards to introduce letter **Uu** and the example words **umbrella, uncle, up** and **under**.
- 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 four 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 **"u"**. Teach the words by showing them the real objects if available or the pictures of **"umbrella, uncle, up** and **under."**
- 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, its 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 **uncle, up** and **under**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/u/**; it should be in a different colour.
- Draw the 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 **uncle, up** and **under**. While you are reading, point to the **"Uu"** and ask the students what sound **Uu** makes.
- Let the children read the words **umbrella, uncle, up** and **under** after you.
- Invite students to come out and point to the pictures. Say, "**Point to umbrella, uncle, up** and **under.**" Ask them what sound **Uu** 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 14.
- **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.

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 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 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."

AB/p. 14

Colour.

- Revise colours using items and flashcards, elicit “Umbrella,” chant “U, /u/, umbrella,” model tracing and colouring Uu with number steps, then let pupils colour the letters and the umbrella freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book p. 14 to do the exercise.

AB/p. 15

Circle the pictures that begin with the /u/ sound.

- Give pupils letter cards to find Uu, review /u/ pictures (e.g., under, up), ask questions, then open to page 15 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /u/ flashcards (e.g., umbrella, uncle), show picture and word sides on the board, explain the task, then have pupils open to page 15 and tick the matching word, offering help where needed.

Lesson 11

Pupil's Book & Activity Book Session

Introducing & Practising Numbers 1 – 2

Warm-up (Do this at the beginning of each number class.)

- Play the numbers song and point to a number poster (1–20). Repeat this daily for counting fluency.
- Show the digit (flashcard or board), draw related items, and say the number aloud. Pupils repeat.
- Use objects or counters to show quantities. Pupils count and match to the number.
- Let children find and raise the correct number using their number cards.
- Play the interactive board lesson. Pupils listen, point, and repeat.
- Introduce number 2 using the same steps. Then practise sight-reading “one” and “two” with flashcards or on the board.

PB/p. 15

Listen, count, and repeat.

- Pupils open their books to page 15. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many erasers? How many oranges?”
- Guide pupils to connect digit, word, and quantity. Practise reading “one” and “two.”
- Replay the interactive board. Pupils follow along and read from the book.
- Support and check understanding as they count and point.
- Reinforce numbers naturally throughout the day (e.g., age, time).

Colour.

- Tell pupils to colour numbers 1 and 2, using flashcards to remind them of the digits and quantities. Ask, “What is this number?” Elicit “one,” “two,” and have pupils repeat. Walk around to guide and check their work.

Trace and write.

- Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; 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 to the bottom. 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.”*

AB/p. 16

Count and circle the correct numbers.

- Give number cards for 1 and 2, show the exercise pictures (e.g., elephant, axes), and ask, “How many?” Elicit answers, explain the task on screen, and model with students. Then pupils open page 16, count items, and circle the correct number. Support as needed.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

Lesson 12

Pupil's Book & Activity Book Session

PB/pp. 16 & 17

Short vowels a, e, i, o, and u

Listen and repeat the words.

- Begin by reviewing the "Teaching Phonics" introduction before starting the lesson.
- Practise reading the target words aloud: apple, ant, egg, elephant, ink, igloo, orange, octopus, umbrella, uncle.
- Use flashcards or show the screen pages to check pupils’ understanding of word meanings.
- Revise with flashcards, focusing on the red target sound in each word.
- Play a game from the introduction to make reading more engaging.
- Show pages 16–17 on the screen and read the instruction: “Listen and repeat the words.” Pupils repeat after you.
- If pupils know letter names, introduce spelling. If not, delay this step.
- Practise sight-reading the words in chorus, groups, and individually. Invite some pupils to read from the screen.
- Play the audio for pages 16–17. Pupils listen and repeat several times.
- Read each word (e.g. “a, /a/, apple”) and have pupils repeat. Continue with all words.
- Use gestures or act out pictures and let pupils guess the word.

AB/p. 17

Look at each picture and write the missing letter.

- Use the flashcards again, showing both the picture and word sides, and practise reading the target words aloud with the class. Review the short vowel flashcards: a, e, i, o, and u, making sure students can recognise each vowel sound. Ask pupils to open their activity books on page 17 and explain that they should look at each picture, say the word, and write the correct missing vowel under the picture. Walk around the classroom to support and guide as they complete the task.

Review

AB/ p. 18

Look at each picture and circle the beginning sound.

The purpose of review pages is to recap what students have learned.

- Show page 18 on the screen and review all short vowel sounds with the pupils. Read the instruction and explain that they need to name each picture and circle the sound it begins with. For example, point to the axe and say, “a, /a/, axe.” Then ask, “What sound does axe start with?” and elicit the answer /a/. Repeat this process with the remaining pictures, having students open their activity books to page 18 and follow along as you circle the sounds together on the screen.

AB/ p. 19

Match.

- Begin by playing the alphabet song on the screen and have pupils sing along while pointing to the letters and pictures. Start with Aa and model: “a, /a/, ant” while showing or pretending to eat an apple for fun. Go through the rest of the letters using the same method on the screen or poster. Show the exercise pictures and use flashcards or screen visuals to reinforce each sound, e.g., “egg, Ee, /e/, egg.” Hand out alphabet

flashcards and ask pupils to find the match for each letter-sound example, like “Oo, /o/, orange.” Pupils then open their books to page 19 to match the capital letter to the correct picture, and you walk around offering help and checking their work.

Unit 1

My School Things

Pupil's Book, Pages 18 – 23

Activity Book, Pages 20 - 29

New Words	Chant words: <i>ruler, pencil, desk, crayons, eraser, book, backpack</i> Number words: <i>three, four</i> Numbers: 3 - 4 Chant: <i>My School Things</i>
Grammar	<i>"What is this?" "It is a/an (pencil)."</i>
Letter Sounds & Words	<i>(Ss: snake, sun, snail, star), (Tt: tree, train, tomato, tiger) and (Pp: popcorn, pan, pizza, panda)</i>
Language Functions	Asking about school things

Outcomes

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

- Identify school things.
- Respond to yes/no questions with *"Is this ...?"* and questions with *"What's this?"*
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out and write the letters **Ss**, **Tt** and **Pp**, capital and small, and say four word examples that begin with the sounds /s/, /t/ and /p/.
- Sight-read the keywords in the unit.
- Listen and repeat the chant.
- Identify numbers from **3** to **4** in sequence and count the items that represent the number. Respond to *"How many?"* questions.
- Trace and write the letters **Ss**, **Tt**, and **Pp** in the correct formation.

Unit One		
My School Things		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 18: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 19: Ask and answer. PB/p. 19: Listen and chant.
Lesson 3	Activity Book Session	AB/p. 20: Look at each picture and tick the correct word.
Lesson 4	Activity Book Session	AB/p. 21: Find the words.
Lesson 5	Activity Book Session	AB/p. 21: Colour the picture.
Lesson 6	Pupil's Book & Activity Book Session	Introducing & practising letter Ss sound /s/ PB/p. 20: Listen, point, and repeat. PB/p. 20: Trace and write. AB/p. 22: Colour. / Trace and write. AB/p. 23: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book & Activity Book Session	Introducing & practising letter Tt sound /t/ PB/p. 21: Listen, point, and repeat. PB/p. 21: Trace and write. AB/p. 24: Colour. / Trace and write. AB/p. 25: Circle the pictures. / Tick the correct words.
Lesson 8	Pupil's Book & Activity Book Session	Introducing & practising letter Pp sound /p/ PB/p. 22: Listen, point, and repeat. PB/p. 22: Trace and write. AB/p. 26: Colour. / Trace and write. AB/p. 27: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book & Activity Book Session	Introducing & practising numbers 3- 4 PB/p. 23: Listen, count, and repeat. / Colour. /Trace and write. AB/p. 28: Colour by number. AB/p. 29: Count and circle. / Trace and write.
Lesson 10	Activity Session	AB/p. 30: Organised Class Activity
Lesson 11	Project Work	Make class stationery.
Lesson 12	Assessment	Starter unit & unit 1

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 18

Listen, point, and repeat.

- Hold up a pencil and say, "Look! It is a pencil." Ask pupils to point to their pencils and repeat. Tell them they will learn about school things.
- Show the page on the screen or use a poster. Say, "These are things we use at school." Talk about the scene briefly with the class.
- Introduce the vocabulary: "pencil, ruler, backpack, eraser, book, desk, crayons." Point to each item and say the name. Pupils repeat.
- Ask yes/no questions: "Is this a pencil?" "Are these crayons?" Model both short and full answers for repetition.
- Ask "What is this?" and "What are these?" Point to each item and model the answers: "It is a book." "They are crayons."
- Play the audio and point to the items on the screen. Repeat many times until pupils can say the words correctly.
- Use flashcards to practise sight-reading. Say each word clearly while showing the word side of the flashcard.
- Give pupils their books and help them open to page 18. Play the audio again and ask them to listen and point as they follow along.
- Use different repetition activities to practise the vocabulary. Repeat the audio often and vary your drills to keep engagement high.
- Encourage fun competition through group work or roleplay. Use flashcards and posters creatively to reinforce the new words.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 19

Ask and answer.

- Revise all the school items with flashcards or the poster. Say each word and have pupils repeat while pointing.
- Ask yes/no questions: "Is this a ruler?" "Is this a book?" Model and drill the answers: "Yes, it is." "No, it isn't."
- Ask "What is this?" while showing the flashcard. Pupils answer: "It is a pencil." Do the same with all other items.
- Hold up each flashcard and ask the question. Pupils answer together and individually until they master both forms.
- Repeat the asking and answering in pairs or groups. Practise until the pupils are confident in both identifying and naming each item.

Listen and chant.

Teaching Chants

- Chants in Bright kids support learning vocabulary and grammar. Rhythmic repetition enhances memory of words and forms. Children will be able to remember the words when they sing them.
- Play the chant and let children join in with the rhythm; repeat it several times for fluency and accuracy, making sure they enjoy the process without pressure.

Lesson 3

Activity Book Session

AB/p. 20

Look at each picture and tick (✓) the correct word.

- Quiz students using flashcards, revise the vocabulary orally, and then ask them to tick the correct word that matches each picture in the book.

Lesson 4

Activity Book Session

AB/ p. 21

Find the words.

- Let pupils practise identifying and reading item names, then search for the matching words in the word search and circle them.

Lesson 5

Activity Book Session

AB/ p. 21

Colour the picture.

- Review colour names, identify the item in the picture, and ask pupils to colour it after repeating the item name aloud.

Lesson 6

Pupil's Book & Activity Book Session

PB/p. 20

Introducing & Practising Letter Ss Sound /s/

Listen, point, and repeat.

Introducing the Letter Ss (*snake, snail, sun* and *star*):

- Play the letter **Ss** song on YouTube several times; encouraging children to repeat and sing along.
- Use a puppet, if available, or a stick figure with the alphabet flashcards to introduce letter **Ss** and the example words *snake, snail, sun* and *star*.
- 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 **Ss**.
- Show the four objects/ pictures that start with the 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 the letter "**Ss**". Teach the words by showing them the real objects if available or the pictures of "*snake, snail, sun* and *star*."
- Let the puppet say the letter's name, **Ss**, the letter's sound, **/s/**, and a word example, *snake*.
- Repeat the name of the letter, its sound, and the word *sun* several times.
- Let the children repeat (**Ss, /s/, snake**) as you raise the flashcard of the letter **Ss** and the picture of a *snake*.
- Repeat the same procedure with other word examples *snail, sun* and *star*.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/s/**; it should be in a different colour.
- Draw the 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 snake**.

- Do the same with **snail**, **sun** and **star**. While you are reading, point to the "**Ss**" and ask the students what sound **Ss** makes.
- Let the children read the words **snail**, **sun** and **star** after you.
- Invite students to come out and point to the pictures. Say, "*Point to **snake**, **snail**, **sun** and **star**.*" Ask them what sound **Ss** 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 20.
- **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.

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 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 **S**, draw a curve from the top to the middle without stopping, 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."*

AB/p. 22

Colour.

- Review colours with items and flashcards, elicit "Snake," chant "Ss, /s/, snake," model tracing and colouring Ss with numbered steps, then let pupils colour the letters and the snake freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 23

Circle the pictures that begin with /s/ sound.

- Give pupils letter cards to find Ss, review /s/ pictures (e.g., star, sun), ask questions, then open to page 23 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /s/ flashcards (e.g., snail, snake), display picture and word sides on the board, explain the task, then have pupils open to page 23 and tick the matching word, supporting where needed.

Lesson 7

Pupil's Book & Activity Book Session

PB/p. 21

Introducing & Practising Letter Tt Sound /t/

Listen, point, and repeat.

Introducing the Letter **Tt** (*tree*, *train*, *tomato* and *tiger*):

- Play the letter **Tt** 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 **Tt** and the example words **tree, train, tomato** and **tiger**.
- 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 **Tt**. Show the four objects/ pictures that start with the 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 the letter **"Tt"**. Teach the words by showing them the real objects, if available, or the pictures of **"tree, train, tomato** and **tiger**
- Let the puppet say the letter's name, **Tt**, the letter's sound, **/t/**, and a word example, **tree**.
- Repeat the name of the letter, the sound, and the word **train** several times.
- Let the children repeat (**Tt, /t/, tree**) as you raise the flashcard of letter **Tt** and the picture of a **tree**.
- Repeat the same procedure with other word examples: **train, tomato** and **tiger**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/t/**; it should be in a different colour.
- Draw the students' attention to the **/t/** sound at the beginning each word.
- Read the word, repeating the **/t/** sound several times, and then the full word: **t t t tree**.
- Do the same with **train, tomato** and **tiger**. While you are reading, point to the **"Tt"** and ask the students what sound **Tt** makes.
- Let the children read the words **tree, train, tomato** and **tiger** after you.
- Invite students to come out and point to the pictures. Say, *"Point to tree, train, tomato 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 books on page 21.
- **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.

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."*

AB/p. 24

Colour.

- Review colours using items and flashcards, elicit *"Tree,"* chant *"Tt, /t/, tree,"* model tracing and colouring Tt with number steps, then let pupils colour the letters and the tree freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 25

Circle the pictures that begin with the /t/ sound.

- Give pupils letter cards to find Tt, review /t/ pictures (e.g., tiger, tomato), ask questions, then open to page 25 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /t/ flashcards (e.g., train), display both picture and word sides on the board, explain the task, then have pupils open to page 25 and tick the matching word, helping as needed.

Lesson 8

Pupil's Book & Activity Book Session

PB/p. 22

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

Listen, point, and repeat.

Introducing the Letter **Pp** (*popcorn, pan, pizza* and *panda*):

- Play the letter **Pp** 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 **Pp** and the example words *popcorn, pan, pizza* and *panda*.
- 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 **Pp**. Show the four objects/ pictures that start with the 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 the letter "**p**". Teach the words by showing them the real objects if available or the pictures of "*popcorn, pan, pizza* and *panda*".
- Let the puppet say the letter's name **Pp**, the letter's sound /p/, and a word example, *pan*.
- Repeat the name of the letter, the sound, and the word *popcorn* several times.
- Let the children repeat (**Pp, /p/, popcorn**) as you raise the flashcard of the letter **Pp** and the picture of a *popcorn*.
- Repeat the same procedure with other word examples *popcorn, pan, pizza* and *panda*.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the words flashcards of each picture and stress the initial sound /p/; it should be in a different colour.
- Draw 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 popcorn**.
- Do the same with *pan, pizza* and *panda*. While you are reading, point to the "**Pp**" and ask the students what sound **Pp** makes.
- Now, show the word flashcards with the letter a in a different colour and read the word.
- Let the children read the words *popcorn, pan, pizza* and *panda* after you.
- Invite students to come out and point to the pictures. Say, "Point to *popcorn, pan, pizza* 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 22.
- **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.

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 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 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.”*

AB/p. 26

Colour.

- Review colours using objects and flashcards, elicit “Popcorn,” chant “Pp, /p/, popcorn,” model tracing and colouring Pp with number steps, then let pupils colour the letters and the popcorn freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 27

Circle the picture that begins with the /p/ sound.

- Give pupils letter cards to find Pp, review /p/ pictures (e.g., panda, pan), ask questions, then open to page 27 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /p/ flashcards (e.g., pizza), display both picture and word sides on the board, explain the task, then have pupils open to page 27 and tick the matching word, helping as needed.

Lesson 9

Pupil's Book & Activity Book Session

PB/p. 23

Introducing & Practising Numbers 3 & 4

Listen, count, and repeat.

- Pupils open their books to page 23. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many pizzas? How many snails?” Count together: “One, two, three pizzas.” “One, two, three, four snails.”
- Guide pupils to connect digit, word, and quantity. Practise reading “three” and “four.”
- Replay the interactive board. Pupils follow along and read from the book.
- Support and check understanding as they count and point.

Colour.

- Tell pupils to colour numbers 3 and 4, using flashcards to remind them of the digits and quantities. Ask, “What is this number?” Elicit “three,” “four,” and have pupils repeat. Walk around to guide and check their work.

Trace and write.

- Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“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 the top, draw a straight line to the bottom.”*

AB/p. 28

Count and circle the correct numbers.

- Give number cards for 3 and 4, show the exercise pictures (e.g., pans, tomatoes), and ask, “How many?” Elicit answers, explain the task on screen, and model with students. Then pupils open page 28, count items, and circle the correct number. Support as needed.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 29

Colour by number.

- Revise numbers 1–4 and colours using flashcards, model the colour-by-number task on the board, then guide pupils as they colour each numbered space in the book correctly.

Lesson 10

Activity Session

Organised Class Activity

- Divide the class into four teams. Place mixed school supplies in classroom corners and label containers by item. Call out an item, and teams must sort matching items into their containers within one minute. The fastest and most accurate team wins.

Lesson 11

Project

Stationery Crafts

Make class stationery

- Explain the task before you start working with the class.
- Tell them that they will make stationery in their classroom.
- For your stationery, get the right containers to keep pens, pencils, rulers paper sheets, colours, scissors and glue sticks.
- Label the containers by writing the names of the items on them.
- Decorate the containers with coloured paper.
- Put the containers in a good place that is safe and easy to reach.
- You can show a video of making stationery or show pictures to learn.

