

The UAE Phonics Programme Grade 1

TEACHER HANDBOOK

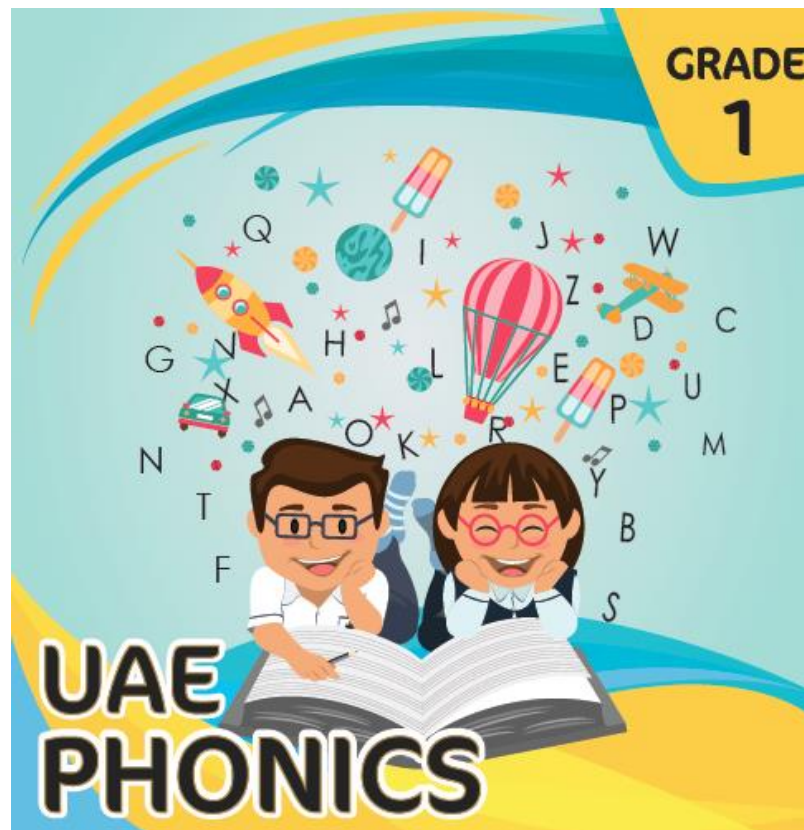


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Introduction to The UAE Phonics Programme

As educators, we must ensure that no learner is left behind and so it is important to assist them to acquire basic literacy skills so that they have every opportunity to succeed.

Sometimes learners are pushed through the phonic learning phase too quickly. Some take longer than others to learn individual sounds and they become confused with letter names and sounds. Some have difficulties blending sounds or realising that they produce a word when they blend sounds together. Learners will progress at their own pace through each of these methods and teachers have to be prepared to do lots of revision and encouraging. A difficulty for many learners with emerging literacy skills is that the pace of teaching moves too quickly for them, they move on to new skills before emerging skills have been consolidated and developed to the point of automaticity.

Automaticity in reading is the ability to read without occupying the mind with the low-level details such as sounding out, so that it becomes an automatic response pattern. This is typically achieved as the result of learning, repetition and practice. Teachers need to ensure that learners reach a point of automaticity before moving on to the next steps. This means checking that they have achieved speed and accuracy in the key skill areas. Teachers need to offer learning activities where learners can achieve high levels of success.

For effective reading instruction, the following elements should be part of an effective programme:

- Phonemic awareness and the teaching of phonics
- Decoding and word studies, including High Frequency Words (HFWs)
- Language development, including vocabulary development
- Explicit teaching of comprehension strategies
- Letter formation and basic penmanship skills
- The development of fluent reading, by reading and re-reading familiar words and texts
- Opportunities for both guided and independent reading

The UAE Phonics Programme allows low language level learners to understand and use the basics, incorporating the elements outlined above with the view to developing their basic literacy skills so that they may have a meaningful educational experience, and to prepare them for success in their future language learning.

The materials provided to the teacher to teach this programme include:

- The UAE Phonics Kit
- The UAE Phonics Coursebook
- The UAE Phonics Song – Parts 1 & 2
- Additional optional resources
- Pacing suggestions for weekly plans and sample daily lesson plans
- A myriad of activities to engage and motivate learners

Introduction to The UAE Phonics Coursebook

The UAE Phonics Programme was developed to focus on the main components of effective literacy instruction. It is important that the book is supplemented with activities that will engage and involve learners in their learning and to recognise that traditional teaching alone will not benefit learners. It is essential that the way learners are taught is more focused and kinaesthetic, encouraging them to become more responsible for their own learning and assisting them to succeed in achieving the basics of literacy.

The book follows the same lesson patterns over the term but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the learners in a particular class. Perhaps some will achieve reading skills more readily than others so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the UAE Phonics Coursebook include:

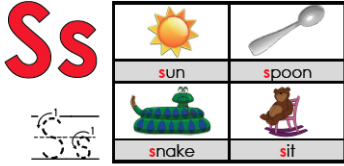
1. **Phonics Focus** – structured sets of phonemes and graphemes are applied through blending, segmenting, word families and rhyming
2. **Writing Practice** – supporting learners through letter formation, reinforcing penmanship and learning how to form sentences
3. **High Frequency Words (HFWs)** – creating an awareness and understanding of HFWs
4. **Chants & Songs** – simple and adaptable chants and songs that can be used to practise vocabulary and reinforce the correct pronunciation of specific phonics sounds
5. **Sentence Structure** – introducing and practicing the ability to construct and use basic sentence structures
6. **Reading Comprehension** – level based texts and comprehension tasks designed to enhance learners' ability to understand and discuss texts
7. **Grammar Practice** – presenting and practicing essential grammar structures such as punctuation, nouns, verbs and adjectives
8. **Review** - weekly review activities are provided to reinforce learning

Introduction to The UAE Phonics Coursebook

Phonics Focus

UNIT 2 – Phonics Focus – S s

- Listen to your teacher. Say the sound.
- Look at the letter. Say s. Trace S s.

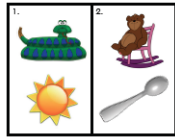


Activity 1 – Track 1
Listen and repeat.

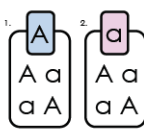
Activity 2
Colour S s.



Activity 3 – Track 2
Listen and circle.



Activity 4
Circle the letters that look the same.



Unit Two

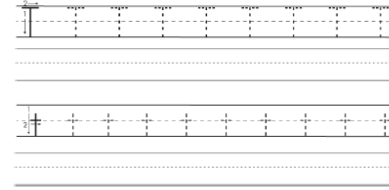
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Handwriting Practice

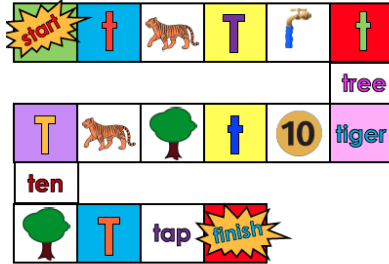
UNIT 3 – Phonics Focus – T t

Unit three

Activity 4
Say the sound. Trace and write the letters.



Activity 5 – PCM 1
Choose cards and play the game. Say t. Say the words.



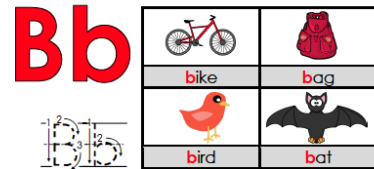
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Chants & Songs

UNIT 10 – Phonics Focus – B b

Unit Ten

- Listen to your teacher. Say the sound.
- Look at the letter. Say b. Trace B b.

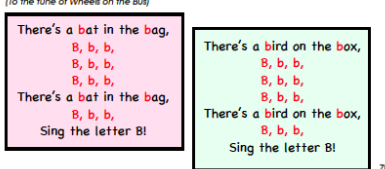


Activity 1 – Track 42
Listen and repeat.

Activity 2 – Track 43
Listen and number the pictures (1 – 4).



Activity 3 – Track 44
Let's sing!
(To the tune of Wheels on the Bus)



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Blending Focus

UNIT 6 – Let's Read

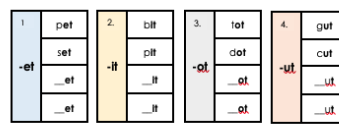
Unit Six

Activity 1
Look at the word family for -at. Can you read all the words to make a sentence?
Practise with a partner.



The fat cat sat on the mat.

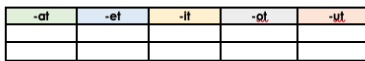
Activity 2 – Track 40
Listen to some more word families. Write the missing letters.



Activity 3 – PCM 2
Use the word wheels to practise reading some word families.



Activity 4
Write the words in the correct place.