Lesson 12

Assessment of Starter Unit & Unit 1

- Begin with oral tasks using flashcards and classroom visuals to assess vocabulary, colours, and alphabet sounds. Follow with simple writing tasks, such as matching or initial letter writing. Record progress in listening, speaking, reading, and writing.

Unit 2

My Family

Pupil's Book, Pages 24 – 33

Activity Book, Pages 30 - 43

New Words	Words: <i>father, mother, grandma, grandpa, baby brother, sister</i> Story words: <i>spider, friendly, play, animals, listen, bite, big, bad, bird, eat, save</i> Number words: <i>five, six</i> Numbers: 5 & 6 Story: Bitsy, the Friendly Spider
Grammar	<i>"Who is she?" "She is my (mother)." "Who are they?" "They are my (brothers)."</i>
Letter Sounds & Words	<i>(Nn: nest, net, neck, nail), (Cc: camel, crayon, carrot, candy) and (Kk: key, kitchen, kangaroo, kiwi)</i> Phonics: CVC words: <i>s, t, p, n, c, and k</i>
Language Functions	Talking about family members

Outcomes

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

- Identify family members.
- Respond to yes/no questions with "Who is she? She is (my mother). Who are they? They are my (brothers)."
- Sing all letters' names and sounds in the alphabet song (Aa-Zz).
- Identify, sound out, and write the letters **Nn**, **Cc**, and **Kk**, capital and small, and say four word examples that begin with the sounds /n/, /c/ and /k/.
- Sight-read the keywords in the unit.
- Identify numbers from **5** to **6** in sequence and count items that represent the number; say how many items there are.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Nn**, **Cc**, and **Kk** with the correct formation.

Unit Two		
My Family		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 24: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 25: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 30: Match. AB/p. 31: Look at each picture and circle the correct word. AB/p. 31: Look at each picture and tick the correct answer.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 26 - 27: Listen to the story.
Lesson 5	Pupil's Book Session	Introducing and practising letter Nn sound /n/ PB/p. 28: Listen, point, and repeat. PB/p. 28: Trace and write.
Lesson 6	Activity Book Session	Practising writing letter Nn AB/p. 32: Colour. / Trace and write. AB/p. 33: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter Cc sound /c/ PB/p. 29: Listen, point, and repeat. PB/p. 29: Trace and write.
Lesson 8	Activity Book Session	Practising writing letter Cc AB/p. 34: Colour. / Trace and write. AB/p. 35: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter Kk sound /k/ PB/p. 30: Listen, point, and repeat. PB/p. 30: Trace and write.
Lesson 10	Activity Book Session	Practising writing letter Kk AB/p. 36: Colour. / Trace and write. AB/p. 37: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 5 & 6 PB/p. 31: Listen, count, and repeat. / Colour. /Trace and write. AB/p. 38: Count and circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision of sounds PB/pp. 32 & 33: Listen, repeat, and spell the words. AB/p. 39: Trace the words. /Choose and write. Review AB/p. 40: Circle the beginning sound. AB/p. 41: Match. AB/pp. 42-43: homework

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 24

Listen, point, and repeat.

- Begin by saying "This is me," while pointing to yourself or a photo. Ask pupils to do the same and point to themselves.
- Show the family scene on the screen or poster. Say, "This is Karam's family," and point to each family member.
- Introduce vocabulary: "father, mother, grandpa, grandma, brother, baby brother, sister, me." Say each word while pointing and let pupils repeat.
- Ask yes/no questions while pointing: "Is this the father?" "Are they happy?" Model answers and repeat.
- Ask "Who is this?" and model answers: "This is my mother." Repeat using each character and encourage pupils to answer.
- Play the audio and point to the characters. Repeat the audio several times until pupils can follow and repeat confidently.
- Use flashcards to teach sight-reading: show the word and say "grandma," "sister," etc. Pupils repeat and point.
- Ask pupils to open to page 24. Help them point to the pictures while listening and repeating the words together.

Lesson 2

Pupil's Book Session

Practising New Vocabulary & Grammar

PB/p. 25

Ask and Answer.

- Revise all family members using pictures and flashcards. Say each word and have pupils repeat as they point.
- Ask yes/no questions again: "Is this your sister?" "Is he the father?" Model answers and drill orally.
- Teach "Who is she?" / "She is my..." and "Who are they?" / "They are my brothers." Repeat several times using gestures and pictures.
- Use flashcards again to practise asking and answering "Who is he/she?" and reinforce the difference between he, she, and they.
- Have pupils open to page 25 and explain the scene is about Noor's family. Read the instruction: "Ask and answer."
- Point to each photo and ask, "Who is she?" Pupils answer: "She is my grandma." Repeat for all pictures.
- Finish the session with roleplay. Pupils take turns pretending to be characters like Noor or Sara, and ask/answer about family.

Lesson 3

Activity Book Session

AB/p. 30

Match.

Sight-reading:

- Use the word-side flashcards to revise sight-reading of family names (father, mother, sister, baby brother). Show each card, ask "Who can read this?", and check who can recognise it. Then use picture-side cards and ask "Who is this?" for meaning. Invite pupils to match flashcards to character pictures on the board, then do the same in their books. Walk around to help.

AB/p. 31

Look at each picture and circle the correct word.

- Repeat the sight-reading activity with the same flashcards. Ask who can read each word aloud, and help those who struggle. Use picture-side cards to test recognition. Then, ask pupils to open page 31 and circle the correct word under each picture. Give examples and walk around to support them.

Look at each picture and tick (✓) the correct answer.

- Display the pictures and names of family members. Ask yes/no and who-questions like “Is this the father?” or “Who is she?” and model answers. Practise with flashcards, repeating until they recognise all characters. Show the task on screen, ask “Who is she?” and model ticking the correct answer. Guide them as they complete the page.

Lesson 4

Pupil's Book Session

Introducing and Practising the Story

PB/pp. 26 & 27

Listen to the story.

- Begin by reviewing animal and family member vocabulary. Introduce the title “Bitsy, the Friendly Spider” and explain the theme: we shouldn’t judge others before knowing them. Set the scene by explaining that Bitsy wants to play with other animals, but they’re afraid of him because he’s a spider. They later change their minds when he saves Max the bird.
- Go through the pictures, identifying family members and new characters like Max, Lucy, and Lilly. Use each image to pre-teach new phrases. Narrate the story using the dialogue, such as “Mama Spider says: The animals don’t like spiders,” and “Bitsy says: Hello! Can I play with you?” Highlight how the other animals react to Bitsy and how he proves he is kind by saving Max.
- Encourage students to answer yes/no and wh- questions about the story. Ask if Bitsy is happy and why. Let them describe what each character says in context. Play the audio, pointing to each speaking character, and invite pupils to identify who is speaking. Open books to pp. 26–27 and listen again, prompting students to point and repeat each line after the audio.
- Repeat the story multiple times to help pupils memorise key lines. Ask questions to check comprehension and model answers for them to repeat, such as “Why don’t the animals play with Bitsy?” and “Who helps Max?” Conclude by discussing the moral: “Don’t judge a book by its cover.”
- Finish the session by acting out the story. Have students take roles and speak as the characters, changing their voices. Model this first so they can imitate your tone and delivery for fluency practice.

Lesson 5

Pupil's Book Session

PB/ P. 28

Introducing & Practising Letter *Nn* Sound /n/

Listen, point, and repeat.

Introducing Letter *Nn* (*nest, net, neck and nail*)

- Play letter **Nn** 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 **Nn** and the example words **nest, net, neck and nail**.
- 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 **Nn**.

- Show the four 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 the letter "Nn". Teach the words by showing them the real objects if available or the pictures of **"nest, net, neck and nail"**
- Let the puppet say the letter's name, **Nn**, the letter's sound, /n/, and a word example, **nest**.
- Repeat the name of the letter, its sound, and the word **nest** several times.
- Let the children repeat (**Nn, /n/, nest**) as you raise the flashcard of letter **Nn** and the picture of a **nest**.
- Repeat the same procedure with other word examples: **net, neck and nail**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /n/; it should be in a different colour.
- Draw the 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 nest**.
- Do the same with **net, neck and nail**. While you are reading, point to the **"Nn"**, and ask the students what sound **Nn** makes.
- Let the children read the words **nest, net, neck and nail** after you.
- Invite students to come out and point to the pictures. Say, "**Point to nest, net, neck and nail.**" Ask them what sound **Nn** 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.
- **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.

PB/p. 28

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 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 N, draw a straight line down then back on top draw a slanting line down to the right. From the bottom, draw a straight line up. 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."*

Lesson 6

Activity Book Session

Practising Writing Letter Nn

AB/p. 32

Colour.

- Review colours using objects and flashcards, elicit "Nest," chant "Nn, /n/, nest," model tracing and colouring Nn with number steps, then let pupils colour the letters and the nest freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 33

Circle the pictures that begin with the /n/ sound.

- Give pupils letter cards to find Nn, review /n/ pictures (e.g., net, neck), ask questions, then open to page 33 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /n/ flashcards (e.g., nest), display both picture and word sides on the board, explain the task, then have pupils open to page 33 and tick the matching word, offering help where needed.

Lesson 7

Pupil's Book Session

Introducing & Practising Letter Cc Sound /c/

PB/p. 29

Listen, point, and repeat.

Introducing Letter Cc (*camel, crayon, carrot and candy*):

- Play 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 *camel, crayon, carrot* and *candy*.
- 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 **Cc**. Show the four 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 "**Cc**". Teach the words by showing them the real objects, if available, or the pictures of "*camel, crayon, carrot* and *candy*."
- Let the puppet say the letter's name **Cc**, the letter's sound /c/ and say a word example *camel*.
- Repeat the name of the letter, the sound and the word *camel* several times.
- Let the children repeat (**Cc, /c/, camel**) as you raise the flashcard of letter **Cc** and the picture of a *camel*.
- Repeat the same procedure with other word examples: *crayon, carrot* and *candy*.
- 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 camel**.
- Do the same with *crayon, carrot* and *candy*. While you are reading, point to the "**Cc**" and ask the students what sound **Cc** makes.
- Let the children read the words *camel, crayon, carrot* and *candy* after you.
- Invite students to come out and point to the pictures. Say, "Point to *camel, crayon, carrot* and *candy*."
- 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 29.
- **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.

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 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 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, draw a curve down to the left all the way down and up to the left.”*

Lesson 8

Activity Book Session

Practising Writing Letter Cc

AB/p. 34

Colour.

- Review colours using items and flashcards, elicit “Camel,” chant “Cc, /c/, camel,” model how to trace and colour the capital and small Cc using number steps, then let pupils colour the letters and the camel freely.
- Trace and write.**
- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 35

Circle the pictures that begin with the /c/ sound.

- Give pupils alphabet cards to find Cc, review /c/ pictures like “carrot” and “crayon,” ask “What is this?” and “What sound does it start with?”, then open to page 35 and circle the correct picture, helping as needed.
- Look at each picture and tick (✓) the correct word.**
- Use flashcards to review /c/ words like “candy,” show both picture and word sides, explain the task clearly, then ask pupils to open to page 35 and tick the matching word, offering support throughout.

Lesson 9

Pupil's Book Session

Introducing & Practising Letter Kk Sound /k/

PB/p. 30

Listen, point, and repeat.

Introducing Letter Kk (*key, kangaroo, kitchen* and *kiwi*):

- Play letter **Kk** 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 **Kk** and the example words *key, kangaroo, kitchen* 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 the four 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 the letter "Kk". Teach the words by showing them the real objects if available or the pictures of **"key, kangaroo, kitchen and kiwi"**.
- Let the puppet say the letter's name **Kk**, the letter's sound /k/, and say a word example, **key**.
- Repeat the name of the letter, the sound, and the word **key** several times.
- Let the children repeat (**Kk, /k/, key**) as you raise the flashcard of letter **Kk** and the picture of a **key**.
- Repeat the same procedure with other word example: **kangaroo, kitchen and kiwi**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /k/; it should be in a different colour.
- 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 key**.
- Do the same with **kangaroo, kitchen and kiwi**. While you are reading, point to the **"Kk"** and ask the students what sound **Kk** makes.
- Let the children read the words **kangaroo, kitchen and kiwi** after you.
- Invite students to come out and point to the pictures. Say, "Point to **key, kangaroo, kitchen and kiwi**." Ask them what sound **Kk** 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 30.
- **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.

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. 36

Colour.

- Review colours using items and flashcards, elicit "Key," chant "Kk, /k/, key," model tracing and colouring Kk with number steps, then let pupils colour the letters and the key freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 37

Circle the pictures that begin with the /k/ sound.

- Give pupils letter cards to find Kk, review /k/ pictures (e.g., key, kiwi), ask questions, then open to page 37 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /k/ flashcards (e.g., kangaroo), display picture and word sides on the board, explain the task, then have pupils open to page 37 and tick the matching word, offering help as needed.

Lesson 11

Pupil's Book & Activity Book Session

Introducing & Practising Numbers 5 & 6

PB/p. 31

Listen, count, and repeat.

- Pupils open their books to page 31. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, "How many tomatoes?" and "How many candies?" Count together: "One, two, three, four, five tomatoes." "One, two, three, four, five, six candies."
- Guide pupils to connect digit, word, and quantity. Practise reading "five" and "six" using flashcards and sight-reading.
- Replay the interactive board. Pupils follow along and read from the book.
- Use number cards and counters to practise counting objects in groups. Support and check understanding as pupils count and point.
- Reinforce numbers naturally throughout the day (e.g., age, items, classroom routines).

Colour.

- Tell pupils to colour numbers 5 and 6, using flashcards to remind them of the digits and quantities. Ask, "What is this number?" Elicit "five," "six," and have pupils repeat. Walk around to guide and check their work.

Trace and write.

- Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *"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. 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."*

AB/p. 38

Count and circle the correct numbers.

- Give number cards for 5 and 6, show the exercise pictures (e.g., candies, tomatoes), and ask, "How many?" Elicit answers, explain the task on screen, and model with students. Then pupils open page 38, count items, and circle the correct number. Support as needed.

AB/p. 38

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

Lesson 12

Pupil's Book & Activity Book Session

Phonics: CVC Words: *s, t, p, n, c, and k*

PB/pp. 32 & 33

Listen, repeat, and spell the words.

- Begin by reviewing the “Teaching Phonics” introduction before starting the lesson.
- Practise reading the target words aloud with the class: sat, sit, pan, pin, tin, tip, tap, sip, nap, sack, neck.
- Check pupils’ understanding by using picture flashcards or showing the pages on the screen. Demonstrate meanings for action words like sit, tap, and nap.
- Revise using flashcards, both picture and word side, and focus on the red-highlighted sound in each word.
- Play one of the suggested games from the introduction to make reading practice more engaging.
- Show pages 32–33 on the screen and read the instruction line, “Listen, repeat, and spell the words.” Pupils repeat after you.
- If pupils already know the letter names, introduce spelling. If not, postpone this step.
- Practise sight-reading the words as a class, in groups, and individually while pointing to the screen. Invite individuals to read aloud.
- Play the audio for pages 32–33. Let pupils listen and repeat several times until they are confident.
- Ask pupils to open their books to pages 32–33 and help them stay on the correct page.
- Read each word (e.g., “s, a, t – sat”) and have pupils repeat. Do the same for all words.
- Use body language or gestures to act out the word, and let pupils guess the word.
- Walk around the classroom while pupils read from their books individually and support as needed.

AB/p. 39

Trace the words.

- Show page 39 on the screen and point to the first word and picture. Say the word clearly and spell it aloud, such as “sat – s-a-t – sat,” then repeat with the remaining words. Demonstrate tracing on the board using dotted lines, showing how to form each letter. Invite pupils to trace the words on the board, then ask them to open their books and begin tracing. Walk around to support and remind them to start at the dot and follow the arrows.

Choose and write.

- Display the exercise on the screen and point to each word and matching picture, saying and spelling the word aloud, for example, “sit – s-i-t – sit.” Repeat the process for other words, then draw a four-line grid on the board to model proper letter formation. Help pupils locate the dots in their books and invite some to write on the board. Ask pupils to open their books and complete the activity, guiding and reminding them to write neatly from the dot.

Review

AB/ p. 40

Look at each picture and circle the beginning sound.

- Show page 40 on the screen and review short vowel and consonant sounds. Explain the task: pupils say each picture’s name and circle its beginning sound. Use examples like “key – k-e-y – key” and sound out the choices: /k/, /p/, /n/, eliciting /k/ as the answer. Go through each picture together, then ask pupils to open their books and circle the sounds while following along. Monitor and support as needed.

AB/ p. 41

Match.

- Begin with the alphabet song on the screen, encouraging pupils to sing and point to letters and pictures. Start with Aa and model the word-sound match using a real apple: “a, /a/, apple.” Continue through the other letters with posters or visuals. Use the flashcards to reinforce sounds, e.g., “Ss, /s/, snail” and “Pp, /p/,”

panda,” and ask pupils to find matching cards. Pupils then open their books to page 41 to complete the matching task while you walk around and guide.

AB/ p. 42

Colour by number.

Do at home

- If done in class, revise colours and numbers 1–6 using flashcards and a paint-pot wall game. Sight-read colour words, model colouring steps, then let pupils match numbers to colours and colour each spot. If done at home, send clear instructions to parents or carers.

AB/ p. 43

Count and write the numbers.

Do at home

- Revise numbers 1–6 with flashcards, link number words to digits and item quantities using visual aids, model counting aloud, then guide pupils to count items and write the correct numbers in their books. If assigned as homework, send a note to explain the task.

Unit 3

My Toys

Pupil's Book, Pages 34 – 41

Activity Book, Pages 44 - 53

New Words	Toy words: <i>kite, train, car, doll, ball, LEGO</i> Story words: <i>please, thank you, look, play</i> Numbers words: <i>seven, eight</i>
Grammar	<i>"Is this a (kite)?" "Yes, it is." "Are these (buses)?" "No, they aren't."</i> Short answers with <i>is, are</i> .
Letter Sounds & Words	<i>(Hh: house, hand, honey, horse), (Rr: rainbow, rat, rabbit, ring) and (Mm: monkey, mat, milk, mirror)</i>
Language Functions	Asking and answering about toys

Outcomes

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

- Identify different examples of toys.
- Respond to yes/no questions with short answers. *"Is this a (kite)?" "Yes, it is." "Are these (buses)?" "No, they aren't."*
- Sing all letters' names and sounds.
- Identify, sound out and write the letters **Hh**, **Rr** and **Mm**, capital and small, and say four word examples that begin with the sounds /h/, /r/ and /m/.
- Sight-read the keywords in the unit.
- Identify numbers **7** & **8** in sequence and count items that represent the numbers.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Hh**, **Rr** and **Mm** with correct formation.