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Grammar Practice

UNIT 14 – Let's Read

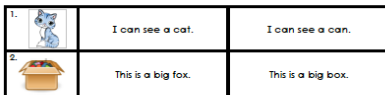
Unit Fourteen

Activity 1
Read the sentences. Write the correct numbers beside the pictures.

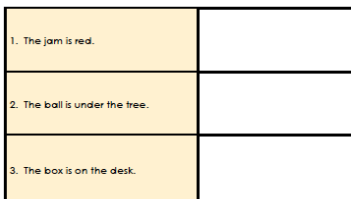
- The bat is black.
- This is a finger.
- It is a red bag.
- The dog is with the vet.



Activity 2
Circle the correct sentences.



Activity 3
Read the sentences and draw pictures.



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Sentence Structure

UNIT 12 – Review

Unit Twelve

Activity 1
Look at the pictures and write v or w.



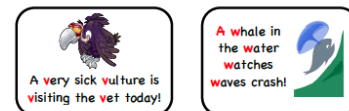
Activity 2
Colour the v and w pictures.



Activity 3
Look at the pictures in Activity 2.

- Count the v pictures.
- Count the w pictures.

Activity 4
Practise the v and w tongue twisters.







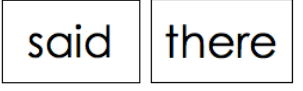




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Review

Introduction to The UAE Phonics Kit

The **UAE Phonics Kit** is for the teacher to use in conjunction with the *UAE Phonics* and *Literacy Skills* books. It is important that learners are exposed to a more engaging and interactive way of learning. Through the appropriate use of educational games and activities learners are encouraged to become more involved in the learning process.

The kit has many components that can be used in a variety of ways to activate the learners' understanding of the subject matter.

| Component | Description | Example |
|---|--|---|
| Alphabet Books | books that focus on sounds and sentence structures that are introduced each week |   |
| Alphabet Jigsaw | lowercase alphabet letters presented on jigsaw pieces for word construction and spelling games |  |
| Alphasteps | lowercase alphabet letters presented on foot prints for word construction and spelling games |  |
| High Frequency Word Flashcards | cards with top 100 High Frequency words |  |
| Vocabulary Picture & Word Flashcards | cards with key vocabulary words and pictures |  |
| Alphabet Sound Flashcards | cards with letters for phonics focus, blending activities or upper-lower case matching |  |
| Upper & Lower-case Alphabet Flashcards | cards with upper and lower-case letters together for phonics focus |  |
| Vocabulary Word Flashcards | cards with key vocabulary words for use as initial sound words for phonics |  |

A printable version of the The UAE Phonics Kit is available on Sharepoint and LMS.

Introduction to The UAE Phonics Song

The phonics song follows the order in which the sounds are taught throughout the UAE Phonics Programme.

Each sound is repeated numerous times to allow learners the opportunity to practise forming the correct sound verbally. Links that specify the phonics song as a supportive resource are included in both the Instructional Planners and the Course books.

How and When to Teach the Phonics Song

The Phonics Song follows the order in which the sounds are taught throughout the UAE Phonics Programme. Each sound is repeated numerous times to allow learners the opportunity to practise forming the correct sound verbally. This provides learners with ample opportunity to revisit their learning and to associate the sounds with the vocabulary that they have learned.

Sample Verse of the Phonics Song – Part 1 (Tune: Bingo Was His Name-O)

There is a letter that makes a sound and 's' is its sound...

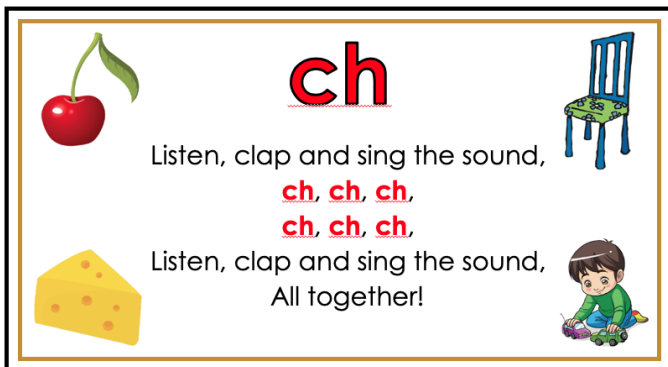
S, S, S, S, S

S, S, S, S, S

S, S, S, S, S

And 's' is its sound!

Sample Verse of the Phonics Song – Part 2 (Tune: London Bridge is Falling Down)



ch

Listen, clap and sing the sound,
ch, ch, ch,
ch, ch, ch,

Listen, clap and sing the sound,
All together!



ch

Sing the words that have **ch**,
cherry and **ch**air,
chease and **ch**ild,

Sing the words that have **ch**,
All together!

* The UAE Phonics Song Parts 1 & 2 lyrics are also provided later in the Teacher Handbook

Instructional Planners

Teachers must use the IP to know what material to cover in their lessons and how to stay on track throughout the terms. The IP is available on LMS and Sharepoint.

This is similar to a Scheme of Work and is done on a weekly basis, so for each week the teacher will see what material needs to be covered in order to meet the outcomes listed. The outcomes come from the National Framework (NELCF) and align to the CEFR.

These outcomes are to be achieved over the whole level, not just that particular week or term. So rather than being overly prescriptive and outlining what is to be done lesson by lesson, the IP gives teachers more flexibility in how to work on those outcomes over the whole week, providing suggested content from the curriculum.

The only things that must be covered, in accordance with assessment, are the outcomes, functional language, grammar, and lexis. There is flexibility in the weekly plan to allow teachers to incorporate their own ideas and supplementary material to further work towards the outcomes.

Teachers must refer to the Instructional Planner for the recommended pacing of the curriculum.

Sample Lesson Plans

Term 1 Sample Lesson Plans

| WEEK X LESSON X TASKS/ACTIVITIES | | | |
|--|---|--|---|
| Resources | Starter | | |
| Phonics chart, Ss flashcard Learner book page 6 Audio track 1 and Phonics Song | <p>1. Introduce the phoneme /s/ and show the Ss flashcard. Write it on the board. Elicit from learners the NAME of the letter /s/. Elicit from learners the SOUND of the letter (use an interactive chart if unsure about the phonemic sounds: http://cambridgeenglishonline.com/interactive_phonemic_chart/ Model the form in the air and learners repeat.</p> <p>2. Using 'My Turn Your Turn' (MTYT) signals, begin by gesturing towards yourself saying "My Turn" and model the phoneme /s/ by drawing emphasis to the lips and tongue. Then point to the learners "Your Turn". Repeat MTYT until learners are confident making the /s/ sound.</p> <p>3. Activity 1 - Track 1 and /s/ section of Phonics Song. Listen and repeat</p> | | |
| Resources | Main activity | | |
| Picture word cards Learner book page 6 | <p><u>Phonics</u></p> <p>1. Using the picture word cards, introduce the words <i>snake, sun, sit, spoon</i>. Place emphasis on the initial sound in each word so that learners can see that each word begins with /s/. For example, 'sssnake', 'sssun', 'sssit', 'ssspoon'. Have learners repeat the words and identify the /s/ sound in each word.</p> <p>2. Choose learners to come up to the board and put a dot under the letter 's' in each word. This is to highlight the sound – explain that we add sound buttons to each sound we can hear in a word, e.g. 'sun' will have 3 sounds: /s/ /u/ /n/.</p> <p>3. Activity 2 – Colour 's'. Explain to learners look at the letters and identify and colour the letter 's'. Model this on the board.</p> <p><u>Feedback</u> Elicit and encourage all learners to participate; encourage learners to make the /s/ sound.</p> | | |
| | <table border="1"> <tr> <td>Differentiation activities (Support): Learners can complete Activity 2 in pairs.</td> <td>Differentiation activities (Stretch): Learners can look for some more examples of letter 's' in the instructions on the page.</td> </tr> </table> | Differentiation activities (Support): Learners can complete Activity 2 in pairs. | Differentiation activities (Stretch): Learners can look for some more examples of letter 's' in the instructions on the page. |
| Differentiation activities (Support): Learners can complete Activity 2 in pairs. | Differentiation activities (Stretch): Learners can look for some more examples of letter 's' in the instructions on the page. | | |
| Picture cards Learner book pages 6 – 7 Audio track 2 | <p>Saeed Says!</p> <p>1. Explain to the learners that they will do actions to match the pictures cards on the board, playing 'Saeed Says'.</p> <p>"Saeed says sit" - all learners sit on the floor.</p> <p>"Saeed says sun" - all learners spread their arms and legs out like a bright sun.</p> <p>"Saeed says spoon" - all learners make actions eating with a spoon.</p> <p>"Saeed says snake" - all learners make wriggle around like a snake.</p> <p>Play using the vocabulary several times and the learners recognise the vocabulary more rapidly.</p> <p>2. What's Missing?</p> | | |

| | | |
|-----------------------------------|---|--|
| | <p>Refer to the picture cards on the board. Tell learners to close their eyes. Take one of the cards away. Tell learners to open their eyes again. Ask “What’s missing?”. Learners must try to say which card is missing. Praise successful learners with a clap / high 5 / whoosh.</p> <p>3. Activity 3 (Track 2) - Listen and Circle. Explain to the learners that they need to listen to the track and circle the picture corresponding to the word they hear. Model it on the board with the vocabulary cards (taking care to not use the same answers as in the book).</p> <p>4. Activity 6 – Colour the pictures. Say the word to their partner. Explain that they will work in pairs. Learner A should say a word, for example ‘sit’. Learner B must point to the correct picture and colour it. Then, learners swap around. Learner B says a word, for example ‘sun’. Learner A colours the correct picture. Repeat until all pictures are coloured.</p> <p>Feedback Teacher to identify which learners may struggle by circulating around the class, asking learners to say the sound and vocabulary words. Extra practise/support can be given where needed.</p> | |
| <p>Learner book page 7</p> | <p><u>Handwriting Practice</u></p> <ol style="list-style-type: none"> 1. Draw the line guides on the board (representing the same lines in the book). 2. Model the formation of the lower-case letter ‘s’. Display a small red dot where the letter begins and ends. 3. Ask learners to follow with their fingers in the air - forming the letter and making the sound. Watch the learner’s formation and invites a learner to model a ‘super s’ on the board. 4. Split learners into pairs (A and B). First As form the letter ‘s’ on their partners’ backs. Then, swap around - Bs write the letter ‘s’ on their partners’ backs. Monitor learners to identify any mistakes in formation. 5. Complete Activity 5, page 7. Model the correct letter formation on the board for the learners. Learners begin by tracing the first line and then independently on the next line. <p>Feedback Model the correct letter formation individually if learners require additional guidance. Reinforce /s/ sound throughout the modelling and encourage sound response from the learners.</p> | |
| | <p>Differentiation activities (Support): Provide more tracing paper for the learners. Dots can also be added to the tracing paper to demonstrate where the letter begins and ends.</p> | <p>Differentiation activities (Stretch): Learners can be asked to come up and model a ‘super s’ on the board when the teacher is modelling.</p> |
| <p>Picture cards</p> | <p><u>Review</u> Quickfire flashcards</p> <ol style="list-style-type: none"> 1. Lift the picture cards and learners shout the word. Based on good participation, select a ‘Super Teacher’ to have a turn flashing the cards. | |

| | |
|------------------|---|
| | <p>2. Ask learners to respond in different voices; grumpy voice, squeaky voice, loud voice, whispering voice.</p> <p>Feedback Observe and assess learners' pronunciation and offer support where necessary.</p> |
| Resources | Plenary |
| | <p>Silly Soup</p> <ol style="list-style-type: none"> 1. Split the learners into groups of 5. Give each group a bowl and a set of vocabulary cards, for example, <i>apple, ant, cat, sip, sat, snake, sit, soup, sun, spoon</i>. 2. Explain that when teacher shouts 'Go', learners must make a 'Silly Soup'. Learners put all the words that begin with the letter 's' into the bowl. Note: learners do not have to be able to read the words, just identify the words with the letter 's'. 3. The first team to complete the activity shouts, 'Sssssilly Sssssoup'. |

| WEEK X LESSON X TASKS/ACTIVITIES | | | |
|---|---|---|--|
| Resources | Starter | | |
| Ss and snake flashcards Learner book page 7 Audio track 3 | <ol style="list-style-type: none"> Activity 7 Track 3 - Let's Sing! Introduce the lyrics to the learners with the help of the picture cards. I can see a snake! I can see a snake! Ss..ss...ss...ss! I can see a snake! Actions - Display /s/ picture cards (spoon, sit, sun, snake) on the board one by one. As each image is presented, learners respond with the actions from Lesson 1. Repeat the activity. This time, when the picture cards are presented, learners shout out the word without actions. | | |
| Resources | Main activity | | |
| Phonics chart, Aa flashcard Audio track 4 and Phonics Song | <p><u>Phonics</u></p> <ol style="list-style-type: none"> Introduce the phoneme /a/. Write 'a' on the board. Inform/elicit from learners the NAME of the letter /a/. Inform/elicit from learners the SOUND of the letter (use an interactive chart http://cambridgeenglishonline.com/interactive_phonemic_chart/ if unsure about the phonemic sounds). Teacher models the form in the air and learners repeat. Using MTYT (My Turn Your Turn) signal, teacher begins by gesturing towards him/herself saying "My Turn" and models the phoneme /s/ by drawing emphasis to the lips and tongue, 'aaaa' and then points to the learners "Your Turn". Repeat MTYT until learners are confident making the /a/ sound. Activity 1 – Track 4 and Phonic Song – Listen and Repeat. <p><u>Feedback</u> Monitor learners' pronunciation of the phoneme /a/.</p> | | |
| | <table border="1"> <tr> <td>Differentiation activities (support): Support learners with recognising and pronouncing the /a/ sound. Support learners to have individual flashcards of /a/.</td> <td>Differentiation activities (Stretch): Learners to independently say 'a' sound.</td> </tr> </table> | Differentiation activities (support): Support learners with recognising and pronouncing the /a/ sound. Support learners to have individual flashcards of /a/. | Differentiation activities (Stretch): Learners to independently say 'a' sound. |
| Differentiation activities (support): Support learners with recognising and pronouncing the /a/ sound. Support learners to have individual flashcards of /a/. | Differentiation activities (Stretch): Learners to independently say 'a' sound. | | |
| Letter cards Learner book pages 8 & 9 | <ol style="list-style-type: none"> Introduce picture cards of words beginning with the target sound /a/, <i>apple, arrow, ant, axe</i>. Identify that each word begins with the /a/ sound. Using coloured pen, ask learners to come up to the board and underline the letter /a/ in each target word. Place the alphabet letter cards b,A,c,a,e,s,t on the wall around the room. Give the learners some time to look around the room and find the letters /a/ and /A/. Choose a learner to go and retrieve the letter /a/. Repeat with another learner to choose /A/. | | |

| | | |
|----------------------------|---|--|
| | <p>4. Activity 2, p.8 - Circle the letters that look the same.</p> <p>5. Activity 5, p. 9 - Colour A and a.</p> <p>Feedback Observe and assess learners' pronunciation and offer support where necessary.</p> | |
| Learner book page 9 | <p><u>Handwriting Practice</u></p> <ol style="list-style-type: none"> 1. Draw the line guides on the board (representing the same lines in the book). 2. Model the formation of the lower-case letter /A/. Display a small red dot where the letter begins and ends. 3. Learners follow with their finger in the air - forming the letter and making the sound. Watch the learners' formation and invite a learner to model a 'super /A/' on the board. 4. Split learners into pairs (A and B). First As form the letters 'Aa' on their partners' backs. Then, swap around - Bs write the letters 'Aa' on their partners' backs. Monitor learners to identify any mistakes in formation. 5. Complete Activity 4, page 9 forming the letters. Learners begin by tracing the first line and then independently on the next line. <p>Feedback Teacher must reinforce that with capital letters, we begin forming the letter at the top solid black line.</p> | |
| | <p>Differentiation activities (Support): Give extra support to the learners who are struggling with forming the letters 'a' and 'A' – dots could be added to lines to indicate where the letter starts and finishes.</p> | <p>Differentiation activities (Stretch): When modelling letter formation, learner could be stretched by saying 1 or more 'a' target vocabulary <i>apple, axe, arrow, ant.</i></p> |
| | <p>Review</p> <ol style="list-style-type: none"> 1. Learners will swap books with their partners. Learners decide which is the best formed letter /A/ and put a dot underneath. 2. Form a letter /A/ on the line guides, making a mistake by starting the letter /A/ at the broken line, to elicit feedback from the learners. Call on learners to come up to the board and model a 'Super /A/', beginning at the top solid line. <p>Feedback Take note of the learners who are still struggling to form the letters 'A' and 'a'. Extra homework or worksheets could be made for these learners.</p> | |
| Resources | Plenary | |
| | <ol style="list-style-type: none"> 1. Write the letter 'a' on the board and ask learners repeat the sound. 2. Teacher chooses a 'Super Teacher' to come up to the front of the class. Learner makes the sound /a/, the remaining learners form a 'a' in the air. Learner forms the letter /a/ on the board the remaining learners respond with the sound /a/. 3. Split learners in pairs and repeat activity. | |