Unit Three		
My Toys		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary and grammar PB/p. 34: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary and grammar PB/p. 35: Ask and Answer.
Lesson 3	Activity Book Session	AB/p. 44: Look at each picture and tick the correct word. AB/p. 45: Look at each picture and tick the correct answer.
Lesson 4	Activity Book Session	AB/p. 45: Find the words.
Lesson 5	Pupil's Book Session	Introducing and practising the story PB/pp. 36 & 37: Listen to the story.
Lesson 6	Pupil's Book Session	Introducing and practising letter Hh sound /h/ PB/p. 38: Listen, point, and repeat. PB/p. 38: Trace and write.
Lesson 7	Activity Book Session	Practising writing letter Hh AB/p. 46: Colour. / Trace and write. AB/p. 47: Circle the pictures. / Tick the correct words.
Lesson 8	Pupil's Book Session	Introducing and practising letter Rr sound /r/ PB/p. 39: Listen, point, and repeat. PB/p. 39: Trace and write.
Lesson 9	Activity Book Session	Practising writing letter Rr AB/p. 48: Colour. / Trace and write. AB/p. 49: Circle the pictures. / Tick the correct words.
Lesson 10	Pupil's Book Session	Introducing and practising letter Mm sound /m/ PB/p. 40: Listen, point, and repeat. PB/p. 40: Trace and write.
Lesson 11	Activity Book Session	Practising writing letter Mm AB/p. 50: Colour. / Trace and write. AB/p. 51: Circle the pictures. / Tick the correct words.
Lesson 12	Pupil's Book & Activity Book Session	Introducing & practising numbers 7 & 8 PB/p. 41: Listen, count, and repeat. / Colour. / Trace and write. AB/p. 52: Complete and colour. AB/p. 53: Count and Circle. / Trace and write.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 34

Listen, point, and repeat.

- Bring real toys or flashcards. Say toy names like “doll,” “kite,” “train,” and invite pupils to point and repeat. Let them share and name their own toys.
- Show page 34 on the board or poster. Talk about the scene: the characters are playing. Point to each toy and say the name clearly. Let pupils repeat together and individually.
- Practise “Listen, point, and repeat” using the screen, flashcards, or books. Say the word, point, and have pupils echo.
- Ask “What is this?” and simple yes/no questions as the audio plays. Repeat these forms often and model answers.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 35

Ask and answer.

- Read “Ask and answer.” Model the questions: “Is this a doll?” “Are these cars?” Use the toys in the book to practise both singular and plural questions.
- Model answers and drill: “Yes, it is.” “No, it isn’t.” Emphasise the final “s” in plural questions naturally without explaining grammar rules.
- Ask “What is this?” while pointing to toys. Pupils answer using “It is a...” or “They are...”
- Play the audio. Pupils point to characters or items as they listen. Repeat the track many times to build fluency and comfort.
- Use flashcards with words to practise sight-reading: “kite,” “doll,” “train,” “LEGO,” “cars,” “balls.” Have pupils read chorally and individually.
- Tell pupils to open to pages 34–35. Guide them in following along during listening and speaking tasks using books, posters, or flashcards.
- Use repetition drills, fun games, and group work to reinforce phrases and questions. Be patient, encourage all attempts, and support fluency development.

Lesson 3

Activity Book Session

AB/p. 44

Look at each picture and tick the correct word.

- Revise toy words with flashcards and oral quizzing. Display each item and ask, “What is this?” Then open AB to page 44, model ticking the correct word with one example, and let pupils complete the rest. Guide and support as needed.

AB/p. 45

Look at the pictures and tick the correct answer.

- Read and explain the instructions. Revise the familiar questions and answers orally using the board, then have pupils do the task individually. Monitor their work closely.

Lesson 4

Activity Book Session

AB/p. 45

Find the words.

- Review toy names using flashcards and board display. Read each word aloud and ask pupils to identify it. Show how to find the words in the puzzle on the screen, then ask pupils to circle or colour them in their books. Provide help as they work.

Lesson 5

Pupil's Book Session

Introducing and Practising the Story

PB/pp. 36 & 37

Listen to the story.

- Start by reviewing toy vocabulary and introducing the story title "Say Please and Thank You." Remind students of the theme: we must be polite when we want or receive something. Ask simple questions to check understanding of toys and polite phrases.
- Set the scene by showing the story on the screen or poster. Explain that it's about two sisters, Tilly and Nilly. Ask questions about the first picture: "What do you see?" "Are they happy?" "What does Tilly want?" Elicit responses like "She wants Nilly's doll" and guide them to understand how to say "please" and "thank you."
- Play the audio and point to the characters. Pause and repeat sections until students can follow who is speaking. Involve them by having individuals come up and point to the speaking character. Focus on the words "please" and "thank you" in the appropriate pictures and explain when and why we use them.
- Ask yes/no and wh- questions throughout the story, guiding with simple model answers. Encourage the children to repeat after you. Open PB to pp. 36 & 37 and replay the story while students point and repeat lines.
- Continue repeating the lines until most students can say them confidently. Discuss the story's message: always say "please" when asking and "thank you" when receiving. Act out parts of the story to build fluency and encourage speaking, letting students role-play using different voices.

Lesson 6

Pupil's Book session

Introducing & Practising Letter Hh Sound /h/

PB/p. 38

Listen, point, and repeat.

Introducing Letter Hh (*house, honey, hand* and *horse*):

- Play letter **Hh** 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 **Hh** and the example words **house, honey, hand** and **horse**.
- 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 four objects/pictures that start with the sound **/h/**.
- First, show the letter to the children. Point out that the 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 "**house, honey, hand** and **horse**."
- Let the puppet say the letter's name **Hh**, the letter's sound **/h/** and a word example **house**.
- Repeat the name of the letter, the sound and the word **house** several times.

- Let the children repeat (**Hh**, /h/, **house**) as you raise the flashcard of letter **Hh** and the picture of a **house**.
- Repeat the same procedure with other word examples: **honey**, **hand** and **horse**.
- 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 house**.
- Do the same with **honey**, **hand** and **horse**. While you are reading, point to the "**Hh**" and ask the students what sound **Hh** makes.
- Let the children read the words **house**, **honey**, **hand** and **horse** after you.
- Invite students to come out and point to the pictures. Say "Point to **house**, **honey**, **hand** and **horse**". 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 38.
- **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.

Trace and write.

- Play the video of writing letter **Hh** on You Tube several times. Use your finger to show how to write the letter on the screen. Encourage the children to repeat the words used to describe the steps 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 describing the movements you make while writing; for example, *"to write the uppercase H, draw a straight line down. Next, do another straight line down at the opposite side. To finish, draw a line across in 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."*

Lesson 7

Activity Book Session

Practising Writing Letter **Hh**

AB/p. 46

Colour.

- Review colours using items and flashcards, elicit "House," chant "Hh, /h/, house," model tracing and colouring Hh with number steps, then let pupils colour the letters and the house freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 47

Circle the pictures that begin with the /h/ sound.

- Give pupils letter cards to find Hh, review /h/ pictures (e.g., honey, hand), ask questions, then open to page 47 and circle the correct pictures, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /h/ flashcards (e.g., horse), display both picture and word sides on the board, explain the task, then have pupils open to page 47 and tick the matching word, offering help as needed.

Lesson 8

Pupil's Book Session

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

PB/p. 39

Listen, point, and repeat.

Introducing Letter **Rr** (*rainbow, rat, rabbit, and ring*):

- Play letter **Rr** 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 **Rr** and the example words *rainbow, rat, rabbit, and ring*.
- 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 **Rr**. Show the four objects/pictures that start with the 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 objects that start with the letter "**Rr**", teach the words by showing them the real objects if available or the pictures of *rainbow, rat, rabbit, and ring*.
- Let the puppet say the letter's name **Rr**, the letter's sound /r/ and a word example *rainbow*.
- Repeat the name of the letter, the sound and the word *rainbow* several times.
- Let the children repeat (**Rr, /r/, rainbow**) as you raise the flashcard of the letter **Rr** and the picture of a *rainbow*.
- Repeat the same procedure with other word examples *rat, rabbit, and ring*.
- 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 /r/; it should be in a different colour.
- Draw 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 rainbow**.
- Do the same with *rat, rabbit, and ring*. While you are reading, point to the "**Rr**" and ask the students what sound **Rr** makes.
- Let the children read the words *rainbow, rat, rabbit, and ring* after you.
- Invite students to come out and point to the pictures. Say, "Point "*rainbow, rat, rabbit, and ring*" Ask them what sound **Rr** 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 39.
- **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.

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 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, describing the movements you make while writing; for example, “to write the uppercase **Rr**, 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 9

Activity Book Session

Practising Writing Letter **Rr**

AB/p. 48

Colour.

- Review colours using items and flashcards, elicit “Rainbow,” chant “Rr, /r/, rainbow,” model tracing and colouring Rr with number steps, then let pupils colour the letters and the rainbow freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 49

Circle the pictures that begin with the /r/ sound.

- Give pupils letter cards to find Rr, review /r/ pictures (e.g., ring, rat), ask questions, then open to page 49 and circle the correct picture, guiding as needed.

Look at each picture and tick the correct word.

- Review /r/ flashcards (e.g., rainbow), display both picture and word sides on the board, explain the task, then have pupils open to page 49 and tick the matching word, supporting where needed.

Lesson 10

Pupil's Book Session

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

PB/p. 40

Listen, point, and repeat.

Introducing Letter **Mm** (*mat*, *milk*, *mirror* and *monkey*):

- Play 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 *mat*, *milk*, *mirror* and *monkey*.
- 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 **Mm**. Show the four objects/pictures that start with the 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 "**mat, milk, mirror and monkey**".
- Let the puppet say the letter's name **Mm**, the letter's sound **/m/** and a word example **mat**.
- Repeat the name of the letter, the sound and the word **mat** several times.
- Let the children repeat (**Mm, /m/, mat**) as you raise the flashcard of the letter **Mm** and the picture of a **mat**.
- Repeat the same procedure with other word examples **milk, mirror and monkey**.
- 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 **/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 mat**.
- Do the same with **milk, mirror and monkey**. While you are reading, point to the "**Mm**" and ask the students what sound **Mm** makes.
- Let the children read the words **mat, milk, mirror and monkey** after you.
- Invite students to come out and point to the pictures. Say "Point to **mat, milk, mirror and monkey**". Ask them what sound **Mm** 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 40.
- **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.

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 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 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, 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 11

Activity Book Session

Practising Writing Letter **Mm**

AB/p. 50

Colour.

- Review colours using items and flashcards, elicit “Monkey,” chant “Mm, /m/, monkey,” model tracing and colouring Mm with number steps, then let pupils colour the letters and the monkey freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 51

Circle the pictures that begin with the /m/ sound.

- Give pupils alphabet cards to find Mm, review pictures that begin with /m/ (e.g., mat, milk), ask guiding questions, then open to page 51 and circle the correct picture, supporting as needed.

Look at each picture and tick (✓) the correct word.

- Review /m/ flashcards (e.g., monkey), stick both picture and word cards on the board, explain the task, then ask pupils to open to page 51 and tick the matching word, guiding where necessary.

Lesson 12

Pupil's Book & Activity Book Session

Introducing & Practising Numbers 7 & 8

PB/p. 41

Listen, count, and repeat.

- Ask students to open their books on page 41 and read the lesson with the children from the book; help them to open it from left to right pointing to each number with the picture(s) that represent the number.
- Tell the children to point in their books as they are repeating.
- **Listen, count and repeat:** Pupils listen to the audio again, point in their books and repeat. Then they say the numbers **7 & 8** as they point in their books.
- Say each number out loud, and point to it as you count in order. This practice connects the counting skill with a visual image of each number.
- Ask the children to count the items in their book and say the number. Ask the class “**How many rats?**” You do not need to emphasise “are there” and just use it in asking as part of the natural language. Apply this on the other picture of number **8**, “**How many rabbits?**”
- **Read the number words:** The teacher reads from the flashcard/board the word “**seven**” pointing to the digit and the representing item so the pupils relate the three parts; the word, the digit and how many items the number represents. Students repeat several times. Follow the same procedure with “**eight**”.
- Play the lesson on the interactive board again and point to the number sound.
- Ask the students to repeat with the audio, as you are pointing to the number on the interactive board and while pupils point in their books. Read the words from the book now, with the children pointing and reading in their books, too.
- Walk around to help, guide and check that they are pointing to the correct number.
- Use numbers in everyday activities like telling the time or asking for age.

Colour.

- Tell pupils to colour numbers 7 and 8, using flashcards to remind them of the digits and quantities. Ask, “What is this number?” Elicit “seven,” “eight,” and have pupils repeat. Walk around to guide and check their work.

Trace and write.

- Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. You can also show a video to do that (YouTube). Talk to your pupils

describing the movements you make while writing; for example, to write number 7, "from top straight line right a little, draw a slant line from the top down to the 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."

AB/p. 52

Count and circle.

- Give number cards for 7 and 8, show the exercise pictures (e.g., rats, rings), and ask, "How many?" Elicit answers, explain the task on screen, and model with students. Then pupils open page 53, count items, and circle the correct number. Support as needed.

Trace and write.

- Follow the same tracing steps explained in the pupil's book page 41 to do the exercise.

AB/p. 53

Complete and colour.

- Play the numbers song (1–20) while pointing to each number. Keep the sequence on the board and explain that pupils must trace from 1 to 8 in order. Guide them to follow the sequence and trace in their books, then colour the picture freely. Walk around to support.

Unit 4

On the Farm

Pupil's Book, Pages 42 – 51

Activity Book, Pages 54 – 67

New Words	Words: <i>cow, horse, sheep, hen, rabbit, bird, duck, frog</i> Story words: <i>little, bunnies, quiet, babies, sleep, wake up, morning, wolf, friends, cluck, neigh, moo</i> Number words: <i>nine, ten</i> Numbers: <i>9 & 10</i> Story: The Happy Farm Animals
Grammar	<i>"What are these?" "They are (sheep)." "What is this?" "It' is a (frog)."</i>
Letter Sounds & Words	<i>(Dd: deer, doll, duck, dress), (Gg: grass, goat, glass, guitar) and (Ll: lollipop, lemon, lamp, leaf)</i> Phonics: <i>CVC words: h, r, m, d, g, and l</i>
Language Functions	Identifying different types of animals

Outcomes

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

- Identify different types of animals.
- Respond to yes/no questions and questions with *"What are these? They are (sheep). What is this? It' is a (frog)."*
- Identify, sound out, write the letters **Dd**, **Gg** and **Ll**, capital and small, and say four word examples that begin with the sounds **/d /g/** and **/l/**.
- Sight-read the keywords in the unit.
- Identify numbers 9 & 10 in sequence and count items that represent the number. Count and say how many items there are.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write the letters **Dd**, **Gg** and **Ll** in the correct formation.

Unit Four		
On the Farm		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 42: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 43: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 54: Look at each picture and tick the correct word. AB/p. 55: Match and colour. AB/p. 55: Look at each picture and tick the correct answer.
Lesson 4	Pupil's Book Session	Introducing and practising the story PB/pp. 44 & 45: Listen to the story.
Lesson 5	Pupil's Book Session	Introducing and practising letter Dd sound /d/ PB/p. 46: Listen, point, and repeat. PB/p. 46: Trace and write.
Lesson 6	Activity Book Session	Practising writing letter Dd AB/p. 56: Colour. / Trace and write. AB/p. 57: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter Gg sound /g/ PB/p. 47: Listen, point, and repeat. PB/p. 47: Trace and write.
Lesson 8	Activity Book Session	Practising writing letter Gg AB/p. 58: Colour. / Trace and write. AB/p. 59: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter Ll sound /l/ PB/p. 48: Listen, point, and repeat. PB/p. 48: Trace and write.
Lesson 10	Activity Book Session	Practising writing letter Ll AB/p. 60: Colour. / Trace and write. AB/p. 61: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 9 & 10 PB/p. 49: Listen, count, and repeat. / Colour. /Trace and write. AB/p. 62: Count and circle. / Trace and write.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 50 & 51: Listen, repeat, and spell the words. AB/p. 63: Trace the words. /Choose and write. Review AB/p. 64: Circle the beginning sound. AB/p. 65: Match. AB/pp. 66 - 67: Give as homework.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 42

Listen, point, and repeat.

- Show a video about animals that includes most of the target vocabulary. Pause and ask pupils what animals they saw and liked.
- Play the scene and explain it's a farm. Say, "This is a bird," while pointing. Repeat this with all animals and have pupils repeat.
- Use the screen, poster, or flashcards and ask pupils to point to animals and say their names together.
- Ask pupils to open their books and do the same activity: listen, point, and repeat. Read the instruction line aloud together.
- Play the audio. Ask pupils to point while listening and repeat several times. Walk around to check understanding.
- Introduce the animals: horse, hen, duck, cow, sheep, rabbit, frog. Repeat while pointing and have pupils say each word.
- Ask simple questions: "Is this a bird?" "Yes." "Is Omar happy?" "No." Use yes/no and "What is this?" formats to reinforce meaning.
- Say the new structure "It is a..." many times and let children respond. Then introduce "What are these?" and reply "They are sheep."
- Repeat the audio and guide pupils to copy pronunciation. Emphasise clarity and support through visuals while listening.
- Use animal flashcards to practise sight-reading. Say each word clearly and have pupils repeat and read them from the word side.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 43

Ask and Answer.

- Review the animal names again using the screen, poster, or books. Repeat each name and ask pupils to do the same.
- Ask yes/no questions and "What is this?" while pointing to different animals. For example, "What are these?" "They are sheep."
- Use the pictures at the bottom of the page to ask more questions. Support with flashcards and visual cues for animals like ducks and chickens.
- Raise each flashcard and ask, "What is this?" "This is a frog." Then ask, "What are these?" "These are sheep." Model answers clearly.
- Have pupils open their books to page 43. Support them in finding the page and getting ready to follow.
- Play the audio while pupils point to the speaking characters. Model how to follow along using the screen or poster.
- Repeat the audio several times. Encourage pupils to repeat words and lines. Use drills and picture prompts for better memory.
- Help pupils practise the phrases in fun ways. Use group activities or repetition games to reinforce correct usage of words and sentences.
- Be patient and supportive. Use flashcards to repeat vocabulary and phrases and praise all efforts.
- Finish by asking questions while pupils point to animals in their books or on the screen. Reinforce "What is this?" and "What are these?" forms.

Lesson 3

Activity Book Session

AB/p. 54

Look at each picture and tick (✓) the correct word.

- Review farm animal names using flashcards and screen visuals. Ask simple yes/no and “What is this?” questions to check understanding. Practise responses like “This is a horse” or “These are sheep.” Show the exercise on the screen, then guide pupils to tick the correct word in their books. Support as needed.

AB/p. 55

Match and colour.

Sight-reading:

- Sight-read farm animal names using flashcards, encouraging pupils to read each word aloud. Match each name to its picture on the board, then have pupils do the same in their books and colour the animals. Reinforce whole-word recognition. Assist individuals as needed.

Look at each picture and tick the correct answer.

- Repeat ask-and-answer practice with animal flashcards. Ask “Is this a duck?” or “What is this?” and model full responses. Guide pupils as they tick the word that matches each picture in their activity books. Monitor progress and offer help where necessary.

Lesson 4

Pupil's Book Session

Introducing and Practising the Story

PB/pp.44 & 45

Listen to the story.

- Start by introducing the theme of the story: “If you want to live happily, take care of each other.” Review animal names and make sure pupils are familiar with them before starting.
- Show the story title “The Happy Farm Animals” on the screen or poster. Explain that it is about a group of farm animals who love the little bunnies and help save them from a wolf.
- Use the story pictures to introduce each animal one by one. Let students repeat their names and talk about what each animal does in the story using short, simple lines.
- Ask yes/no questions about the pictures, such as “Are the farm animals happy with the bunnies?” and “Do they want to play with them?” Model answers and encourage repetition.
- Pre-teach the lines of the story by reading them aloud and pointing to the characters. Describe what’s happening in each scene, such as the cow telling the animals to be quiet or the horse shouting about the wolf.
- In the last scene, ask “Are the animals happy?” and guide students to say, “Yes, because they saved the bunnies.” Highlight the teamwork shown in the story.
- Play the audio of the story and ask students to listen carefully while you point to the speaking characters. Let individuals come up and point to who is speaking as the audio plays.
- Ask pupils to open their books to pages 44–45 and follow along. Replay the audio and have them repeat the characters’ lines, gradually letting them guess what the characters will say.
- Ask questions such as “What do the farm animals say to the bunnies?” and “Why does the horse shout?” Provide answers like “Because the wolf wants to eat them,” and let students repeat.
- Talk about the moral of the story: “Take care of each other to live happily.” Make sure they understand this message clearly and relate it to their lives.
- Have students act out the story by taking character roles and imitating voices. Model the tone and style first, then let them perform to build confidence and fluency.

Lesson 5

Pupil's Book Session

PB/p. 46

Introducing & Practising Letter **Dd** Sound /d/

Listen, point, and repeat.

Introducing Letter **Dd** (*deer, duck, doll* and *dress*):

- Play the letter **Dd** 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 **Dd** and the example words *deer, duck, doll* and *dress*.
- 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 **Dd**. Show the four objects /pictures that start with the letter 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 the letter "**d**". Teach the words by showing them the real objects, if available, or the pictures of "*deer, duck, doll* and *dress*."
- Let the puppet say the letter's name, **Dd**, the letter's sound, /d/ and say a word example, *deer*.
- Repeat the name of the letter, the sound, and the word *deer* several times.
- Let the children repeat (**Dd, /d/, deer**) as you raise the flashcard of letter **Dd** and the picture of a *deer*.
- Repeat the same procedure with other word examples: *duck, doll* and *dress*.
- Now let the children repeat again and quiz them with the four word examples.
- Show the words 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 deer**.
- Do the same with *duck, doll* and *dress*. While you are reading, point to the "**Dd**" and ask the students what sound **Dd** makes.
- Let the children read the words *deer, duck, doll* and *dress* after you.
- Invite students to come out and point to the pictures. Say "Point to *deer, duck, doll* and *dress*". Ask them what sound **Dd** 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 46.
- **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.

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 left and close”.

Lesson 6

Activity Book Session

Practising Writing Letter Dd

AB/p. 56

Colour.

- Review colours using items and flashcards, elicit “Deer,” chant “Dd, /d/, deer,” model tracing and colouring Dd with number steps, then let pupils colour the letters and the deer freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 57

Circle the pictures that begin with the /d/ sound.

- Give pupils letter cards to find Dd, review /d/ pictures (e.g., doll, duck), ask questions, then open to page 57 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /d/ flashcards (e.g., dress), display both picture and word sides on the board, explain the task, then have pupils open to page 57 and tick the matching word, supporting where needed.

Lesson 7

Pupil's Book Session

PB/p. 47

Introducing & Practising Letter Gg Sound /g/

Listen, point, and repeat.

Introducing Letter **Gg** (*grass, goat, glass* and *guitar*):

- Play the letter **Gg** 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 **Gg** and the example words *grass, goat, glass* and *guitar*.
- 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 **Gg**. Show the four 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 the letter “g”. Teach the words by showing them the real objects, if available, or the pictures of “*grass, goat, glass* and *guitar*.”
- Let the puppet say the letter's name, **Gg**, the letter's sound, /g/ and say a word example, *grass*.
- Repeat the name of the letter, the sound and the word *grass* several times.
- Let the children repeat (**Gg, /g/, grass**) as you raise the flashcard of letter **Gg** and the picture of a *grass*.
- Repeat the same procedure with other word examples: *goat, glass* and *guitar*.
- Now let the children repeat again and quiz them with the four 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 say the full word: **g g g grass**.

- Do the same with **goat, glass** and **guitar**. While you are reading, point to the "**Gg**" and ask the students what sound **Gg** makes.
- Let the children read the words **goat, glass** and **guitar** after you.
- Invite students to come out and point to the pictures. Say "Point to **grass, goat, glass** and **guitar**." Ask them what sound **Gg** makes.
- Play a game: Put 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 47.
- **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.

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, and 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. 58

Colour.

- Review colours using items and flashcards, elicit "Grass," chant "Gg, /g/, grass," model tracing and colouring Gg with number steps, then let pupils colour the letters and the grass freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 59

Circle the pictures that begin with the /g/ sound.

- Give pupils letter cards to find Gg, review /g/ pictures (e.g., glass, goat), ask questions, then open to page 59 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /g/ flashcards (e.g., goat), display both picture and word sides on the board, explain the task, then have pupils open to page 59 and tick the matching word, supporting where needed.

Lesson 9

Pupil's Book Session

PB/p. 48

Introducing & Practising Letter L/ Sound ///

Listen, point, and repeat.

Introducing Letter LI (lollipop, lemon, lamb and leaf):

- Play letter L 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 **lollipop, lemon, lamb** and **leaf**.
- 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 four 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, lamb** and **leaf**."
- 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 the letter **LI** and the picture of a **lollipop**.
- Repeat the same procedure with other word examples, **lemon, lamb** and **leaf**.
- Now let the children repeat again and quiz them with the four 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: **l l l lollipop**.
- Do the same with **lemon, lamb** and **leaf**. While you are reading, point to the "**LI**" and ask the students what sound **L** makes.
- Let the children read the words **lollipop, lemon, lamb** and **leaf** after you.
- Invite students to come out and point to the pictures. Say, "Point to **lollipop, lemon, lamb** and **leaf**. Ask them what sound **LI** 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 48.
- **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.

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 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 10

Activity Book Session

Practising Writing Letter L/

AB/p. 60

Colour.

- Review colours using items and flashcards, elicit “Lollipop,” chant “Ll, /l/, lollipop,” model tracing and colouring Ll with number steps, then let pupils colour the letters and the lollipop freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 61

Circle the pictures that begin with the /l/ sound.

- Give pupils letter cards to find Ll, review /l/ pictures (e.g., leaf, lamp), ask questions, then open to page 61 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /l/ flashcards (e.g., lemon), display both picture and word sides on the board, explain the task, then have pupils open to page 61 and tick the matching word, supporting where needed.

Lesson 11

Pupil’s Book & Activity Book Session

Introducing & Practising Numbers 9 & 10

PB/p. 49

Listen, count, and repeat.

- Pupils open their books to page 49. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many lemons? How many glasses?” Elicit “nine” and “ten”.
- Guide pupils to connect digit, word, and quantity. Practise reading “nine” and “ten” using flashcards or the board.
- Replay the interactive board. Pupils follow along and read from the book.
- Support and check understanding as they count and point.
- Reinforce numbers naturally throughout the day (e.g., age, classroom items, time).

Colour.

Tell pupils to colour numbers 9 and 10, using flashcards to remind them of the digits and quantities. Ask, “What is this number?” Elicit “nine,” “ten,” and have pupils repeat. Walk around to guide and check their work.

Trace and write.

Teach the children how to trace and write the number. You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“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 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.”*

AB/p. 62

Count and Circle the correct numbers.

- Give number cards for 9 and 10, show the exercise pictures (e.g., stars, diamonds), and ask, “How many?” Elicit answers, explain the task on screen, and model with students. Then pupils open page 62, count items, and circle the correct number. Support as needed.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

Lesson 12

Pupil’s Book & Activity Book Session

Phonics: CVC Words: *h, r, m, d, g, and l*

PB/pp. 50 & 51

Listen, repeat, and spell the words.

- Start by reviewing the “Teaching Phonics” introduction.
- Practise reading the words aloud: hat, rat, mat, dam, mad, mug, rug, bug, hug, dip, dog, log, dig.
- Use flashcards or the screen to check understanding. Act out action words like “hug” or “dig.”
- Quiz pupils with picture and word flashcards. Focus on the red target sound. If needed, re-read slowly and repeat.
- Play a game from the introduction to make reading more fun.
- Show pages 50–51 on the screen and read the instruction: “Listen, repeat, and spell the words.”
- If pupils know letter names, begin spelling the words. Otherwise, skip this step for now.
- Read the words in chorus, then groups, then individuals. Point to each picture as you read.
- Play the audio. Pupils listen and repeat until they are confident.
- Help pupils open to pages 50–51. Ensure they follow along, pointing to each word.
- Repeat the instruction line with them until it becomes familiar.
- Guide them to point and read each word together, then individually.
- Use TPR or sound-gesture games to reinforce the vocabulary.
- Finally, pupils practise reading on their own while you monitor and assist.

AB/p. 63

Trace the words.

- Show page 63 on the screen and start by reading and spelling each word clearly, such as “hat – h-a-t – hat.” Demonstrate how to trace on the board using dotted letters and explain how to form each letter. Invite some pupils to trace on the board, then ask the class to begin tracing in their books. Walk around the class, offering support and reminding them to start at the dot and follow the arrows correctly.

Choose and write.

- Display the activity on the screen, point to each picture and say the word aloud, then spell it slowly (e.g., “mat – m-a-t – mat”). Use flashcards to reinforce the word-picture connection. Draw a four-line grid on the board to model correct letter formation and demonstrate from the dots. Ask pupils to open their books and complete the activity by choosing and writing the correct word. Move around to assist with correct letter formation and direction.

Review

AB/ p. 64

Look at each picture and circle the beginning sound.

- Show page 64 on the screen and revise the relevant consonant and vowel sounds. Explain the task and model it with an example like “milk – m-i-l-k – milk,” sounding out options like /h/, /r/, /m/ and eliciting the correct one. Repeat the process for the other pictures. Pupils open their books and circle the beginning sounds along with you as you guide and support.

AB/ p. 65**Match.**

- Play the alphabet song on the screen and let pupils sing and point to the letters. Begin with Aa and model “a, /a/, apple” using a real apple if available, then go through other letters using visuals or posters. Use flashcards or page 65 visuals to review word-sound-letter matches (e.g., “Dd, /d/, doll” or “Rr, /r/, ring”). Ask pupils to find matching flashcards and then open their books to complete the matching activity. Walk around to check their matches and give support where needed.

AB/ p. 66**Complete and colour.****Do at home**

- If you have time to do page 66 in class, then read the instructions; otherwise, give it as homework, but you need to send the parents or caretakers a note to explain to them what they need to do.
- Play the numbers song on the screen from 1 to 20 and sing along with the students while you are pointing to each number.
- Repeat this step many times until you make sure that students can distinguish the numbers in sequence.
- Keep the number sequence in front of the students on the board.
- Ask students to open the activity book on page 66.
- Tell them that they need to trace the dotted line starting from number one until sixteen.
- Tell them to follow the sequence in front of them on the board.
- Walk around to help and check that they did it correctly.
- Now ask them to colour the picture.
- Tell them you will match the capital letter with the picture with of small letter.
- Walk around to guide and help.

AB/ p. 67**Count and write the numbers.****Do at home**

- Give the flashcards of the numbers to the students and ask them to find the flashcards of the numbers 1-10.
- Make sure that all students can recognise the numbers from 1-10.
- Give the flashcards of the pictures used in the exercise to the students. Say “ring” then “doll”. Do the same with other pictures.
- Read the number words: The teacher reads from the flashcard the word “one,” pointing to the digit and the representing object, so the pupils relate the three parts: the word, the digit and how many items the number represents. Students repeat several times.
- Follow the same procedure with other numbers.
- Ask them, “What is this?” “What is the number of the items in the picture?”
- Make sure that they recognise every picture and the number that it represents.
- Ask students to open the activity book on page 67.
- Tell students that you will write the number that matches the number of the items in the pictures.
- You need to draw the four-line grid on the board and do the first one while you are explaining the tracing steps.
- Tell them to count on their books and write the numbers.
- Walk around to help and direct the children.

Unit 5

Sports

Pupil's Book, Pages 52 – 59

Activity Book, Pages 68 – 79

New Words	Words: <i>tennis, swimming, basketball, volleyball, running, football</i> Song words: <i>pool, school, field</i> Number words: <i>eleven, twelve</i> Numbers: <i>11 & 12, adding within 12</i> Song: Sports Song
Grammar	<i>"Can you play (football)?" "Yes, I can." "Can you play (tennis)?" "No, I can't."</i>
Letter Sounds & Words	<i>(Ff: frog, fan, fruits, fish), (Bb: bear, balloon, bread, ball) and (Jj: jam, jump, jelly, juice)</i> Phonics: <i>CVC words: f, b, and j</i>
Language Functions	Talking about sports

Outcomes

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

- Identify sports. Talk about the sports that they can play.
- Respond to yes/no questions, *"Can you play (football)? Yes, I can. Can you play (tennis)? No, I can't."*
- Sing all letters' names and sounds song (A-Z).
- Identify, sound out and write the letters **Ff**, **Bb** and **Jj**, capital and small, and sounds and say four word examples that start with */f/*, */b/* and */j/*.
- Sight-read the keywords in the unit.
- Sing along the "Sports" song.
- Identify numbers 11 & 12 in sequence. Count items that represent the new numbers and add within 12.
- Trace and write the letters **Ff**, **Bb** and **Jj** with correct formation.

Unit five		
Sports		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 52: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practising new vocabulary & grammar PB/p. 53: Ask and answer.
Lesson 3	Pupil's Book Session	PB/p. 53: Introducing and practising the Sports song
Lesson 4	Activity Book Session	AB/p. 68: Look at each picture and tick the correct word. AB/p. 69: Find the words. AB/p. 69: Circle your favourite sport and say what it is.
Lesson 5	Pupil's Book Session	Introducing and practising letter Ff sound /f/ PB/p. 54: Listen, point, and repeat. PB/p. 54: Trace and write.
Lesson 6	Activity Book Session	Practising writing letter Ff AB/p. 70: Colour. / Trace and write. AB/p. 71: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter Bb sound /b/ PB/p. 55: Listen, point, and repeat. PB/p. 55: Trace and write.
Lesson 8	Activity Book Session	Practising writing letter Bb AB/p. 72: Colour. / Trace and write. AB/p. 73: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter Jj sound /j/ PB/p. 56: Listen, point, and repeat. PB/p. 56: Trace and write.
Lesson 10	Activity Book Session	Practising writing letter Jj AB/p. 74: Colour. / Trace and write. AB/p. 75: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 11 & 12 PB/p. 57: Listen, count, and repeat. /Count and add. AB/pp. 76 & 77: Trace and write. /Count and add. AB/p. 78: Complete and colour.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 58 & 59: Listen, repeat, and spell the words. AB/p. 79: Trace the words. Choose and write.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 52

Listen, point, and repeat.

- Show a video or slideshow introducing the sports. Repeat the names and ask pupils about their favourite sport.
- Use TPR to act out the sports and say sentences like “I am running.” Let pupils guess and say the sport name.
- Point to characters on the screen or poster and say what they are doing. Pause before saying the sport and let pupils respond.
- Introduce the sports (running, tennis, football, volleyball, swimming, basketball) by pointing to pictures and having pupils repeat the names.
- Ask simple questions: “Is Omar happy?” “Can you play football?” Model and repeat both yes/no and “What sport is this?” questions.
- Play the audio while pointing to the sports. Repeat multiple times. Show flashcards and practise sight-reading the sport words.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 53

Ask and Answer.

- Revise the sports with flashcards or posters. Ask “Can you play...” and model answers like “Yes, I can” and “No, I can’t.”
- Repeat the same with all sport flashcards, linking emotions to ability (e.g. Omar looks happy so “Yes, I can”).
- Ask pupils to open page 53. Use the pictures, flashcards, and audio to reinforce language through repetition drills.
- Play the audio several times. Speak slowly when needed. Use fun drills or group games to help pupils practise fluency.
- Ask pupils to name the sports as they listen. Point to the characters and guide them in listening and repeating. Use comprehension questions like “What sport is this?” and “Who is playing football?”