| WEEK X LESSON X TASKS/ACTIVITIES | | |
|--|---|--|
| Resources | Starter | |
| Picture word cards | <ol style="list-style-type: none"> Form the letters /a/ and /A/ on the board. Elicit responses for the sound of the letter, the name of the letter and formation of the letter. Learners can form it in the air. Repeat for the letters /s/ and /S/ <p>Mime</p> <ol style="list-style-type: none"> Put the picture cards on the board, apple, ant, axe, arrow. Model actions for each picture. Get learners to join in making actions. Point to the word <i>apple</i> - learners with mime eating an apple. Point to the word <i>axe</i> – learners will mime chopping with an axe. Point to the word <i>arrow</i> – learners will mime a bow and arrow. Point to the word <i>ant</i> – learners will mime crawling like an ant. | |
| Resources | Main activity | |
| Learner book page 8 & 9 Picture and word cards Bag | <p>Phonics</p> <ol style="list-style-type: none"> Activity 6 Track 5. Let’s chant! Use actions for each word. Display the chant on the board for learners to familiarise themselves with the vocabulary. Repeat chant! When learners are more familiar with the chant, learners can practise in pairs. Display the words <i>arrow, ant, axe, apple</i> on the board. Put your finger on the initial sound /a/ and follow from left to right saying each word. Choose learners to help you say the word. Call other learners up to follow from left to right reading the word. Repeat for /s/ words <i>sun, sit, snake, spoon</i> It’s in the bag! This time you will include all the /s/ and /a/ target vocabulary for the week in the bag; <i>arrow, ant, axe, apple, spoon, snake, sit, sun</i>. Call a learner to choose a card from the bag. The learner looks at the picture card and tries to reproduce the target word, for example the word ‘sit’. Learners must begin with the initial sounds make the sound ‘s’ and follow with their finger from left to right and say ‘sit’. Repeat activity, calling up different learners until all picture cards have been chosen. If a learner is struggling, he/she puts the phone to his/her ear to ‘phone a friend’. Choose a more confident learner to support with the word. Listen carefully to the learners’ pronunciation. Activity 3, p.8 - Circle the colour the correct pictures. <p>Feedback Offer verbal modelling of the word pronunciation of each word during the activities. Putting emphasis on the ‘s’ and ‘a’ sound in each word.</p> | |
| | <p>Differentiation activities (support): Choose target learners to say simple vocabulary for example <i>ant, sit</i> and <i>sun</i>. If the learner struggles, they can ‘phone a friend’. Model, drill and use repetition to reinforce pronunciation.</p> | <p>Differentiation activities (Stretch): Choose target learners for more complex vocabulary for example, <i>spoon</i> and <i>snake</i>. Make mistakes with the target vocabulary to challenge the learning.</p> |

| | | |
|-------------------------------|---|--|
| | <p><u>Feedback</u> Observe and assess learners' pronunciation and offer support where necessary.</p> | |
| Learner book page 12 | <p><u>Handwriting Practice</u></p> <ol style="list-style-type: none"> 1. Display the line guides on the board. Put a picture of the sun on the left and a sun on the right side of the line guides. Showing we start with the sun on the left and move tight towards the moon when writing. 2. Revise letter 's' and elicit learners to guide you in which way to move the pen but pointing the correct direction. 3. Revise the upper-case letter 'S'. Drawing the learners' attention to how we start the top black solid line. 4. Encourage learners to follow the formation of the letters with their finger in the air. 5. Choose a learner to come up to the board and copy the upper case /S/. 6. Learners can practise forming letters and words they learned this week. on page 12. Remind learners that we write moving from left to right. <p><u>Feedback</u> Teacher must be given constant feedback by reinforcing starting at the sun and moving to the moon (left to right).</p> | |
| | <p><u>Differentiation activities (Support):</u> Learners may complete slowly forming the lower case and upper case /s/.</p> | <p><u>Differentiation activities (Stretch):</u> Learners may write the words learned this week <i>sun, sit, spoon, snake</i>.</p> |
| Word cards | <p><u>Review</u> Charades</p> <ol style="list-style-type: none"> 1. Teacher chooses a 'Super Learner' to stand at the top of the class and hold a target word up to his forehead without seeing it, facing the class. The rest of the class can read it without saying it out loud. 2. The rest of the class must act out the word until the 'Super Learner' gets the right answer. For example, if the 'Super Learner' has the word 'sit' on his/her forehead, the learners must all sit on the floor. 3. Repeat activity with all target vocabulary. <p><u>Feedback</u> Teacher to be explicit in his/her instruction of the game. Class rules and behaviour expectations to be reinforced throughout the activity.</p> | |
| Resources | Plenary | |
| Picture and word cards | <p>Pictionary</p> <ol style="list-style-type: none"> 1. Divide the class into 2 teams. The first learner from each team is given a vocabulary item to draw (either show them a card or whisper the word to them). Include all of the target vocabulary cards learned so far. When the teacher says 'Go!', the 2 learners begin drawing a picture of the vocabulary item on the board. Whoever guesses what the picture is, says 'I know!' and tells his/her team. The team then has to say the word together as a group. The first team to say it correctly gets a point. If they are incorrect, the other team gets a chance at guessing. To keep the game controlled, be sure to explain that only group answers will be accepted. | |

Term 2 Sample Lesson Plans

| WEEK X LESSON X TASKS/ACTIVITIES | | | |
|--|--|--|---|
| Resources | Starter | | |
| <p>Sound (alphabet) flashcards</p> <p>Audio track 66</p> | <p>1. Play the alphabet song. Instruct learners to listen to the song first. Stick the alphabet flashcards on the board and point to the alphabet flashcards as you sing the song.</p> <p>2. When confident that the learners know the tune of the song ask them to sing along with the song for a couple of rounds. Then, ask them to try to sing the song without the track. Encourage them to dance around the classroom to bring the song to life.</p> <p>3. Highlight to the learners that the song uses the letter names and not the letter sounds. Elicit the letter sounds from the learners. Try to sing the song using the letter names instead.</p> | | |
| Resources | Main activity | | |
| <p>Sound (alphabet) flashcards</p> <p>UAE Phonics book page 2</p> | <p>Activity 2 page 2</p> <p>1. Put learners in pairs. Explain that they must point to and say each letter name from a-z. Instruct them to do this in 3 ways:</p> <ul style="list-style-type: none"> - First, they must try to say the letters together, reading and pointing. - Then one partner reads all the letter while the other listens and then swap roles. - Then, partners say the letter in rotation (e.g.: Learner 1: a, Learner 2: b, Learner 1: c, etc). <p>2. Ask learners to repeat the process but this time try to use the letter sounds instead of the letter names.</p> <p>Feedback</p> <p>Move around the classroom monitoring and encouraging the learners. Elicit correct letter name and sound pronunciation when learners struggle. Use the alphabet flashcards to ask learners to identify the letter/sound. Give learners a high 5 when they get it right / make a good attempt / correct their own mistakes.</p> | | |
| | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Differentiation activities (Support):</p> <p>Pair learners strategically so that a stronger learner can guide and assist a weaker learner.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Differentiation activities (Stretch):</p> <p>Ask learners to try to write out the capital letters to match each of the small letters.</p> </td> </tr> </table> | <p>Differentiation activities (Support):</p> <p>Pair learners strategically so that a stronger learner can guide and assist a weaker learner.</p> | <p>Differentiation activities (Stretch):</p> <p>Ask learners to try to write out the capital letters to match each of the small letters.</p> |
| <p>Differentiation activities (Support):</p> <p>Pair learners strategically so that a stronger learner can guide and assist a weaker learner.</p> | <p>Differentiation activities (Stretch):</p> <p>Ask learners to try to write out the capital letters to match each of the small letters.</p> | | |
| <p>UAE Phonics book page 2</p> <p>Sound (alphabet) flashcards</p> | <p>Activities 3 & 4 page 2</p> <p>1. On the board, use the alphabet flashcards to elicit alphabetical order from the learners. Put a card on the board (e.g. f) and ask learners to decide which letter should come next. Encourage learners to sing the alphabet song to remind themselves of the correct order of the letters if they get stuck. Repeat this several times with several letters. Try to get the learners to complete a chain of flashcards up to 5 letters long (e.g. f g h i j).</p> <p>2. Make this into a game – choosing one flashcard and making it the starting letter, then spread a variety of other letters under the word (keep it to a maximum of 5 cards and make sure that the letter that should come next is included!). Choose 2 learners to come and stand in front and they must race to the board and choose which letter comes next. This can be done in teams or with individuals.</p> <p>3. Instruct learners to complete Activity 3. Model the first one on the board. Check the learners’ answers as a whole class, giving feedback for incorrect answers and eliciting the correct answers from learners who give incorrect answers.</p> | | |

| | | |
|------------------|---|--|
| | <p>4. Instruct learners to complete Activity 4 in pairs. Model the first one on the board using the alphabet flashcards. Encourage the learners to sing the alphabet song if needed to help them to put the letters in the correct order. If necessary, play the alphabet song track to help them.</p> <p>Feedback Identify which learners are struggling by circulating around the class asking learners to identify the letters and sing the alphabet song. Give extra support when needed.</p> <p>Answers Activity 3: h, i, j, k, l a, b, c, d, e r, s, t, u, v Activity 4: 1. b, e, g 2. a, i, p 3. n, s, v</p> | |
| | <p>Differentiation activities (Support): Learners may need support figuring out alphabetical order so put the alphabet cards on the board in alphabetical order for them to reference where necessary.</p> | <p>Differentiation activities (Stretch): Ask learners to write the full alphabet in alphabetical order.</p> |
| Resources | Plenary | |
| | <p>Box of sounds</p> <ol style="list-style-type: none"> 1. Pass a box of alphabet cards around the class, chanting '<i>Box of sounds, pass it round, pass it round, pass it round. Box of sounds, pass it round, what sound is it?</i>' 2. The learner holding the box at the end of the chant takes a card, identifies the sound and puts the flashcard on the board. 3. Each time the learners have to put a card on the board they put the cards in alphabetical order. | |

| WEEK X LESSON X TASKS/ACTIVITIES | |
|---|---|
| Resources | Starter |
| Sound (alphabet) flashcards Audio track 66 | <ol style="list-style-type: none"> 1. Give each learner an alphabet flashcard. Explain to the learners that they will listen to and sing the alphabet song while dancing around the class. Once the song is finished, learners have to run to the front of the classroom and arrange themselves in alphabetical order. 2. Reinforce that they should think about their letter and the letters that come before and after their letter. Remind the learners with a and z that they should be at the start and end of the line. 3. Play the alphabet song. Instruct learners to listen to the song first and identify the letters that come before and after their letter. 4. When the song stops learners should line up alphabetically. |
| Resources | Main activity |
| Upper-Lower Case flashcards Picture Word flashcards UAE Phonics book page 3 | <ol style="list-style-type: none"> 1. From the pack of picture word cards, prepare the picture cards that correspond to the table on page 3. Put the Upper-Lower Case flashcards on the board in alphabetical order. 2. Put the learners into groups and give each group a selection of the picture cards. Explain to the groups that they have to look at the picture cards that they have been given and say the word on the flashcard. Instruct them to discuss and decide on which picture cards should go with each letter. 3. Then invite one representative from each group to come to the board to put one of their group's picture cards under the correct letter card. Check that each card has been put in the correct place as a class. 4. Continue this until all the groups have finished putting their pictures on the board. <p>Feedback Elicit correct vocabulary words and sound pronunciation when learners struggle. Give learners a high 5 when they get it right / make a good attempt / correct their own mistakes.</p> |
| UAE Phonics book page 3 Alphabet flashcards | <p>Activity 5 page 3</p> <ol style="list-style-type: none"> 1. Remove the Upper-Lower Case flashcards from the board. 2. Write A ____, ____, b, ____ on the board and elicit from the class what needs to go in to the blanks (small a, capital B and Cc). 3. Choose 4 learners to come to the board to fill in the blanks with the appropriate letters. 4. Encourage them to form the letters correctly and give plenty of praise and encouragement for effort. 5. Instruct learners to complete the letters in their books. <p>Feedback Circulate around the classroom identifying which learners are struggling. Give extra support when needed.</p> |
| | <p>Differentiation activities (Support): Allow struggling learners to refer to the Upper-Lower case flashcards. If the whole class needs support, put the cards on the</p> <p>Differentiation activities (Stretch): Ask stronger learners to become 'teachers' to assist weaker learners with letter formation. Ensure they do not just</p> |

| | | |
|--------------------------------|---|---|
| | board for reference. | complete the work but that they are enabling the weaker learners to complete it themselves. |
| UAE Phonics book page 4 | <p>Activity 1 page 4</p> <ol style="list-style-type: none"> 1. Write the numbers 1-10 on the board to review them with the class. Practise pointing to each one (not necessarily in order) and asking the learners to identify the number. 2. Get 10 items (pencils, erasers, shoes, etc) and practise getting the learners to count them. 3. Draw the learners' attention to Activity 1. Explain that they have to find the numbers in the picture. Show them how to do it by pointing out the number 1 on the picture first. 4. Ask the learners to work in pairs to find all the number in their planes. <p>Activity 3 page 3</p> <ol style="list-style-type: none"> 1. Using the numbers still written on the board, practise counting from 1 – 10, pointing at the numbers as you count. 2. Get 10 items (pencils, erasers, shoes, etc) and practise getting the learners to count them. 3. Draw some items on the board (similar to Activity 3 but not the same) and ask learners to come to the front to count specific items. Ask them to write the numbers on the blanks (as in the book also). 4. Ask learners to complete Activity 3 <p>Feedback</p> <p>Circulate around the classroom identifying which learners are struggling. Give extra support when needed.</p> | |
| Resources | Plenary | |
| | Sing a counting song (such as 10 Little Monkeys Jumping on the Bed or Ten in the Bed) to have the learners practise counting backwards in a fun and energetic way. | |

Teaching Techniques & Strategies

Signals

Learners' minds must be free to read and write. Set routines should be introduced and practised until they are recognised immediately by all learners. When routines are used effectively they will transform classroom management. Teachers within the same school should share routines so that learners are using them across subjects and grades.

Silent Signals

Praise learners for routines they do quickly and quietly. When learners know the routines, teachers should acknowledge their co-operation with a nod, smile or thank you.

Team Stop Signal

This signal helps prepare learners for what is going to happen next in a lesson. It is used in place of other techniques; clapping, clicking, shouting, singing, counting back.

The team stop signal can be used both in and outside of the classroom and is to gain attention. It should be practised until all learners understand and respond appropriately.

Teacher:

- Hold one hand in the air with a flat palm. Do not clap or talk.
- Check that all learners are paying attention.

Learners:

- Raises one hand in response.
- Checks the other learners in their group/ at their table have also raised their hands.
- Sits up straight and looks at their teacher with full attention, ready to listen.

When all learners are looking at the teacher attentively, the lesson can continue.

Turn to Your Partner (TYP) Signal

Partner work should be included in all lessons.

The teacher holds both hands pointing forward as if they are two open gates, then close the gates as soon as a question has been asked. This signal should be rehearsed until all learners turn automatically to their partners to answer the question.

Learners should turn their heads towards their partners, not their whole body or chair.

My Turn, Your Turn (MTYT) Signal

This signal is used when a teacher (and only by the teacher) wants learners to repeat what is being said.

My turn: The teacher gestures towards him / herself with one or two hands.

Your turn: The teacher gestures towards the learners with one or two open palms.

1, 2, 3 Signal

This signal is used to effectively and efficiently move learners back to their desks.

- Hold up one finger – learners stand
- Hold up two fingers – children walk and stand behind their chairs
- Hold up three fingers – children sit down and prepare to read and write

Praise

It is vital that teachers praise learners, especially learners who are not confident in the classroom or those who might be potentially uncooperative. These learners should be given classroom responsibilities and encouraged and praised for working as part of a team.

Praise Effort

Teachers must make sure that learners understand that effort is required to learn something new, and that some things are harder to learn and will require more practise. Learners feel good when they are working hard and successfully achieving their learning goals.

- Teachers should praise effort and be specific about what they are praising
- Teachers should praise a learner quietly, in order not to cause disturbance amongst other learners
- Praise must be genuine and only given when there is good reason to give it

Praise Partner Work

The more children help each other, the faster the team learns. A great way to check understanding is to explain it to someone else.

Partner work should be a regular part of the classroom routine, when partners can effectively teach each other the learning environment is more productive.

Teachers should praise learners for working well with a partner. For example:

- You can both read the sounds / words quickly now.
- You both listened carefully to each other.
- You both have an answer.
- You both worked very hard.

Team Cheers

Team cheers can be used to celebrate great teamwork. They can be used at the end of an activity or lesson to show how much learners' cooperation has been appreciated.

The Firework

Stand up. Throw both hands in the air as though they are rockets saying, "Whooooooooooosh!" When they are as high as they can go, turn your fingers into the sparkles that come from the firework, saying "Aaaaaaaaahhhh!" Finish by punching the air like a banger, saying, "Boom, boom, boom!"

The Whoosh

Direct the whoosh at an effective partnership. The whole class sends a whoosh by throwing hundreds of sparkles from their clenched fists towards the partnership, saying "Whoosh!"

Go Guys!

Rotate your hands together saying, "Go guys, go!"

Good Job

Put both thumbs up as you say "Good job".