Lesson 3

Pupil's Book Session

PB/p. 53

Introducing and Practising the Sports Song

- Before you play the audio to sing a song, teach them the words of the song, or practise them if they have already learnt them in the main theme, as they probably did so as key words in the unit.
- Point to the prompts of the song on the screen and use the pictures shown on it while saying the words of the song.
- Use gestures and moves to teach the song.
- Read the lyrics of the song with the class many times as you point to the words this time.
- Let the children open their books on page 53. Play the audio. Let them listen and point in their books to follow with the song.
- Now, play the audio again and let them sing along the lyrics.
- Lastly, the children sing along many times until they memorise the song.

Lesson 4

Activity Book Session

AB/p. 68

Look at each picture and tick the correct word.

- Start by showing the sport words and pictures on the screen. Revise yes/no and “what” questions using flashcards and character prompts. Practise model answers like “Can you play football? Yes, I can.” Help children identify each sport, then open AB/p. 68 and explain the task. Guide them to tick the word that matches the picture. Walk around to support as they work.

AB/p. 69

Find the words.

- Use flashcards and the screen to review the sports. Write each word on the board and practise reading aloud. Ask children to match flashcards to the word, then play page 69. Explain the task: find and circle each word in the puzzle (horizontal, vertical, diagonal). Walk around to assist and monitor.

Circle your favourite sport and say what it is.

- Review the sport names using flashcards. Model the sentence: “My favourite sport is (football).” Ask each student to choose a favourite, raise the flashcard, and say the sentence. Then, open AB/p. 69 and have them circle the picture of their favourite sport. Support students as needed during the activity.

Lesson 5

Pupil's Book Session

PB/p. 54

Introducing & Practising Letter Ff Sound /f/

Listen, point, and repeat.

Introducing Letter **Ff** (*frog, fan, fruits* and *fish*):

- Play letter **Ff** 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 *frog, fan, fruits* and *fish*.
- 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 **Ff**.
- Show the four 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 the letter “**Ff**”. Teach the words by showing them the real objects if available or the pictures of “*frog, fan, fruits* and *fish*.”
- Let the puppet say the letter's name **Ff**, the letter's sound /f/ and say a word example *frog*.
- Repeat the name of the letter, the sound and the word *fan* several times.
- Let the children repeat (**Ff, /f/, frog**) as you raise the flashcard of letter **Ff** and the picture of a *frog*.
- Repeat the same procedure with other word examples: *fan, fruits* and *fish*.
- 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 the 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: **fff frog**.
- Do the same with *fan, fruits* and *fish*. While you are reading, point to the “**Ff**”, and ask the students what sound **Ff** makes.

- Let the children read the words **frog, fan, fruits** and **fish** after you.
- Invite students to come out and point to the pictures. Say "Point to **frog, fan, fruits** and **fish**." 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 54.
- **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.

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 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 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 6

Activity Book Session

Practising Writing Letter **Ff**

AB/p. 70

Colour.

- Review colours using items and flashcards, elicit "Frog," chant "Ff, /f/, frog," model tracing and colouring Ff with number steps, then let pupils colour the letters and the frog freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 71

Circle the pictures that begin with the /f/ sound.

- Give pupils letter cards to find Ff, review /f/ pictures (e.g., fan, fruits), ask questions, then open to page 71 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /f/ flashcards (e.g., fish), display both picture and word sides on the board, explain the task, then have pupils open to page 71 and tick the matching word, supporting where needed.

Lesson 7

Pupil's Book Session

PB/p. 55

Introducing & Practising Letter **Bb** Sound /b/

Listen, point, and repeat.

Introducing Letter **Bb** (*bear, balloon, bread and ball*):

- Play 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 **bear, balloon, bread** 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 of letter **Bb**.
- Show the four 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 the letter **"Bb"**. Teach the words by showing them the real objects if available or the pictures of *"bear, balloon, bread and ball."*
- Let the puppet say the letter's name, **Bb**, the letter's sound, **/b/**, and a word example, **bear**.
- Repeat the name of the letter, its sound, and the word **bear** several times.
- Let the children repeat (**Bb, /b/, bear**) as you raise the flashcard of letter **Bb** and the picture of a **bear**.
- Repeat the same procedure with other word examples: **balloon, bread** and **ball**.
- Now, let the children repeat again and quiz them with the four 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 bear**.
- Do the same with **balloon, bread** and **ball**. While you are reading, point to the **"Bb"**, and ask the students what sound **Bb** makes.
- Let the children read the words **bear, balloon, bread, and ball** after you.
- Invite students to come out and point to the pictures. Say "Point to **bear, balloon, bread** and **ball**." Ask them what sound **Bb** 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.
- **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.

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 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 B, draw a straight line down. Back to the top and 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 8

Activity Book Session

Practising Writing Letter **Bb**

AB/p. 72

Colour.

- Review colours using items and flashcards, elicit “Bear,” chant “Bb, /b/, bear,” model tracing and colouring Bb with number steps, then let pupils colour the letters and the bear freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 73

Circle the pictures that begin with the /b/ sound.

- Give pupils letter cards to find Bb, review /b/ pictures (e.g., bread, ball), ask questions, then open to page 73 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /b/ flashcards (e.g., bear), display both picture and word sides on the board, explain the task, then have pupils open to page 73 and tick the matching word, supporting where needed.

Lesson 9

Pupil's Book Session

PB/p. 56

Introducing & Practising Letter Jj Sound /j/

Listen, point, and repeat.

Introducing Letter Jj (*jam, jelly, jump and juice*):

- Play letter **Jj** 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 **Jj** and the example words **jam, jelly, jump** and **juice**.
- 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 **Jj**.
- Show the four 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 the letter **"Jj"**. Teach the words by showing them the real objects if available or the pictures of **"jam, jelly, jump** and **juice."**
- Let the puppet say the letter's name **Jj**, the letter's sound **/j/** and say a word example **jam**.
- Repeat the name of the letter, the sound and the word **jam** several times.
- Let the children repeat (**Jj, /j/, jam**) as you raise the flashcard of letter **Jj** and the picture of a **jam**.
- Repeat the same procedure with other word examples: **jelly, jump** and **juice**.
- Now, let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound **/j/**; it should be in a different colour.
- Draw the 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 jam**.
- Do the same with **jelly, jump** and **juice**. While you are reading, point to the **"Jj"**, and ask the students what sound **Jj** makes.
- Let the children read the words **jam, jelly, jump** and **juice** after you.
- Invite students to come out and point to the pictures. Say, **"Point to jam, jelly, jump** and **juice."** Ask them what sound **Jj** 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 56.
- **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.

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 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 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 10

Practising Writing Letter Jj

AB/p. 74

Colour.

- Review colours using items and flashcards, elicit “Jam,” chant “Jj, /j/, jam,” model tracing and colouring Jj with number steps, then let pupils colour the letters and the jam freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 75

Circle the pictures that begin with the /j/ sound.

- Give pupils letter cards to find Jj, review /j/ pictures (e.g., juice, jelly), ask questions, then open to page 75 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /j/ flashcards (e.g., jump), display both picture and word sides on the board, explain the task, then have pupils open to page 75 and tick the matching word, supporting where needed.

Lesson 11

Pupil's Book & Activity Book Session

Introducing & Practising Numbers 11 & 12

PB/p. 57

Listen, count, and repeat.

- Pupils open their books to page 57. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many balloons? How many loaves?” Elicit “eleven” and “twelve”.
- Guide pupils to connect digit, word, and quantity. Practise reading “eleven” and “twelve” using flashcards or the board.
- Use number cards: Say a number aloud and ask pupils to find and show the correct card. Have them repeat the number.

- Replay the interactive board. Pupils follow along and read the number words and digits in their books.
- Support as pupils count, point, and match quantities to numerals. Use counters or classroom items to group objects by eleven and twelve.
- Reinforce numbers through everyday moments such as time and age.

Count and add.

- Use counters or objects to demonstrate addition and introduce the term “plus” (+). Say, “One plus two equals three,” and write the sum on the board. Repeat with other examples.
- Match picture sums with number sums. Model: “Two plus four equals six,” and write the numbers below the pictures.
- Open books to page 57. Pupils count and add the juice pictures, then match each picture sum to the correct number sum. Guide and support as they complete the task.

Activity Book Session

AB/p. 76

Trace and write.

- **Sense of touch:** Use the play-dough to form the number, the sand tray to write the number with their fingers or use blocks with extruded numbers to feel the number while blindfolded to guess what number it is.

Teach the children how to write the number: You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“To write number 11, you have to write number 1, the tens, and number 1 again, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Repeat this step to write the units. To write number 12, you have to write number 1, the tens, and number 2 again, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Now write number 2, the units. 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.”*

Count and add.

- After practice on the board, pupils open pages 76 and 77 to count and add items like cups, juice, lollipops, and hats. Tell them to match the picture sums to the number sums. Walk around to check and assist as needed.

AB/p. 78

Complete and colour.

- Play the numbers 1–20 song while pointing to each number until pupils recognise the sequence. Ask them to open page 78, trace numbers 1 to 12, colour the picture, and match each capital letter to its small letter, guiding them as needed.

Lesson 12

Pupil’s Book & Activity Book Session

Phonics: CVC Words *f*, *b*, and *j*

PB/pp. 58 & 59

Listen, repeat, and spell the words.

- Practise the target CVC words orally first (fan, fog, fig, bug, bat, back, fat, bin, big, jar, jam, jet).
- Check word meanings using flashcards or the screen; demonstrate action words like fan, big, and jet.

- Revise and quiz students using both picture and word sides of flashcards, focusing on the red target sound.
- Play one of the phonics games from the introduction to add variety and fun.
- Show pages 58–59 on the screen and read together before opening books; read aloud the instruction line.
- If students know the alphabet, practise spelling; otherwise, skip spelling for now.
- Practise sight-reading the words as a class, in groups, and individually while pointing to each word.
- Play the audio and let students listen and repeat until they read confidently.
- Ask students to open pages 58–59 in their books and follow with their fingers.
- Repeat the instruction line with them until they memorise it and read the words aloud together.
- Use gestures or sounds to play guessing games based on word meaning and sound.
- Let students practise reading independently while you monitor and support.

AB/p. 79

Trace the words.

- Display the activity on the screen and model the first word by pointing and saying it, then spelling it aloud (e.g., fan: f-a-n). Repeat with the rest. Demonstrate tracing on the board using dotted lines and explain how to trace letter by letter. Invite students to trace on the board, then have them complete the activity in their books. Guide them to start at the dot and follow the arrows.

AB/p. 79

Choose and write.

- Show the lesson and review each word using pictures and flashcards. Say and spell the word (e.g., fog: f-o-g), then model writing it on the four-line grid. Demonstrate starting from the dot and forming each letter. Invite students to write on the board and then complete the writing task in their books. Walk around to check letter formation and support where needed.

Unit 6

Hobbies

Pupil's Book, Pages 60 – 69

Activity Book, Pages 80 - 89

New Words	Words: <i>reading, painting, dancing, singing, riding a bike, skateboarding, taking photos</i> Song words: <i>stories, together, Spider-Man</i> Numbers: <i>13 & 14, adding within 14</i> Story: <i>My Hobbies</i>
Grammar	<i>"Do you like singing?" "Yes, I do." "Do you like dancing?" "No, I don't."</i>
Letter Sounds & Words	<i>(Zz: Zoo, zebra, zigzag, zero), (Ww: Whale, worm, watch, window) and (Vv: Vase, van, vest, violin)</i> Phonics: <i>CVC words: z, w, and v</i> Long vowels: <i>ee</i>
Language Functions	Talking about hobbies

Outcomes

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

- Identify hobbies. Talk about the hobbies that they have.
- Respond to yes/no questions like *"Do you like singing?" "Yes, I do." "Do you like dancing?" "No, I don't."*
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out, and write the letters **Zz**, **Ww** and **Vv**, capital and small, and sounds and say four word examples that start with **/z/**, **/w/** and **/v/**.
- Sight-read the keywords in the unit.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Identify numbers 13-14 in sequence. Count the items that represent the new numbers and add within 14.
- Trace and write the letters **Zz**, **Ww** and **Vv**, and the long vowel words **/ee/** with correct formation.

Unit Six		
Hobbies		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/pp. 60: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 61: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 80: Look at each picture and tick the correct word. AB/p. 81: Find the words. AB/p. 81: Read and draw.
Lesson 4	Pupil's Book Session	PB/p. 62 & 63: Introducing and practicing the story
Lesson 5	Pupil's Book Session	Introducing and practising letter Zz sound /z/ PB/p. 64: Listen, point, and repeat. PB/p. 64: Trace and write.
Lesson 6	Activity Book Session	Practice writing letter Zz AB/p. 82: Colour. / Trace and write. AB/p. 83: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter Ww sound /w/ PB/p. 65: Listen, point, and repeat. PB/p. 65: Trace and write.
Lesson 8	Activity Book Session	Practice writing letter Ww AB/p. 84: Colour. / Trace and write. AB/p. 85: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter Vv sound /v/ PB/p. 66: Listen, point, and repeat. PB/p. 66: Trace and write.
Lesson 10	Activity Book Session	Practice writing letter Vv AB/p. 86: Colour. / Trace and write. AB/p. 87: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 13 & 14 PB/p. 67: Listen, count, and repeat. /Count and add. AB/p. 88 Trace and write. /Count and add.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 68 & 69: Listen, repeat, and spell the words. AB/p. 89: Trace the words. /Choose and write.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 60

Listen, point, and repeat.

- Begin by saying, "Look! I am painting," and act it out. Explain that a hobby is something you enjoy in your free time. Repeat with "reading" and continue with all hobbies on the page: reading, dancing, singing, riding a bike, skateboarding, and taking photos.
- Play a guessing game by acting out hobbies. Let students guess what you're doing. Repeat later if they struggle.
- Play the page on the board or show the poster. Point to Sara and say, "Painting. Sara is painting."
- Ask, "What is Sara's hobby?" and answer, "Painting."
- Repeat for the other characters and their hobbies, pointing and naming each.
- Discuss the pictures. Explain that these are their favourite hobbies and what a hobby means.
- Say and repeat each hobby while pointing to the character doing it. Have students repeat after you.
- Give examples: "I like singing. I don't like skateboarding." Draw happy/sad faces to show your preferences. Let students repeat.
- Play the audio while pointing. Have students follow and point too.
- Use flashcards to practise sight-reading the hobby words.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 61

Ask and Answer.

- Revise the hobbies again. Say, "Sara is painting," and so on for each character.
- Ask simple yes/no questions like, "Is Sara happy?" and model answers.
- Practise with the class: "Do you like dancing?" "Yes, I do. No, I don't." Help them respond correctly.
- Repeat "Do you like...?" questions and invite students to answer with short replies.
- Tell students to open to page 61. Check that they are on the right page.
- Play the audio and point to the dialogue. Have students follow and repeat.
- Repeat the audio several times for memorisation.
- Ask students to follow in their books as you read, then read together.
- Use yes/no questions to build understanding, using gestures if needed.
- Explain questions 1–5. Tell students to answer about themselves.
- Have students work in pairs to ask and answer questions about their hobbies.

Lesson 3

Activity Book Session

AB/p. 80

Look at each picture and tick (✓) the correct word.

- Display the hobby pictures on the screen and review the vocabulary by naming each activity clearly. Introduce the hobbies shown in the book by saying examples like "Sara is painting" or "Omar is dancing," pointing to the relevant character. Ask simple yes/no and what-questions such as "Is Sara happy?" or "What

is Sara doing?” and model the correct answers. Emphasise question forms like “Do you like singing?” with repeated oral practice. Use hobby flashcards and let students name each one, asking them to describe what each character is doing. Show the activity on the screen and explain how to tick the correct word that matches each picture. Ask students to open their books to page 80 and complete the task while you walk around to support them.

AB/p. 81

Find the words.

- Hand out hobby flashcards and display the words on the screen, prompting students to identify each one. Repeat the hobby words several times and write them on the board for reinforcement. Ask students to match each flashcard with the word you say. Play page 81 on the screen and explain the word search activity, showing them how to look for words in all directions. When a student finds a word, they can raise their hand or call it out. Ask them to circle the words in the puzzle. Continue until all target words are found and assist as needed.

Read and draw 😊 or ☹️.

- Show flashcards for each hobby and clearly say the words, asking students to repeat them. Ensure they can recognise the names of all hobbies. Draw a happy face on the board and say, “I like singing,” then draw a sad face and say, “I don’t like singing.” Explain that liking is linked to the happy face and disliking to the sad face. Give students flashcards and ask them to express their likes and dislikes. Play the activity on the screen and read each sentence aloud. Ask students to open page 81 in their activity books and draw a happy or sad face depending on whether they like each hobby. Move around the room to guide and support them as they work.

Lesson 4

Pupil’s Book Session

PB/pp. 62 & 63

Introducing and Practising the Story

Listen to the story.

- Begin by introducing the theme of the story, “Be yourself.” Review common hobbies and check students’ understanding of the vocabulary.
- Show the story title “My Hobbies” on the screen or poster. Explain briefly that it’s about two friends, one of whom pretends to share the same hobbies as the other.
- Use the pictures to teach the names of each hobby. Say each hobby clearly and let the children repeat several times until they recognise them.
- Ask yes/no questions to check comprehension, such as “Do both of them like swimming?” and guide them to respond “No.” Use similar questions for other pictures.
- Pre-teach the characters’ speech by pointing to the scenes and reading aloud what each character says. Emphasise that one boy is pretending, and let children guess how he feels.
- In the final picture, ask if the two boys are happy and why. Provide a model answer: “Because they are reading the Spider-Man story together.”
- Play the story audio while pointing to each character as they speak. Ask students, “Who is speaking?” and invite individuals to point on the screen or poster.
- Ask students to open their books to pages 62 and 63. Replay the audio and ask them to follow in their books, pointing and repeating each line.

- Repeat the listening and repetition process several times until they can confidently say the lines. Occasionally pause and ask them to guess what comes next.
- Ask clear questions with simple model answers for students to repeat: “Do they have the same hobbies?” – “No.” “Can Omar swim?” – “No.” “What hobby do they share?” – “Reading Spider-Man.”
- Discuss the moral of the story: “Be yourself and don’t pretend to be someone else.”
- Invite students to act out the story by taking character roles. Demonstrate how to change their voices, then let them perform to develop speaking fluency and confidence.