Marshmallow Clap

Clap as though your hands are caught up in a marshmallow – as hard as you try your hands won't come together to clap.

Microwave

Wave with your two little fingers.

Developing Fine Motor Skills

Learners at this level need a lot of help to get ready for all the handwriting, and there are specific exercises and games that will enable them to develop their fine motor skills and better pencil control.

Fine motor skills involve the use of the smaller muscle of the hands, fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to occur simultaneously to appropriately manipulate the object or perform the task.

Fine motor skills are essential for performing everyday academic skills, if a learner is unable to complete everyday classroom activities such as drawing, writing, colouring and cutting and pasting. It is important these skills are developed so that learners can participate in the classroom with confidence.

There are various activities that can be incorporated into lessons that develop learners' fine motor skills.

Scissor Cutting

One of the best classroom activities to get the tripod fingers to work well together. Learners should have lots of practise cutting out straight lines before moving on to shapes and pictures.

Clothes Pins

Draw dots on clothes pins / pegs to show a learner where to place the fingers. Learners can use clothes pins / pegs in a variety of games and activities.

Threading and Lacing

Learners can exercise the muscles in their hands with a variety of activities including various sized laces and beads.

Tongs or Teabag Tweezers

To pick up objects, sort objects or transfer objects (e.g. put marbles down a marble maze).

Manipulation Games

Such as 'Pick up Sticks' and 'Connect 4'.

Play-doh

Using the fingers, not the hands as whole; working with the Play-doh up in the air, not flat on the table. Learners can squeeze, pull, squish and mould play-doh through countless games and activities. For example, modelling new letters, numbers or shapes.

Classroom Storage

Storing construction materials in jars with screw lids that need to be opened and closed as the materials are needed and when packed away.

Craft

Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.

Classroom Games

Keeping a library of board games in the classroom provide learners with a fun, interactive way to develop fine motor skills. Any games involving small pieces or cards are great.

Sand writing

Learners can trace newly learned letters, numbers and shapes in sand.

Teaching Tricky Words

Step 1:

Use a tricky word flash card or write the target tricky word on the board. Read the tricky word to the learners, then read it together. Say the word again, phoneme by phoneme, representing each sound with a magnet or circle. For example:



Step 2:

Identify the *regular* letter-sound correspondences in the word.



Step 3:

Identify the 'tricky' bit. In the word 'many', the short /e/ is represented by an 'a'. Ask the learners to read the tricky word and then to write it, using red to highlight the tricky bit.



Step 4:

Where possible, teach the learners a mnemonic that will help him learn the tricky word. For example, there is a basket-shaped letter, 'u', in the middle of 'buy', which helps the learner to remember that this homophone is associated with shopping.

Teaching Phonics

Phonics is mainly based on listening skills and sounding letters. In this course, we focus mainly on synthetic phonics. Synthetic phonics emphasises a part-to-whole approach, letter-by-letter phonological decoding. The learner learns to sound and blend the sequential letter sounds. Sounds are learned in isolation and blended together e.g. /c/ /a/ /t/ leads to cat.

The synthetic approach emphasises the segmenting and blending of sounds early in reading development. Studies suggest that synthetic phonics have the most impact on those with reading difficulties and those from disadvantaged communities. Phonemic awareness is the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words are made up of sequences of speech sounds.

The reason that we follow the '*satpin*' arrangement, rather than the '*abcdef*' arrangement is so that learners can put their knowledge of phonics to work immediately with blending of two and three letter words.

How you Might Teach Phonics

Step 1:

Introduce picture cards of words beginning with the target sound, e.g. *souq*, *snake*, *spider*, *star*, *sandcastle*, *spoon*. Identify that each word begins with the /s/ sound.

Step 2:

Emphasise the sound in the word, e.g. 'sssssouq'. Write the word and underline the 's'. Repeat this for each 's' word so that learners can see that each word begins with /s/. Have learners repeat the sound both isolated and in each word.

Step 3:

Play a flashcard or phonics game to reinforce what they have just learned (see Activities section for some ideas).

Step 4: Use an activity to make sure they have to produce what they have just learned.

You may have to be patient at this stage and do a lot of demonstration but it is important to get the learners into a routine so that they become familiar with the steps that will be taken with each new phonic sound. It is important to make the activities multi-sensory to reach the needs of each of the learners.

Learners need to learn word attack skills. These are organised into different levels:

Level 1:

Recognise, say, write the letter names and sounds of the alphabet including lower-case and upper-case letters.

Level 2:

Recognise, blend, segment and build three-letter words in a consonant-vowel-consonant (CVC) pattern e.g. /c/ /a/ /n/ → *can* → /c/ /a/ /n/

Level 3:

Use word families and phonemic manipulation to make words by adding and substitution letters at the beginning, middle and ending of words e.g. *can* → *man* → *mat* → *hit*, etc.

Level 4:

Use two-letter initial (*bl*, *fr*, *gl*, *pl*, *sc*, etc.) and final (*ft*, *lk*, *mp*, *nd*, *st*, etc.) consonant blends. These blends can lead to building bigger words. Three-letter initial consonant blends (*scr*, *spr*, *str*, *squ*, etc.) can be used also.

Level 5:

Use digraphs (groups of two letters that express one sound - *ar*, *er*, *or*, *ee*, *th*, *sh*, *ch*, *qu*, etc.) and diphthongs (joining two vowels to make one sound - *oo*, *ay*, *ou*, *oy*, *ue*, *ew*, *ow*, *ea*, *ai*, etc.)

Level 6:

Recognise, identify and use syllables, word stress, compound words, prefixes and suffixes.

Blending

Blending means smoothly joining sounds to come up with a pronunciation close enough to a word to access the word. Make sure learners are hearing the word when they blend the letters together. Blending is an important stage in the learning process and do not move on until each learner has mastered blending. This is usually where learners begin having difficulties. The more practise learners have with three-letter words the easier it becomes for them to blend four and five letters. There are various blending activities outlined in the Activities section later in the Teachers' Handbook.

Segmenting

Segmenting sounds is the opposite of blending sounds. While segmenting sounds is an important reading skill, the best application for it is for writing. If learners can hear and say each sound in a word and match it to a symbol, they can write words! Segmenting can be emphasised by pronouncing a word and telling the learner that this is the *fast* way to say the word and give an example of the *slow* way. For example, football (*fast* way) and f-oo-t-b-a-ll (*slow* way). Give the learners another word, eg. Bed, and ask if they can say it the *slow* way (b-e-d).

Tips for Teachers

- If the learner calls the sound by its letter name tell him/her 'Yes, its name is 'eff' but its sound is 'ffff'. Keep emphasising sound as when it comes to blending it is best to avoid having the learners trying to blend 'eff' 'aaa' 'enn' → 'effaenn' instead of 'fff' 'aaa' 'nnn' → 'fan'.
- Explain to learners that they will see 'a' in a different format in different books. In the Literacy Skills book, 'a' has been used so as not to confuse the learners as they learn the letter but when they look at other books they may see 'ɑ'. Similarly, make them aware that 'i' and 'I' are the same thing also. Explain that sometimes capital I (i) and lowercase l (L) look the same sometimes also.
- Sounds follow a general rule and like all general rules, there are exceptions. For example, 'ow' can say 'ou' as in 'out' as seen in 'down', 'clown', 'town', etc. Older learners can cope with two sounds each for 'ow' and 'oo' so it is best they just learn it through practise and repetition.
- For teaching vowel combinations, such as 'ea' 'ai' 'oa', etc the following chant or rhyme can be useful to teach: 'When two vowels go walking, the first one does the talking'.

High Frequency Words and Whole-word Learning

High Frequency Words (HFWs) are words that occur frequently in text, for example, *the, I, was, what, this*. Automatic recognition of these words helps learners to improve fluency, make use of context clues and focus more on comprehension than on decoding. Many HFWs have irregular spelling patterns and sounding out these words can be pointless and frustrating. High Frequency Words are learnt through whole-word recognition. That is through recognising words by shape, size and spacing. High Frequency Words (HFWs) are words that cannot be sounded. Teachers should teach

and expose learners to these words in various ways through activities, games and text readings. Flashcards can be used for drilling the words but learners need to do lots of word and picture matching activities.

Using the Look, Cover, Say, Write, Check Method

Look, Cover, Say, Write, Check is a strategy used to help learners become familiar with words and to learn spellings. A learner is given a word to spell.

They will:

- look at the word carefully, look at the shape and visualise it.
- cover it over with a piece of paper or their hand.
- say the word to remember it.
- write the word from memory.
- uncover the spelling to check if they have got it right.

This is a good method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

Word Families

Word families are groups of words that have a common feature or pattern - they have some of the same combinations of letters in them and a similar sound. To teach word families begin with meaningful little words such as *-an*: *can, fan, man, pan, ran*. It is important to get the learners to identify the common sound in all the words and underline the letters that make this sound e.g. can. When they are ready, you can add four letter words – *band, hand, land, sand*. It is important to get learners to find small words inside bigger words e.g. *garden – den, catch – cat, etc.*

Teaching Writing Tips

Letter Formation in Context

Learners benefit from learning letter formation from within the context of writing a sentence. Learners will need the opportunity to move on from individual letter formation to using their handwriting skills to write a sentence. Teach capitalisation, spacing and end punctuation while demonstrating proper sentence structure.

Consistent Practice

Writing activities should be meaningful to learners, in order for them to engage and practise to the best of their ability. Learners will only become better at writing with practise and consistent opportunities to do so should be included in lesson planning. They can be given the tools to develop into confident writers by allowing them the time to write and draw every day.

Sight Words

Learners need to read and spell Sight Words and High Frequency Words to be confident readers and writers. Word walls, memory games, songs and chants will help learners remember these words and how to spell them. Learners will need these words to successfully write and structure sentences.

Spelling Mistakes

The incorrect spelling of words should not be acknowledged or focused on in free and creative writing activities. If learners become focused on spelling words correctly, creativity and continuity suffer. Free writing and creative writing activities should allow learners the opportunity to write without constraint.

Mini lessons

Before a writing task or activity, focus learners' attention with a mini lesson that focuses on one skill. This can be about punctuation, how to express opinion, a specific language point, etc.

Interactive Writing

A morning message or class news is an effective way to encourage interactive writing. The learners and the teacher work together to create a piece of writing. The class provides the teacher with the message or news, this is then written on the board with learners volunteering to help sound out words and place punctuation correctly.

Choosing Topics

Young learners have favourite topics to think, talk and write about; in particular themselves, their friends and their families. Let learners write about what they want in free writing activities or in their journals. If they repeatedly choose a favourite topic it will serve to build their confidence. At the Literacy stage, learners should be encouraged to write about what they want.

Use the Curriculum

The material provided in the curriculum can inspire and support writing activities. Reading and writing go together; after a reading task, learners can write their favourite part of a story or describe their favourite character. Use the reading texts from the curriculum to create fun activities that will deepen learners' understanding of the text.

Sharing

Provide opportunities within a lesson for learners to share what they produce; allowing learners to express themselves in a controlled and productive way can bring focus to the lesson and to the relevant language point.

At Literacy level learners will find writing challenging and learners will develop as writers differently from one another. Enjoyable activities that facilitate creativity and

encourage expression should be regularly incorporated to allow learners to become confident writers.

Classroom Environment

The classroom environment can have a significant impact on learners' writing and it can be of great benefit to display High Frequency Words, examples of their written work and examples of correct sentence structure.

Motivating and Engaging Learners

The following approaches are recommended:

- Make literacy experience relevant to learners' interests, everyday life and to current environmental events.
- Provide a positive learning environment that promotes learner autonomy in learning and participation in lessons.
- Build strategies such as goal setting (asking learners to set their own targets), self-directed learning and collaborative learning.
- Give feedback that is motivational but not controlling. The best type of feedback is informational feedback that conveys realistic expectations and links performance to effort. It is better to praise learners for effort rather than to praise for ability.
- Give the learners opportunities to engage in meaningful reading and writing activities, including reading their own and peers' work.
- Offer learners access to a wide range of high quality reading material.

Activities

Vocabulary

What's Missing?

Place the vocabulary cards or items on the floor (or stick them on the board), face up so that the learners can see them. Tell the learners to close their eyes. Take one of the cards away. Tell the learners to open their eyes again. Ask 'What's missing?' Learners try to guess which card or item is missing.

Guessing Game

Use a large manila envelope, big enough to hold the flashcards for the target vocabulary. On one side of the envelope, cut out a shape (circle, square, balloon). Be sure not to cut it too big. Place the flashcards inside the envelope. Only a small portion of the top vocabulary card should be showing through the cut-out area. Learners try to guess what card it is. When they guess, pull out the top card and let them guess the next one.

Sit Down/Freeze

Hold up a flashcard and say what the vocabulary word is. The learners say the word 3 times clearly and race to sit down on the floor. The slowest 5 learners to sit down must go back and sit in their chairs but continue to say the target words. When near the end, with lower numbers of learners, choose one learner at a time to go back and sit in his/her chair. The last remaining learner is the winner.

Red Light/Green Light

Line the learners up at one end of the room. Teacher stands at the opposite end. Slowly start reciting different words. When the learners hear one of the target words (e.g. a word with initial /s/ sound), they must repeat the word and move one step towards you. When they hear a word that is not one of the target words, the learners must stop. The first learner to reach the teacher is the winner.

Run and Hit

Split the class into 2 teams, each team sitting in a line. Give the first learners on each team a fly swatter. On the board write the target sentence structure (such as 'Yes, it is' and 'No, it isn't' or 'Yes, I can' and 'No, I can't' etc). Hold up a flashcard to prompt the learners for the question pattern. For example, 'Is this a cat?' (or 'Can you see a cat?') while holding up a picture of a table and the learners have to run and hit the correct answer. Once the learners have hit the correct answer, ask them the question again. They must answer 'No, it isn't' or 'Yes, it is' etc. Be sure to elicit the full answer pattern before a point is given to the winning team.

Race to the Board

Divide the class into 2 teams, each team sitting in a line. Place a set of vocabulary cards or items in front of the classroom. Define a starting line for the learners and give the first learners in line a fly swatter. Call out one of the vocabulary words. The learners with the fly swatters race to hit the corresponding vocabulary card. Ensure that all learners repeat the key vocabulary word before points are given to the winning team.

When studying a question and answer pattern, have the learners ask you the question pattern. For example, learners ask 'What colour do you like?' and the teacher says 'I

like (blue)'. Again, be sure to elicit the full answer pattern from the learners before a point is given to the winning team.

Relay

Divide the class into 4 teams, each team standing in a line. Give the first learner in each line a flashcard. Learner 1 turns to Learner 2 in line and asks the target question. Learner 2 answers the question, based on the flashcard being held by Learner 1. Learner 2 takes the card, turns to Learner 3 and asks the target question. Learners continue asking and answering until the card has reached the end of the line and all learners have had a turn. The first team to finish and sit down is the winner.

Another version is to place a set of vocabulary cards at the front of each line. The first learners on each team pick up the first card and say the vocabulary word or key sentence pattern before passing the card to the next learner. When the card has gone to the end of the line, Learner 1 picks up the next card, etc. This game can be adapted to practise question and answer patterns as well. The first team to get through all the cards is the winner. Make sure to monitor the learners to ensure that they are speaking clearly and using the correct grammar.

Catchball

Divide the class into 2 teams, each team standing in a circle. Give each team a ball. Each team races to pass the ball around to each learner in the circle, while practising the language focus. For example, Learner 1 '*I like to jump*'. Learner 1 passes the ball to the next learner. Learner 2 '*I like to run*'. Learners continue until all the learners have had a turn. The first team to pass the ball all the way around is the winner.

Whispers

Divide the class into 2 teams, each team sitting in a line. The teacher sits at the front of the lines. The teacher asks Learner 1 on each team the target question. Learner 1 asks Learner 2 the same question, and each learner passes the question down the line until the question has reached the last learner in line. The last learner in the line whispers the answer to the second last learner who whispers the answer to the learner in front of them until the answer reaches the first learners in line. Finally, Learner 1 stands up and says the answer out loud. The first team to say the correct answer is the winner.

Pictionary

Divide the class into 2 teams. The first learner from each team is given a vocabulary item to draw (either show them a card or whisper the word to them). When the teacher says 'Go!', the 2 learners begin drawing a picture of the vocabulary item on the board. Whoever guesses what the picture is, says '*I know!*' and tells his/her team. The team then has to say the word together as a group. The first team to say it correctly gets a point. If they are incorrect, the other team gets a chance at guessing. To keep the game controlled, be sure to explain that only group answers will be accepted.

Hangman

Select a vocabulary word or High Frequency Word that the learners are familiar with. On the board, draw dashes to represent all the letters in that word. Learners pick letters from the alphabet. If one of the letters they have chosen is part of the word, write the letter in the appropriate space. If not, write the letter to the side to remind the learners which letters have already been guessed and draw part of the 'hangman'. Learners

play until six letters (head, body, arms, legs) have been selected that don't belong in the word or until they have filled in the letters for the word.

Another version is to draw a bomb and use the wick instead of body parts. Each time the learners guess a letter that is not part of the puzzle, a section of the wick is lost and they move closer to the bomb.