Lesson 5

Pupil's Book Session

PB/p. 64

Introducing & Practising Letter Zz Sound /z/

Listen, point, and repeat.

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

- Play letter **Zz** 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 **Zz** and the example words *zoo, zebra, zero* and *zigzag*.
- 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 four 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 "*zoo, zebra, zero* and *zigzag*."
- Let the puppet say the letter's name, **Zz**, the letter's sound, /z/ and say a word example, *zoo*.
- Repeat the name of the letter, the sound and the word *zoo* several times.
- Let the children repeat (**Zz, /z/, zoo**) as you raise the flashcard of letter **Zz** and the picture of a *zoo*.
- Repeat the same procedure with other word examples, *zebra, zero* and *zigzag*.
- Now let the children repeat again and quiz them with the four 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 zoo**.
- Do the same with *zebra, zero* and *zigzag*. While you are reading, point to the "**Zz**" and ask the students what sound **Z** makes.
- Let the children read the words *zoo, zebra, zero* and *zigzag* after you.
- Invite students to come out and point to the pictures. Say, "Point to *zoo, zebra, zero* and *zigzag*." Ask them what sound **Zz** 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 64.
- **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.

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 about 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 6

Activity Book Session

Practising Writing Letter Zz

AB/p. 82

Colour.

- Review colours using items and flashcards, elicit “Zoo,” chant “Zz, /z/, zoo,” model tracing and colouring Zz with number steps, then let pupils colour the letters and the zoo freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 83

Circle the pictures that begin with the /z/ sound.

- Give pupils letter cards to find Zz, review /z/ pictures (e.g., zebra, zigzag), ask questions, then open to page 83 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /z/ flashcards (e.g., zero), display both picture and word sides on the board, explain the task, then have pupils open to page 83 and tick the matching word, supporting where needed.

Lesson 7

Pupil's Book Session

PB/p. 55

Introducing & Practising Letter Ww Sound /w/

Listen, point, and repeat.

Introducing Letter Ww (*whale, worm, watch, and window*):

- Play the letter **Ww** 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 **Ww** and the example words *whale, worm, watch, and window*.
- Tell the students that the puppet will teach them a new sound today. Try to make a 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 **Ww**. Show the four 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 *“whale, worm, watch, and window.”*

- Let the puppet say the letter's name, **Ww**, the letter's sound, **/w/** and say a word example, **whale**.
- Repeat the name of the letter, the sound and the word **whale** several times.
- Let the children repeat (**Ww, /w/, whale**) as you raise the flashcard of the letter **Ww** and the picture of a **whale**.
- Repeat the same procedure with other word examples **worm, watch, and window**.
- Now let the children repeat again and quiz them with the four 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 whale**.
- Do the same with **worm, watch, and window**. While you are reading, point to the "**Ww**" and ask the students what sound **W** makes.
- Let the children read the words **whale, worm, watch, and window** after you.
- Invite students to come out and point to the pictures. Say, "Point to **whale, worm, watch, and window**. Ask them what sound **Ww** 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 65.
- **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.

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 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 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. Again, from the middle, draw a slanting line down to the right. From the bottom, draw a slanting line up to the right."*

Lesson 8

Activity Book Session

Practising Writing Letter Ww

AB/p. 84

Colour.

- Review colours using items and flashcards, elicit "Whale," chant "Ww, /w/, whale," model tracing and colouring Ww with number steps, then let pupils colour the letters and the whale freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 85

Circle the pictures that begin with the /w/ sound.

- Give pupils letter cards to find Ww, review /w/ pictures (e.g., watch, worm), ask questions, then open to page 85 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /w/ flashcards (e.g., window), display both picture and word sides on the board, explain the task, then have pupils open to page 85 and tick the matching word, supporting where needed.

Lesson 9

Pupil's Book Session

PB/p. 66

Introducing & Practising Letter Vv Sound /v/

Listen, point, and repeat.

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

- Play the letter **V** 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 *vase, van, vest* and *violin*.
- 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 **Vv**. Show the four 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 the letter "**v**". Teach the words by showing them the real objects if available or the pictures of "*vase, van, vest* and *violin*."
- Let the puppet say the letter's name, **Vv**, the letter's sound, /v/ and say a word example, *vase*.
- Repeat the name of the letter, the sound and the word *van* several times.
- Let the children repeat (**Vv, /v/, vase**) as you raise the flashcard of letter **Vv** and the picture of a *vase*.
- Repeat the same procedure with other word examples *van, vest* and *violin*.
- Now let the children repeat again and quiz them with the four word examples.
- Show the word flashcards of each picture and stress the initial sound /v/; it should be in a different colour.
- 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 vase**.
- Do the same with *van, vest* and *violin*. While you are reading, point to the "**Vv**" and ask the students what sound **V** makes.
- Let the children read the words *vase, van, vest* and *violin* after you.
- Invite students to come out and point to the pictures. Say, "Point to *vase, van, vest* and *violin*." Ask them what sound **Vv** 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 66.
- **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.

Trace and write.

- Play the video of writing letter **V** 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 **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 10

Activity Book Session

Practising Writing Letter Vv

AB/p. 86

Colour.

- Review colours using items and flashcards, elicit “Vase,” chant “Vv, /v/, vase,” model tracing and colouring Vv with number steps, then let pupils colour the letters and the vase freely.

Trace and write.

- Follow the same tracing steps explained in the pupil’s book to do the exercise.

AB/p. 87

Circle the pictures that begin with the /v/ sound.

- Give pupils letter cards to find Vv, review /v/ pictures (e.g., van, violin), ask questions, then open to page 87 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /v/ flashcards (e.g., vest), display both picture and word sides on the board, explain the task, then have pupils open to page 87 and tick the matching word, supporting where needed.

Lesson 11

Pupil’s Book & Activity Book Session

Introducing & Practising Numbers 13 & 14

PB/p. 67

Listen, count, and repeat.

- Pupils open their books to page 67. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many balloons? How many loaves?” Elicit “thirteen” and “fourteen”.
- Guide pupils to connect digit, word, and quantity. Practise reading “thirteen” and “fourteen” using flashcards or the board.
- Use number cards: Say a number aloud and ask pupils to find and show the correct card. Have them repeat the number.
- Replay the interactive board. Pupils follow along, reading number words and digits in their books.
- Support as pupils count, point, and match quantities to numerals. Use counters or objects grouped in 13s and 14s.
- Reinforce numbers during daily routines (e.g., time, age).

Count and add.

- Use counters to demonstrate simple addition. Introduce the term “plus” (+) and model sums like “One plus two equals three.”
- Match picture sums to number sums. Model: “Five plus four equals nine.” Write the sum on the board and have pupils read it aloud.
- Pupils count and add the pizza pictures, then match to the number sums. Support them as they complete the task in their books.

AB/p. 88

Trace and write.

Teach the children how to write the number. You need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“To write number 13, you have to write number 1, the tens, and number 3, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom. 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 14, you have to write number 1, the tens, and number 4, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom. Now write number 4 the units. 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 the top, draw a straight line to the bottom.”*

Count and add.

- Use counters and picture examples on the board. Say sums aloud as you write them: “Five plus two equals seven.”
- Pupils open to page 88, count the lemons, and match each picture sum to the number sum. Guide and assist throughout the task.

Lesson 12

Pupil’s Book & Activity Book Session

PB/p. 68

Listen, repeat, and spell the words.

CVC Words: *z, w, and v*

- Begin by reviewing the Teaching Phonics introduction. Practise reading these words aloud: buzz, win, wig, wet, van, vet. Use picture flashcards or screen visuals to explain the meanings. Revise and quiz pupils with flashcards, focusing on the red target sounds. Use gestures to act out the words and ask pupils to identify them.
- Play a game from the introduction to keep the lesson engaging. Show page 68 on the screen. Read the instruction line: “Listen, repeat, and spell the words.” If pupils know letter names, you may introduce spelling now.
- Read the words aloud in chorus, then groups, then individuals. Encourage pupils to read from the screen. Play the audio and let pupils listen and repeat several times.
- Guide pupils to open page 68 in their books. Ensure they are on the correct page and pointing to the words. Read the words together and invite individuals to repeat. Use TPR or sound gestures to help them remember. Monitor and support as they practise reading on their own.

PB/p. 69

Listen, repeat, and spell the words.

Long vowels: ee

- Practise reading these words aloud: see, bee, beet, feet, tree, sleep. Emphasise the long /ee/ sound as you say the words. Use picture flashcards or the page on screen to check understanding. Revise and quiz using flashcards and gestures.
- Play one of the phonics games from the introduction to boost engagement. Show page 69 on the screen and read the instruction: “Listen, repeat, and spell the words.” Introduce spelling only if pupils know their letter names.
- Read the words together in chorus, then ask for individual reading. Play the audio for page 69 and let pupils listen and repeat until confident.
- Help pupils open their books to page 69. Make sure they are pointing to the correct words. Read together, then invite individual repetition. Use gestures or body language to reinforce meaning. Walk around and support pupils as they practise independently.

AB/p. 89

Trace the words.

- Show the page on screen and point to the first word and its picture. Say “vet” and ask pupils to repeat. Spell it out: “v-e-t.” Repeat the process with the other words.
- Write dotted words on the board and trace while describing each letter. Invite pupils to trace on the board with you. Ask pupils to open page 89 and trace the words. Walk around to check and guide, reminding them to follow the dots and arrows.

Choose and write.

- Display the exercise on the screen. Start with the word “see” and its picture. Say and spell: “s-e-e.” Repeat with the other words and practise using flashcards.
- Draw a four-line grid on the board and model how to write each word. Show how to start from the dot. Demonstrate on the board and invite pupils to join. Ask pupils to open their books to page 89 and choose the correct words to write.
- Monitor their writing and guide them to form the letters correctly, always starting from the dot.

Unit 7

I Like Food

Pupil's Book, Pages 70 – 77

Activity Book, Pages 90 – 103

New Words	New Words, Grammar and Language Functions Foods: <i>carrot, tomato, apple, strawberry, banana, cake, ice-cream, burger</i> Number words: <i>fifteen, sixteen</i> Numbers: <i>15 & 16, subtracting within 16</i> Song: Food Song
Grammar	<i>"Do you like (apples)?" "Yes, I do." "Do you like (burgers)?" "No, I don't."</i>
Letter Sounds & Words	<i>(Yy: yoyo, yarn, yellow, yoghurt), (Xx: x-ray, mix, box, fox) and (Qq: queen, quiet, quarter, quiz)</i> Long vowels: <i>/ea/ and /oo/</i>
Language Functions	Describing food one likes or dislikes

Outcomes

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

- Identify (food) and be able to express what they like or dislike.
- Respond to yes/no questions, *"Do you like (apples)? Yes, I do. Do you like (burgers)? No, I don't."*
- Sing all letters' names and sounds in song (A-Z).
- Identify, sound out and write the letters **Yy**, **Xx** and **Qq**, capital and small, and sounds, and say four word examples that start with **/y/**, **/x/** and **/q/**. In addition, identify, sound out, write long vowel words **/ea/** and **/oo/**, and give two or more word examples that have the sounds.
- Sight-read the keywords in the unit.
- Sing along with the "Food Song."
- Say the numbers 15 & 16 in sequence.
- Trace and write the new sound words: **Yy**, **Xx** and **Qq** and the long vowel words **/ea/** and **/oo/** in the correct formation.

Unit Seven		
I Like Food		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 70: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 71: Ask and answer.
Lesson 3	Pupil's Book Session	PB/p. 71: Introducing and practising the Food Song
Lesson 4	Activity Book Session	AB/p. 90: Look at each picture and tick the correct word. AB/p. 91: Find the words. AB/p. 91: Circle the correct answers.
Lesson 5	Pupil's Book Session	Introducing and practising letter Yy sound /y/ PB/p. 72: Listen, point, and repeat. PB/p. 72: Trace and write.
Lesson 6	Activity Book Session	Practising writing letter Yy AB/p. 92: Colour. / Trace and write. AB/p. 93: Circle the pictures. / Tick the correct words.
Lesson 7	Pupil's Book Session	Introducing and practising letter Xx sound /x/ PB/p. 73: Listen, point, and repeat. PB/p. 73: Trace and write.
Lesson 8	Activity Book Session	Practising writing letter Xx AB/p. 94: Colour. / Trace and write. AB/p. 95: Circle the pictures. / Tick the correct words.
Lesson 9	Pupil's Book Session	Introducing and practising letter Qq sound /q/ PB/p. 74: Listen, point, and repeat. PB/p. 74: Trace and write.
Lesson 10	Activity Book Session	Practising writing letter Qq AB/p. 96: Colour. / Trace and write. AB/p. 97: Circle the pictures. / Tick the correct words.
Lesson 11	Pupil's Book & Activity Book Session	Introducing & practising numbers 15 & 16 PB/p. 75: Listen, count, and repeat. Count and subtract. AB/p. 98: Trace and write. Count and subtract.
Lesson 12	Pupil's Book & Activity Book Session	Phonics: Revision PB/pp. 76 & 77: Listen, repeat, and spell the words. AB/p. 99: Trace the words. Match. Review AB/p. 100: Circle the beginning sounds. AB/p. 101: Match. AB/pp. 102 & 103: Do as homework.

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 70

Listen, point, and repeat.

- Play a food video and highlight the food items. Let children repeat the names and talk about their favourite food.
- Start with simple phrases like "I like apples." Ask, "Do you like apples?" using real items or pictures.
- Show page 70 on the board or poster. Talk about the food items and ask students to repeat after you.
- Introduce the food words: apple, carrot, tomato, strawberry, banana, cake, burger, ice cream.
- Ask yes/no questions using food items, modelling answers like "Yes, I do" and "No, I don't."
- Play the audio. Point to each picture and repeat the words multiple times with the class.
- Practise sight-reading using flashcards (word side) for each food item and ask pupils to read them.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 71

Ask and Answer.

- Revise food names using posters or flashcards and repeat each item clearly.
- Ask yes/no questions with model answers and encourage full-class repetition.
- Use word-side flashcards and let students practise reading them.
- Raise flashcards and model questions like "Do you like apples?" Let pupils respond and repeat.
- Practise more with examples like "Do you like burgers?" and guide answers "Yes, I do / No, I don't."
- Repeat question-answer exchanges until pupils are confident.
- Ask students to open their books to page 71 and assist them if needed.
- Explain the activity: Noor and Sara ask about food likes; match happy/sad faces with answers.
- Point to characters and read aloud their questions and answers.
- Play the audio and ask children to point to items as they listen and repeat.
- Repeat audio many times; model lines slowly for better pronunciation if needed.
- Use group competitions to reinforce accuracy and fluency in asking and answering.
- Assign pair-work using food pictures 1–6; students take turns asking and answering questions.

Lesson 3

Pupil's Book Session

Introducing and practising the Food Song

PB/p. 71

Listen and sing along.

- Before playing the audio, revise the food items already taught. Point to the song prompts on the screen and use the illustrations to support comprehension. Use gestures and body language to make the song engaging. Read the lyrics several times with the class, pointing to each word. Ask children to open their books to page 71, listen to the audio while pointing to the pictures, then play the audio again and let them sing along. Repeat until the children memorise the song.

Lesson 4

Activity Book Session

AB/p. 90

Look at each picture and tick the correct word.

- Display the food pictures and words on the screen and revise them orally. Ask simple yes/no questions followed by “What is this?” to reinforce vocabulary. Practise model questions and answers such as “Do you like apples?” with repetition. Use flashcards to drill recognition and say each food item aloud. Show the activity on the screen and ask students to tick the word that matches the picture. Tell them to open their books to page 90 and complete the exercise while you walk around to support.

AB/p. 91

Find the words.

- Give students flashcards of the food words and show the same on the screen. Practise reading and matching the words using both flashcards and the board. Introduce the activity on the screen and explain that students must find each word in the puzzle (horizontally, vertically, or diagonally). When they find a word, they can raise their hands or call it out. Let them circle the word in their books. Repeat for all target words and walk around to offer support.

Circle the correct answers.

- Revisit the food vocabulary on the screen and practise asking and answering using both yes/no and “Do you like...?” questions. Use flashcards to prompt answers like “Yes, I do” and “No, I don’t.” Demonstrate how to choose the correct answer using examples like “Do you like cakes?” while pointing to corresponding pictures. Have students open their books to page 91 and circle the correct answer in each question. Monitor and assist as needed during the activity.

Lesson 5

Pupil's Book Session

PB/p. 72

Introducing & Practising Letter Yy Sound /y/

Listen, point, and repeat.

Introducing Letter Yy (yoyo, yarn, yellow and yoghurt):

- Play the letter **Y** 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 **Yy** and the example words **yoyo, 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 four 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 the letter “**y**”. Teach the words by showing them the real objects if available or the pictures of “**yoyo, yarn, yellow** and **yoghurt**”
- Let the puppet say the letter's name, **Yy**, the letter's sound, **/y/** and say a word example, **yoyo**.
- Repeat the name of the letter, the sound and the word **yoyo** several times.
- Let the children repeat (**Yy, /y/, yoyo**) as you raise the flashcard of letter **Yy** and the picture of a **yoyo**.
- Repeat the same procedure with other word examples **yarn, yellow** and **yoghurt**.
- Now let the children repeat again and quiz them with the four 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 yoyo**.
- 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 **yoyo, yarn, yellow** and **yoghurt** after you.
- Invite students to come out and point to the pictures. Say, "Point to **yoyo, yarn, yellow** and **yoghurt**." Ask them what sound Yy 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 72.
- **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.

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 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 Y, start at the top, and draw a slanting line down to the right then 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 6

Activity Book Session

Practising Writing Letter Yy

AB/p. 92

Colour.

- Review colours using items and flashcards, elicit "Yoyo," chant "Yy, /y/, yoyo," model tracing and colouring Yy with number steps, then let pupils colour the letters and the yoyo freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 93

Circle the pictures that begin with the /y/ sound.

- Give pupils letter cards to find Yy, review /y/ pictures (e.g., yarn, yoghurt), ask questions, then open to page 93 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /y/ flashcards (e.g., yellow), display both picture and word sides on the board, explain the task, then have pupils open to page 93 and tick the matching word, supporting where needed.

Lesson 7

Pupil's Book Session

PB/p. 73

Introducing & Practising Letter Xx Sound /x/

Listen, point, and repeat.

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

- Play letter **X** 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 **Xx** and the example words *x-ray, mix, box* and *fox*.
- 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 four objects/pictures that start with the 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 letter "x"; teach the words by showing them the real objects if available or the pictures of "*x-ray, mix, box* and *fox*."
- 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 a *x-ray*.
- Repeat the same procedure with other word examples *mix, box* and *fox*.
- Now let the children repeat again and quiz them with the four 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 *mix, box* and *fox*. 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, box* and *fox* after you.
- Invite students to come out and point to the pictures. Say "Point to *x-ray, mix, box* and *fox*". Ask them what sound **Xx** 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 73.
- **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.

Trace and write.

- Play the video of writing letter **Xx** on You Tube 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 X, from the top, draw a slanting line to the right. In addition, 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. 94

Colour.

- Review colours using items and flashcards, elicit "X-ray," chant "Xx, /x/, x-ray," model tracing and colouring Xx with number steps, then let pupils colour the letters and the x-ray freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 95

Circle the picture that begins with the /x/ sound.

- Give pupils letter cards to find Xx, review /x/ pictures (e.g., x-ray), ask questions, then open to page 95 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /x/ flashcards (e.g., mix), display both picture and word sides on the board, explain the task, then have pupils open to page 95 and tick the matching word, supporting where needed.

Lesson 9

Pupil's Book Session

PB/p. 74

Introducing & Practising Letter Qq Sound /q/

Listen, point, and repeat.

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

- Play letter Q 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 Qq and the example words *queen, quiet, quarter* and *quiz*.
- 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 Qq. Show the four 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, quiet, quarter* and *quiz*"
- 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 letter Qq and the picture of a *queen*.
- Repeat the same procedure with other word examples *quiet, quarter* and *quiz*.
- Now let the children repeat again and quiz them with the four word examples.
- Show the word 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 **quiet**, **quarter** and **quiz**. While you are reading, point to the "**Qq**" and ask the students what sound **Q** makes.
- Let the children read the words **queen**, **quiet**, **quarter** and **quiz** after you.
- Invite students to come out and point to the pictures. Say "Point to **queen**, **quiet**, **quarter** and **quiz**." Ask them what sound **Qq** 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 74.
- **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.

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 describing 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. 96

Colour.

- Review colours using items and flashcards, elicit "Queen," chant "Qq, /q/, queen," model tracing and colouring Qq with number steps, then let pupils colour the letters and the queen freely.

Trace and write.

- Follow the same tracing steps explained in the pupil's book to do the exercise.

AB/p. 97

Circle the pictures that begin with the /q/ sound.

- Give pupils letter cards to find Qq, review /q/ pictures (e.g., quiz, quiet), ask questions, then open to page 97 and circle the correct picture, guiding as needed.

Look at each picture and tick (✓) the correct word.

- Review /q/ flashcards (e.g., queen), display both picture and word sides on the board, explain the task, then have pupils open to page 97 and tick the matching word, supporting where needed.

Lesson 11

Pupil's Book & Activity Book Session

Introducing & Practising Numbers 15 & 16

PB/p. 75**Listen, count, and repeat.**

- Pupils open their books to page 75. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many keys?” Elicit “fifteen” and “sixteen”.
- Guide pupils to connect digit, word, and quantity. Practise reading “fifteen” and “sixteen” using flashcards or the board.
- Use number cards: Say a number aloud and ask pupils to find and show the correct card. Have them repeat the number.
- Replay the interactive board. Pupils follow along, reading number words and digits in their books.
- Support as pupils count, point, and match quantities to numerals. Use counters or objects grouped in 15s and 16s.
- Reinforce numbers during daily routines (e.g., time, age).

Count and subtract.

- Use counters to model subtraction. Say “six take away three equals three.” Write and read the problem on the board.
- Show picture sums in the book. Pupils count the yarn balls and boxes, subtract, and match to the number sums.
- Model: Draw 5 yarn balls, erase 3, and ask, “How many left?” Say, “Five take away three equals two.” Read and point to the minus symbol (–) and digits as you explain.
- Repeat with different examples. Pupils do the same in their books with your support.

Activity Book Session**AB/p. 98****Trace and write.**

- Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. Talk to your pupils describing the movements you make while writing; for example, “To write number **15**, you have to write number 1, the tens, and number 5, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until 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. To write number **16**, you have to write number 1, the tens, and number 6, the units: From top of the middle line, draw a slant line up. From the top, draw a straight line down until the bottom. Now write number 6 the units. 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.”

Count and subtract.

- Use counters and picture examples on the board. Say the subtraction aloud: “Four take away two equals two.”
- Pupils open to page 98. Count the sandwiches and wheels, subtract, and match to number sentences.
- Model: “Nine subtract six equals three.” Read and write it on the board as pupils follow in their books.
- Walk around to guide and assist with each task.

Lesson 12**Pupil’s Book & Activity Book Session****PB/p. 76**

Listen, repeat, and spell the words.

Long vowels: ea

- Start by practising: sea, tea, heat, leaf, beans, and weak. Emphasise the long 'ea' sound clearly.
- Use flashcards or screen images to explain the word meanings and practise sight-reading.
- Show page 76 on the screen. Read the instruction "Listen, repeat, and spell the words" and have pupils repeat it.
- Model the words with the class (chorus, groups, individuals), pointing to each picture.
- Play the audio. Let pupils listen and repeat until fluent.
- Have pupils open to page 76, follow with their fingers, and read each word aloud with support.
- Use gestures or sounds to help them guess and say the words.
- Let pupils read independently as you monitor and assist.

PB/p. 77

Listen, repeat, and spell the words.

Long vowels: oo

- Practise the words: moon, food, pool, tool, boot, and root. Stress the long 'oo' sound.
- Show flashcards or screen visuals. Review meanings and practise sight-reading with actions.
- Display page 77 on the screen. Read the instruction line and repeat it together.
- Read the words aloud together (chorus, groups, individuals), pointing to each image.
- Play the audio. Pupils repeat until they are confident.
- Guide pupils to open their books to page 77 and follow along, reading each word.
- Use TPR or starting sounds to make guessing and reading fun.
- Finish by having pupils read independently while you move around and assist.

AB/p. 99

Trace the words.

- Show the lesson on the screen. Say and spell the word "sea" while pointing to the picture. Repeat and spell "s-e-a". Do the same with other words. Write dotted outlines on the board, trace them as you explain how each letter is formed. Invite pupils to trace on the board, then ask them to open their books to page 99 to trace and write the words. Walk around and assist. Remind them to follow the dots and arrows carefully.

Match.

- Display the activity on the screen. Say and spell each word (moon, feet, tea, sea, pool, tree) as you point to the matching picture. Mix up flashcards and ask pupils to match words with pictures by drawing lines. Open the books to page 99 and repeat the task. Walk around to support and correct. Review answers together by saying each word and pointing to the picture.
- Review the answers as a group. Say each word and its matching picture together.

Review

AB/ p. 100

Look at each picture and circle the beginning sound.

- Show page 100 on the screen and read the instruction aloud. Model the task: name the picture, say its beginning sound, then choose the correct letter. For example, point to "zoo" and say: "zoo, z-o-o, zoo,"

then ask what sound it begins with. Do the same for the other pictures. Open books to page 100 and help students complete the activity. Repeat each example as needed.

AB/ p. 101

Match.

- Play the alphabet song and point to the letters and pictures. Start with Aa: say “Aa, /a/, apple” using actions or real items. Repeat with the rest of the alphabet. Show the screen or use flashcards to practise matching letters to pictures (e.g., Bb - box, Ff - fan). Hand out flashcards and ask students to find matches. Open the books to page 101 and explain they need to match capital letters to small letters with correct pictures. Walk around and guide as needed.

AB/ p. 102

Count and add.

Do at home

- If done in class, demonstrate how to count and add using the screen or board, e.g., “five plus five equals ten.” Practise with items like boxes, yoyos, and tomatoes. Then guide pupils to match pictures to number sums and write answers in their books. If assigned as homework, send a note to parents explaining the task.

AB/ p. 103

Count and subtract.

Do at home

- If done in class, use pictures and number sums to model subtraction, e.g., “four take away two equals two.” Explain the minus sign and practise with examples like jars and pins. Pupils then match and subtract in their books. If done at home, send clear instructions to parents.

Unit 8

The Four Seasons

Pupil's Book, Pages 78 - 83

Activity Book, Pages 104 - 107

New Words	Seasons and weather: <i>spring, summer, autumn, winter, fine, sunny, windy, snowy</i> Story words: <i>butterfly, wings, colours, catch, lucky</i> Number words: <i>seventeen, eighteen</i> Numbers: <i>17 & 18, adding within 18, subtracting within 18</i> Story: The Black Butterfly
Grammar	"How is the weather in (winter)?" "It is (snowy)."
Letter Sounds & Words	Phonics: Digraphs: <i>ch and sh</i>
Language Functions	Asking about seasons and weather

Outcomes

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

- Identify the seasons and the students' favourite preferences.
- Respond to the Wh question, "How is the weather in (winter)?" "It is (snowy)."
- Sing all the letters' names and sounds in the song (A-Z).
- Identify, sound out and write **ch** and **sh** and give word examples that have the sounds /**ch**/ and /**sh**/.
- Sight-read the keywords in the unit.
- Count numbers in tens. Subtract within **18**.
- Listen to and follow a story prompted by pictures. Answer comprehension questions using words in the story.
- Trace and write **ch** and **sh** in correct formation.

Unit Eight		
The Four Seasons		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 78: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 79: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 104: Look at each picture and tick the correct word. AB/p. 105: Trace the season words then colour the pictures.
Lesson 4	Pupil's Book Session	PB/pp. 80 & 81: Introducing the story
Lesson 5	Pupil's Book Session	PB/pp. 80 & 81: Practising the story and acting it out
Lesson 6	Pupil's Book Session	Introducing & practising numbers 17 & 18 PB/p. 82: Listen, count, and repeat. / Add and subtract.
Lesson 7	Activity Book Session	AB/p. 106: Trace and write. /Count and subtract.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 83: Listen and repeat the words.
Lesson 9	Activity Book Session	AB/p. 107: Trace the words. /Match.
Lesson 10	Phonics Practice	Appendix
Lesson 11	Activity Session	An activity: The four seasons calendar
Lesson 12	Assessment	Oral Assessment

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 78

Listen, point, and repeat.

- Start with a short, fun video about the four seasons. Pause and explain each season and weather word: spring, summer, autumn, winter, fine, sunny, windy, snowy. Use posters to reinforce meanings.
- Ask students about their favourite season. Say, "I like summer because I can swim." Let them answer in simple ways, even if incorrect.
- Say, "It is sunny today." Point outside and connect the weather to the season. Do this for all four seasons, using gestures for cold, hot, etc.
- Show page 78 on the screen. Talk about Sara in each picture. Ask what she's doing and wearing. Use the weather words in your questions and explanations.
- Teach "In spring, it's fine," and repeat with the rest. Point to the matching picture each time and have pupils repeat.
- Ask "How is the weather in winter?" and guide them to say, "It is snowy."
- Repeat "It is snowy" several times with different seasons and invite children to say it aloud.
- Play the audio. Point to each picture while the audio plays. Repeat several times and have pupils repeat each line.
- Use season word flashcards and sight-read: spring, summer, autumn, winter.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 79

Ask and answer.

- Revise the four seasons again. Say each sentence clearly while pointing to the pictures: "In spring, it's fine," etc. Let pupils repeat after you.
- Encourage students to ask each other, "How is the weather in autumn?" and respond with one-word answers like "windy." Swap turns.
- Use the flashcards word side. Raise one and ask, "How is the weather in...?" Then model the full answer: "It is snowy." Repeat with all four seasons.
- Write a model question and answer on the board. Read with the class. If needed, read slowly and have them follow.
- Ask pupils to open their books to page 79. Walk around to make sure they are on the correct page.
- Play the audio. Point to the correct picture as they listen. Repeat several times.
- You may need to repeat some lines yourself slowly to support understanding.
- Use fun drills and games. For example, divide the class into groups. The team that repeats most fluently wins.

Learn these weather words.

- Show weather flashcards. Say a weather word and ask pupils to name the matching season. For example, "It's hot and sunny," and they reply "summer."

Lesson 3

Activity Book Session

AB/p. 104

Look at each picture and tick (✓) the correct word.

- Show the seasons and weather pictures on the screen and revise: “In spring, it’s fine,” etc. Ask yes/no and what-questions like “Is it snowy?” or “How is the weather in winter?” using flashcards and pointing to pictures. Pupils repeat after you. Then, show the activity on screen, model one example, and ask pupils to open page 104 and tick the word that matches each picture. Walk around to guide and support.

AB/p. 105

Trace the season words, then colour the pictures.

- Display the page on screen. Say and spell each season word aloud while pointing to its picture (e.g., “spring – s-p-r-i-n-g”). Write the word in dotted form on the board and trace it as a model. Invite pupils to the board to practise, then have them open page 105 to trace and colour. Remind them to start at the dot and follow arrows. Monitor and support as they work.

Lesson 4

Pupil’s Book Session

PB/pp. 80 & 81

Introducing the Story

The Black Butterfly

Listen to the story.

- Begin by discussing the message: “There’s nothing wrong with being different.” Revise the four seasons briefly and explain that the story is set in spring.
- Play the story pages on the screen. Point to the black butterfly and ask questions like “Is she happy?” and “Why?”
- Set the scene and summarise: the black butterfly feels sad for being different; others bully her, but she turns out lucky when the hunter chooses the colourful ones.
- Use the pictures to ask simple yes/no questions and introduce new phrases from the story. Guide children in describing colours and expressions using the images.
- Play the audio story while pointing to pictures. Repeat multiple times and ask who is speaking each line. Let students open their books and follow along, repeating lines.
- Ask basic comprehension questions and model the answers. Let students repeat to build fluency.

Lesson 5

Pupil’s Book Session

PB/pp. 80 & 81

Practising the Story

Listen to the story.

- Revise the story quickly by showing the scenes. Ask students what happens in each picture and help them recall key lines.
- Ask questions like “What colours does this butterfly have?” and “Why is the black butterfly lucky?” Let students answer and repeat model responses.
- Discuss the moral of the story: “We are all different and that’s beautiful.” Have students repeat it.
- Prepare four pictures and have student groups order them to retell the story. The first correct group wins.

- Act out the story using different voices. Model each part, then let students perform in role to build confidence and fluency.

Lesson 6

Introducing & Practising Numbers 17 & 18

PB/p. 82

Listen, count, and repeat.

- Pupils open their books to page 82. Point and say the numbers with matching pictures.
- Play the audio. Pupils listen, repeat, and point in their books. Ask, “How many ice creams?” Elicit “seventeen” and “eighteen”.
- Guide pupils to connect digit, word, and quantity. Practise reading “seventeen” and “eighteen” using flashcards or the board.
- Use number cards: Say a number aloud and ask pupils to find and show the correct card. Have them repeat the number.
- Replay the interactive board. Pupils follow along, reading number words and digits in their books.
- Support as pupils count, point, and match quantities to numerals. Use counters or objects grouped in 17s and 18s.
- Reinforce numbers during daily routines (e.g., time, age).

Count and subtract.

- Use coloured counters to model subtraction. Say “six take away four equals two.” Write and read the problem on the board.
- Show picture sums in the book. Pupils count the yarn balls and boxes, subtract, and match to the number sums.
- Model: Draw 8 yarn balls, erase 3, and ask, “How many left?” Say, “Eight take away three equals five.” Point to the digits and minus sign.
- Repeat using different examples. Pupils solve similar problems in their books with your support.

Lesson 7

Activity Book Session

AB/p. 106

Trace and write.

- Teach the children how to write the number; you need to draw the four-line grid on the board and show the pupils how to write the number. Talk to your pupils about the movements you make while writing; for example, *“To write number 17, you have to write number 1, the tens, and number 7, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. To write number 7: From the top, draw a line across; then, draw a slanting line down to the left bottom. To write number 18, you have to write number 1, the tens, and number 8, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. Now write number 8, the units. 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.”*

Count and subtract.

- Use counters again to model subtraction. Say “four take away two equals two.”
- Pupils open to page 106. Count the books and sheep, subtract, and match to number sentences.

- Model: Draw 8 books, erase 2, and ask “How many left?” Say, “Eight take away two equals six.” Write it clearly on the board.
- Then, “Ten take away three equals seven.” Pupils follow along in their books and complete the exercise.
- Walk around to guide and support.

Lesson 8

Pupil’s Book Session

PB/p. 83

Listen and repeat the words.

Diagrams: ch and sh

- Begin by reading the Teaching Phonics introduction. Practise saying the target words aloud: cheese, cherry, chair, chicken, ship, sheep, shoes, and shell. Use flashcards or screen visuals to review meanings. Focus on the diagraphs 'ch' and 'sh' in red. Ask pupils to repeat each word and quiz them using flashcards.
- Play a suggested game to make the reading fun and varied. Show page 83 on the screen and read the instruction: “Listen and repeat the words.” Read each word aloud as the class repeats in chorus, groups, and individually.
- Play the audio track and let pupils listen and repeat several times. Ask pupils to open their books to page 83. Ensure everyone is on the right page, pointing to the words with their fingers.
- Repeat the instruction line together to build familiarity. Read each word together and ask individuals to read aloud. Use gestures or TPR to act out pictures and let pupils guess. Monitor as they read independently and offer help where needed.

Lesson 9

Activity Book Session

AB/p. 107

Trace the words.

- Display the page on the screen. Point to the first word and its picture: say “cheese.” Spell it out clearly: “c-h-e-e-s-e.” Repeat with the other words: chicken, chair, shell, ship, sheep.
- Write the words with dotted outlines on the board and trace them, describing each letter as you go. Invite children to trace on the board. Then ask pupils to open page 107 and begin tracing in their books. Walk around to support them, reminding them to follow the arrows and start at the dot.

Match.

- Show the matching activity on screen. Say each word (e.g., “shoes”) and spell it aloud: “s-h-o-e-s.” Do the same for chair, sheep, shell, chicken, and cheese. Point to each picture and name it, then mix the pictures and words.
- Invite pupils to the board to match by drawing lines. Ask them to open page 107 and match each word to the correct picture. Monitor their work and remind them to look closely at the beginning sounds. Review the answers together, saying each word and matching it to its picture.

Lesson 10

Appendix

Phonics Practice and Sight Words

- After covering basic, short, and long vowel sounds, use Appendix 1 for extra practice. Select phonics and sight word lists to teach spelling and reading. Practise one list at a time. When students master it, return to the appendix and choose a new one.

Lesson 11

Activity Session

The Four Seasons' Calendar

- Create or download a calendar featuring seasons and weather vocabulary. Use it daily with your students to revise the terms from the unit.

Lesson 12

Oral assessment

Units 6, 7 & 8

- Use oral prompts, visuals, role-play, and unit questions to evaluate students' spoken English. Conduct assessments regularly across the semester. No worksheets are needed—focus on listening and speaking.

Unit 9

Jobs

Pupil's Book, Pages 84 – 87

Activity Book, Pages 108 – 111

New Words	Words: <i>firefighter, driver, doctor, sailor, baker, tailor, engineer, nurse, teacher</i> Number words: <i>nineteen, twenty</i> Numbers: <i>19 & 20, addition within 20/ subtraction within 20</i>
Grammar	<i>"What does he do?" "He is a/an (engineer)." "What do they do?" "They are (doctors)."</i>
Letter Sounds/Words	Phonics: Digraphs: th
Language Functions	Talking about jobs

Outcomes

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

- Identify different kinds of jobs.
- Respond to the wh-questions, ***"What does he do?" "He is a/an (doctor/engineer)." "What do they do?" "They are (doctors)."***
- Sing all the letters' names and sounds in a song (A-Z).
- Identify, sound out, read, spell and write words with ***/th/*** and say word examples that have the ***/th/*** sounds.
- Sight-read the keywords in the unit.
- Listen to the chant and repeat.
- Count 19 & 20; more addition within 20 and subtraction within 20.
- Trace and write the two sounds of ***/th/*** in the correct formation.

Unit Nine		
Jobs		
Lesson	Session	Content and Pages
Lesson 1	Pupil's Book Session	Introducing new vocabulary & grammar PB/p. 84: Listen, point, and repeat.
Lesson 2	Pupil's Book Session	Practicing new vocabulary & grammar PB/p. 85: Ask and answer.
Lesson 3	Activity Book Session	AB/p. 108: Look at each picture and tick the correct word. AB/p. 109: Find the words.
Lesson 4	Activity Book Session	AB/p. 109: Circle the correct answers.
Lesson 5	Pupil's Book Session	PB/p. 85: Listen and chant.
Lesson 6	Pupil's Book Session	Introducing & practising numbers 19 & 20 PB/p. 86: Listen, count, and repeat. /Add and subtract.
Lesson 7	Activity Book Session	AB/p. 110: Trace and write. /Count and add.
Lesson 8	Pupil's Book Session	Phonics: Revision PB/p. 87: Listen and repeat the words.
Lesson 9	Activity Book Session	AB/p. 111: Trace the words. /Circle the different /th/ sound.
Lesson 10	Activity Session	Dressing up for the different jobs
Lesson 11	Appendix	Phonics and sight words practice
Lesson 12	Assessment	General assessment

Lesson 1

Pupil's Book Session

Introducing New Vocabulary & Grammar

PB/p. 84

Listen, point, and repeat.

- Start by showing job pictures and asking, "What does a teacher do?" Model answers like, "A teacher teaches us." Point to yourself and say, "I am a teacher." Ask about their fathers' jobs, even in their mother tongue. Repeat the jobs in the book often to build listening.
- Play page 84 on the screen or use posters/flashcards. Explain the scene shows people with different jobs. Say, "He is a firefighter," and point to the picture. Let pupils repeat after you several times. Ask yes/no questions like "Is he a teacher?" and guide them to answer. Teach the question "What does he do?" and answer "He is a (job)," pointing to the picture. Repeat "He is a firefighter," "She is a nurse," etc., many times and let pupils try.
- Play the audio and point to pictures as they listen. Repeat until they can say the words, questions, and answers naturally. Finally, show flashcards and teach sight-reading of job words: firefighter, teacher, baker, engineer, nurse, sailor, driver, tailor, doctor.

Lesson 2

Pupil's Book Session

Practicing New Vocabulary & Grammar

PB/p. 85

Ask and Answer.

- Revise jobs by pointing to pictures and asking, "What does she do?" Model: "She is a teacher." Repeat for all jobs. To teach plural, show group pictures and say, "They are firefighters," "They are doctors." Repeat and have students say each line until fluent.
- Use job flashcards for sight-reading. Raise a flashcard (e.g., tailor) and ask, "What does he do?" Show and read the full sentence: "He is a tailor." Repeat with all jobs. Then, ask pupils to open page 85 and ensure everyone is on the right page.
- Play the audio and model how to point and follow in the book. Let pupils listen, point, and repeat. Then ask them to read questions and answers aloud while pointing. Reinforce learning by repeating words and phrases using flashcards, book scenes, and posters.

Listen and chant.

- Play the chant to help pupils memorise job words. Let them chant along. For fun, do a job-role play with costumes as pupils chant, ask, and answer while acting.

Lesson 3

Activity Book Session

AB/p. 108

Look at each picture and tick (✓) the correct word.

- Show the job pictures and words on the screen. Introduce each job by saying, "This is a (teacher)," pointing to the picture. Ask yes/no questions like, "Is he a teacher?" and model the answers. Ask, "What does he do?" and model: "He is an (engineer)." Repeat for each job.

- Use job flashcards. Hold one up and ask, “What does he do?” Repeat with all jobs. Show the page on screen and model ticking the correct word. Ask students to open to page 108 and tick the word that matches each picture. Walk around and support.

AB/p. 109

Find the words.

- Show job flashcards and ask, “What does he do?” e.g., “He is a doctor.” Practise reading the job words again. Write each on the board, then ask students to match flashcards to written words.
- Display page 109 on screen. Explain they’ll search for the job words in the puzzle — words can go across, down, or diagonally. When they find a word, they raise their hand and circle it. Repeat for each word. Walk around and guide pupils as needed.

Lesson 4

Activity Book Session

AB/p. 109

Circle the correct answers.

- Show job words and pictures on the screen. Practise the ask-and-answer activity with simple yes/no and what-questions, e.g., “Is he a teacher?” “What does he do?” “He is a (job).” Use job flashcards and repeat each item until recognised.
- Show the exercise on screen and model: point to the picture, ask “What does he do?” and say the answer. Do this for each image. Ask students to open to page 109 and circle the correct answer that matches the job. Walk around and guide.

Lesson 5

Pupil's Book Session

PB/p. 85

Listen and chant.

- Play the chant and ask students to join in. Repeat it until they follow the rhythm and pronounce clearly. Focus on accuracy first, then gradually support fluency. Let them build fluency naturally with repetition and confidence.

Lesson 6

Pupil's Book Session

Introducing & Practising Numbers 19 & 20

PB/p. 86

Listen, count, and repeat.

- Pupils open their books to page 86. Play the audio. Children listen, point, and repeat the numbers 19 and 20 as they follow along.
- Say each number aloud and point to the correct visual. Ask, “How many books?” or apply this to other images on the page.
- Read the number words “nineteen” and “twenty” from flashcards. Point to the digits and matching objects. Pupils repeat several times. Use number cards: Call out the number and ask pupils to find and say it. Replay the lesson on the interactive board. Pupils follow the words and digits while pointing in their books.
- Let pupils count and group items such as 19 pencils or 20 books using counters. Encourage number-object association. Link number use to daily routines, e.g., asking for age or counting classroom items.

PB/p. 89

Add or subtract.

- Use counters to model addition: "One plus two equals three." Write the equation on the board and repeat it with the class.
- Show picture sums. Count the items and add: "Six plus seven equals thirteen." Match the picture sum to the number sentence.
- Repeat with new examples. Then let pupils solve similar sums in their books on page 86.
- Now model subtraction: "Nine take away four equals five." Write it as $9 - 4 = 5$. Read and point to each part, including the minus symbol (-).
- Draw objects, erase a number, and ask, "How many left?" Practise with stars and other visuals from the book. Pupils solve similar problems in their books. Walk around to assist.

Lesson 7**Activity Book Session****AB/p. 110****Trace and write.**

- Teach the children how to write the number: You need to draw the four-line-grid on the board and show the pupils how to write the number. Talk to your pupils describing the movements you make while writing; for example, *"To write number 19, you have to write number 1, the tens, and number 9, the units: From the top of the middle line, draw a slant line up. From the top, draw a straight line down to the bottom. To write number 9, start at the top and 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 20, you have to write number 2, the tens, and number 0, the units: 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. Now write 0 in the units. Draw a curved line around the bottom, and from the bottom, draw another curve line around up and close."*

Count or add.

- Use counters again to reinforce addition. Say "Six plus six equals twelve." Pupils match picture sums to number sums.
- Children open their activity books on page 110 and count the sheep to complete the addition task.
- Then repeat subtraction practice: "Eight take away two equals six." Use visual aids, ask pupils to erase or cross out objects, and count the remaining.
- Let the pupils complete the subtraction exercise on page 110. Guide them to read and match subtraction sentences correctly.
- Continue reading problems aloud, pointing to digits and symbols, and prompting pupils with "How many are left?" Walk around to support and correct where needed.

Lesson 8**Pupil's Book Session****PB/p. 87****Listen and repeat the words.****Diagrams: th**

- Start by reading the Teaching Phonics introduction. Practise saying the words: thumb, three, thorn, bath, brother, father, mother, and weather. Use flashcards or screen visuals to explain the meanings. Focus on the "th" diagraph in red and repeat the words together. Quiz pupils with flashcards to check their reading and recognition.

- Choose a game from the introduction to make the reading process fun and varied. Show page 87 on the screen and read the instruction: "Listen and repeat the words." Read each word aloud as pupils repeat in chorus, groups, and individually.
- Play the audio for page 87 and let the class listen and repeat several times. Then, ask pupils to open their books to page 87 and guide them to the correct page, pointing to each word.
- Have the class read the instruction line aloud with you until they memorise it. Then ask them to point and read each word. Invite individuals to read aloud.
- Add variety using gestures or TPR to act out the words and let pupils guess. Say the starting sound with a gesture and let them say the full word. Walk around and listen as pupils read aloud from their books.

Lesson 9

AB/p. 111

Trace the words.

- Show the screen and point to the word and picture "thumb." Say it clearly and repeat. Spell aloud: "t-h-u-m-b." Do the same with other words.
- Draw dotted outlines of the words on the board and trace them while describing each letter. Let children trace on the board too.
- Ask pupils to open page 111 and trace the words. Walk around to guide them, reminding them to follow the arrows and start at the dot.

Read each set and circle the word with the different "th" sound.

- Show the activity on the screen. Point to the first set of words: "thumb, three, father." Emphasise the "th" sound in each. Guide pupils to notice that "father" has a different "th" sound.
- Repeat this with the next sets: "thorn, mother, bath" and others. Guide them to identify and circle the word with the harder "th" sound.
- Write each set on the board, say them slowly, and let pupils repeat. Use flashcards or pictures to support understanding. Invite pupils to circle the different sound on the board.
- Then, ask pupils to open page 111 and complete the task in their books. Walk around to support them and review the answers aloud as a class.

Lesson 10

Activity Session

Dressing up for jobs

- Ask students to wear costumes for their favourite job. You can send a note to parents or bring costumes yourself. Help each child present:

"Hello! I am (name). I am a (job). I help (who/what)."

Practise the lines with them. If confident, let them perform as a show.

Lesson 11

Appendix 1

Phonics practice and sight words

- Use "Appendix 1" for extra phonics and sight word practice. Choose a list, teach it, practise spelling and reading. When ready, move on to another list.

Lesson 12

Assessment Session

General oral assessment

- Assess students orally using prompts, visuals, role-play, and unit questions. No written work is needed. Monitor speaking and listening regularly throughout the semester.

Appendix 1

CVC Words List

CVC A

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

CVC E

-et: jet, bet, met, let, net, pet, set, vet, wet, get
-ed: bed, red, wed, fed, zed
-en: den, hen, men, pen, ten
-eg: leg, peg, beg, keg
-em: gem, hem
-es: yes
-eb: web

CVC I

-it: sit, kit, hit, fit, bit, wit
-ig: big, pig, dig, fig, gig, rig, wig, zig
-id: hid, did, bid, lid, rid, kid
-im: him, dim, rim
-ip: hip, lip, dip, nip, rip, sip, zip, tip
-in: fin, bin, sin, tin, win, din
-ix: fix, six, mix

CVC O

-op: hop, cop, pop, top, mop, bop
-ot: pot, not, hot, lot, jot, cot, dot, got, tot, rot
-og: dog, jog, log, cog, fog, hog, bog
-ob: job, mob, sob, rob, cob, gob
-ox: fox, box, pox
-od: rod, sod
-om: mom

CVC U

-um: sum, gum, hum, bum, mum, tum
-ut: cut, hut, but, nut, rut, gut, jut
-ug: hug, jug, rug, mug, tug, bug, dug, lug, pug
-un: fun, run, nun, bun, sun, pun, gun
-ud: bud, mud, cud, dud
-up: cup, pup
-us: bus

Appendix 2

Project 1

Title: My Toys p.34

Objective:

Introduce kindergarten students to the toys they use while engaging them in a hands-on project of creating a toy inspired by the video. The aim is to enhance their vocabulary of toys.

Warm up and students' preparation:

Gather the students in a circle and revise the topic of toys with them. Start by saying: ***"You learnt about toys; now you will create a toy."***

Preparation:

- Carefully attach each skewer to one plastic lid to make a wheel and axle. Our lids were soft enough to pierce the plastic easily, but if not you'll need to glue them in place.
- Thick cardboard wheels will also work.
- Cut the cardboard, so it fits over the axles as the body of the car.
- Attach the cardboard to the straws with tape.
- Turn the car over and check if the wheels move freely.
- Attach the balloon to one end of the second straw and fix in place with an elastic band.
- Attach the straw and balloon to the top of the car with more tape.
- Place the car on a smooth surface, blow up the balloon by blowing down the straw and let go.

Model the project

- Gather the students around the table you are working on. Bring the material and start showing them every step at a time while explaining every step in English. Use the link to have further explanations. Add additional decorations such as flowers or a chimney using coloured paper or drawing materials.
 - Now ask each child to sit at his table and put the bag of the materials in front of him.
 - Tell them to how to follow the instructions. They might need to use glue sticks.
 - When they finish, tell them how the car moves, which is by blowing the balloon.
 - They can be creative on how they want to decorate their cars.
 - Walk around to help and guide especially weaker students. You might need to do it with them yourself.
-

Project 2

Title: Sports p.52

Objective:

Introduce kindergarten students to the different kinds of sports while engaging them in a hands-on project of creating a Paper Plate Tennis. The aim is to enhance their understanding of sports.

Warm up and students' preparation:

Gather the students in a circle and revise the topic of sports with them. Start by saying: ***"You learnt about sports; now you will create a sport game."***

Preparation:

Paint two paper plates in a fun design (optional) and tape them to a paint stirrer to create the handle. Use a balloon to volley back and forth.

Model the project

- 1-Gather the students around the table you are working on. Bring the material and start showing them every step at a time while explaining every step in English. Use markers, crayons, or coloured pencils to colour the two paper plates. Add additional decorations such as flowers or a chimney using coloured paper or drawing materials.
- 2-Now ask each child to sit at his table and put the materials in front of him. Distribute templates, the glue sticks and the crayons/colour pencils and the coloured paper.
- 3-When they finish, tell them to colour their plates, decorate them using the colours and write their names on them.
- 4-They can be creative on how they want to decorate their plate.
- 5-Walk around to help and guide especially weaker students. You might need to do it with them yourself.

Project 3

Title: I Like/ I Don't Like p.60

Objective:

Introduce kindergarten students to the different kinds of food while engaging them in a hands-on project of creating a poster inspired by their reality of liking certain type of food. The aim is to enhance their understanding of food names.

Warm up and students' preparation:

Gather the students in a circle and revise the topic of I like or I don't like with them. Start by saying: *"You learnt about using I like or I don't like; now you will create a poster."*

Preparation:

- Use pre-made food shape cutouts to make it easy and safe for the kids to use.
- Show each food type to the class, one at a time, and ask the students to identify and name each one and to state if they like it or not.
- You can prepare the posters and print it for the students before the class. You can put the needed cutouts for every individual in a small nylon bag.

Model the project

1-Gather the students around the table you are working on. Bring the material and start showing them every step at a time while explaining every step in English. Use markers, crayons, or coloured pencils to make the poster colourful. Add additional decorations such as flowers or a chimney using coloured paper or drawing materials.

2-Now ask each child to sit at his table and put the materials in front of him. Distribute templates, the glue sticks and the crayons/colour pencils and the coloured paper.

3-When they finish, tell them to colour their plates, decorate them using the colours and write their names on them.

4-They can be creative on how they want to decorate their poster.

5-Walk around to help and guide especially weaker students. You might need to do it with them yourself.

Project 4

Title: The Four Seasons p.78

Objective:

Introduce kindergarten students to the four seasons while engaging them in a hands-on project of creating a snowman inspired by winter vibes. The aim is to enhance their understanding of winter weather alongside the other seasons.

Warm up and students' preparation:

Gather the students in a circle and revise the topic of the four seasons with them. Start by saying: *"You learnt about the four seasons; now you will create a snowman."*

Preparation:

- Use pre-made shape cutouts to make it easy and safe for the kids to use.
- You are going to need: cotton balls

White paper (letter size)

Larger blue paper for background, preferably construction paper

Decorations – buttons, sequin, scrap paper, Popsicle sticks, pom poms, fabric, and craft foam... Whatever you can find, naturally pick the age appropriate decorations

- Show each season to the class, one at a time, and ask the students to identify and name each season.
- Discuss real-life cases that resemble the situation in (e.g., if they have built a real snowman before.)
- You can put the needed materials for every individual in a small nylon bag.

Model the project

1-Start by cutting a snowman shape from the white paper.

2-Generously apply glue to the snowman shape. Start placing cotton balls until you fill out the whole shape. You can let it dry for just a bit.

3-Add decorations.