Word Chains

Start by writing a word on the board, for example 'can'. Then choose a learner who must think of a word that starts with the letter 'n' (the last letter of can). Maybe they will choose 'net'. The next learner must think of a word that starts with the letter 't' and so on. Continue until everyone has had a chance. Learners can only use a word once – they cannot repeat words. Work on speed – set time limits if you like. You can reduce the amount of vocabulary that the learners can use to make it more focused, for example, only animals can be used.

Phonics

No Name Game

Ask learners to draw a 5 x 5 grid on a page. List 4 categories that they have to write on the top row of their grid (e.g. colours, fruit, animals, etc.). Give them a letter to focus on. Learners must think of a word matching each category that starts with the given letter. After a minute, give them the next letter and they must complete the categories with appropriate words.

After doing this with 4 letters, the learners must compare their answers with the class and the most unusual/unique words get 2 points while correct but duplicated words only get 1 point. The winner is the learner with the most points.

Sound Jump

Give each learner an alphabet card which they place on the desk in front of them. Each learner identifies their phoneme (sound), with help from others if necessary. Teacher calls out a phoneme and the learner with corresponding grapheme (letter) jumps up quickly. Meanwhile, the rest of the class has to try to point to that grapheme before its owner has jumped up.

Box of sounds

Learners look at the objects/flashcards and identify initial sounds. Place objects/flashcards on table at the front of the classroom or on the board. Pass a box of alphabet cards around the class, chanting '*Box of sounds, pass it round, pass it round. Box of sounds, pass it round, what sound is it?*' The learner holding the box at the end of the chant takes a card, identifies the sound and places it next to corresponding object/flashcard.

Alliteration match

Learners sit in a circle. Give each learner a card which they place on the floor in front of them. Each learner identifies their phoneme (sound), with help from others if necessary. Teacher says a sentence with alliteration (e.g. whales in the water). The learner with the corresponding grapheme card calls out the target sound and holds up their card.

Noughts and crosses

Divide class into 2 groups. In black, draw a noughts & crosses grid and write in 9 letters/diagraphs. A learner from Team A says the phoneme from the square he/she wants to choose. Someone else from Team A has to call out a word with a corresponding initial sound. The teacher then rubs out the letter and replaces it with a smiley face in that team's colour. Continue with Team B until either team wins by getting 3 smiley faces in a row.

Find a sound

Learners sit in a circle. The box of cards are passed around the circle while chanting or rapping: *'Pass the sound box round and round etc what can you find?'*. Learner identifies the phoneme and then finds something in the room beginning with that sound and places the card next to the object or brings it back to the circle.

Initial Sound Bingo

Each learner has a board on which they place any 3 grapheme cards in the 3 columns. Each learner identifies their graphemes. The teacher holds up an object for the learners to name and identify its initial sound. The learner with corresponding card claims the object and places it next to its letter. The first learner with 3 objects is the winner.

Alphabetical Order

Each learner gets four or five cards to put in alphabetical order on the floor in front of them. They check with a partner, combine cards and put in alphabetical order again. Add another pair, etc.

Blending & Segmenting

Snail Talk

Place a small number of picture cards in front of the learners. Tell them you are going to say a word using "Snail Talk" a slow way of saying words (e.g., /ffffllllaaaag/). They have to look at the pictures and guess the word you are saying. It is important to have the learners guess the answer in their head so that everyone gets an opportunity to try it. Alternate between having one learner identify the word and having all learners say the word aloud in chorus to keep them engaged.

Blending Slide

Draw a picture of a playground slide on the board. Have cards for each letter in a target CVC word ready, for example, c, a, t. Place 't' at the bottom of the slide and ask learners what sound it makes. Then place 'a' at the top of the slide and ask learners what sound it makes. Demonstrate 'a' moving down the slide, getting the learners to say 'aaaa' 'tttt' with decreasing time between the 2 sounds as the letters on the board come closer together. Put the 2 letters together at the bottom of the slide and get learners to say 'aaattt' → 'aatt' → 'at'. Then, put the 'c' at the top of the slide and ask learners to make the sound. Repeat the process with learners saying 'cccc' 'at' with decreasing time between them until they are finally saying 'cat'. Repeat with various different words.

Medial Vowels

Identify vowel graphemes and place on the board facing the class. Pass a box of objects or flashcards around while chanting 'abcdefg' etc. The learner holding the box on 'z', chooses an object or flashcard, says its name then segments its sounds to identify its middle sound. The learner then places the object underneath the correct vowel. Repeat until all objects or flashcards have been placed. This game could be ended by writing the spelling of an object on board and asking a learner to read the word by blending the sounds then collecting the object and placing it back in the basket.

Tap Along with Phonemes

The teacher calls out word and learners tap on their desks the number of phonemes in the word. The teacher prompts learners to announce the number of phonemes in the word. The teacher then confirms the number of phonemes in the word. The teacher sounds out the phonemes, separating them vocally. Learners repeat the sounding out of that word's phonemes. Repeat with next word.

Blocks

Teach learners how to stretch words, saying them slowly, so they can hear the sounds that make up a word. The teacher invites learners to say the word slowly as they listen for the individual phonemes. The teacher should be sure the learners are actually saying the words. After learners have learned how to say the words slowly, use small coloured blocks to mark the different phonemes. Example: Say 'g...o...t' and use three different coloured blocks to represent the sounds. Later, the teacher asks learners to tell how many blocks they will need to represent the sounds in other words.

It's In the Bag!

The teacher gives a learner a brown paper bag with an object or flashcard inside. The learner looks inside but s/he will not show the object to the class. The learner holding the bag then segments the name of the object/flashcard and the other learners guess what the object is by blending the sounds back together to make the word. Take the object or flashcard out, show it, segment the object name again, and set it to the side. The learners take turns segmenting the names of objects or flashcards in the bag for the other players. (Suggested items to get you started: fork, pen, shell, sock, bottle, brush).

Reading

Sentence Scramble

Take a sentence from the story and mix the words. This can be done on the board as a review at the end of the class.

Interactive Dictation

Learners are put into pairs and each given a text (text A/B). They face each other and dictate the reading (one line of A readers facing one line of B readers). Each learner is given a piece of paper and they take turns to dictate. They can only speak in English to clarify spelling, punctuation, etc. If there is an odd number of learners, a strong reader can become the 'helper'. To make it easier or for learners, they can use the same text.

The Wrong Sentence

The teacher reads/writes a sentence from the text and the learners work in groups to locate the mistake.

Search for the Missing Word

Either done as a review without the text or an exercise with the text. Teacher reads a sentence and misses out a word. Learners refer to the text to locate the missing word. This can be done in groups quietly (they write down the missing word) and answers checked at the end of the lesson.

Finding the Words

Retell the story or reread the text encouraging learners to point to the words in the book as you say them. This will encourage learners to make the connection between the spoken and the written words and develop their sight recognition skills.

Finishing the Sentence

Ask learners to finish some of your sentences as you retell the story or reread a text. Encourage learners to be confident enough to lead the activity.

Find the Mistakes

Retell the story or reread a text and make deliberate mistakes. Ask learners to indicate a mistake through an action, for example, clapping hands together once. Learners then correct the mistake. This can also be a team activity. Opposing teams attempt to trick each other by trying to get mistakes past each other.

Flashcards

Actions

Before introducing your learners to a new set of flashcards/phonics cards, think of simple actions to correspond with each card – this works well with both picture and word flashcards. Teach the learners actions while teaching the vocabulary/sounds, the association will enable learners to remember the vocabulary.

Matching Cards

Have two sets of cards-one with pictures, one with words. Go through the picture cards with learners, sticking the cards to the board as you go through them. Drill the vocabulary. Ask individual learners to come to the front of the class and pick a word card from a selection. Learners hold the word card up for the rest of the class to read – they then match the word card to the picture card.

Categorising Flashcards

Some sets of flash cards can be categorised, for example, by sound, group, number of syllables, etc. Elicit from the class how the flash cards can be categorised.

- Individual learners can come to the front of the class and move a card to the correct category.

- Learners can be put into teams and asked to decide how the cards are categorised. Sort the flash cards into categories.

Charades

A simple action/miming game that learners really enjoy. This is played when learners have already practised with the flash cards. An individual learner comes to the front of the class. They pick a flash card/word card without showing the rest of the class. They then use actions – other learners guess the word from watching the actions.

Stand up! Sit down!

Learners are in two teams – they line up in rows. The teacher is to walk up the middle of the two teams and show the flash cards to each member in turn. The learner that is shown the card should then say what is on the card and if necessary should also say the correct structure. This should be done with the correct pronunciation. If the learner is successful, then s/he is able to stay standing. If the learner is incorrect or uses bad pronunciation, then s/he should sit down on the floor.

The teacher shows the flash cards to all learners so all have a chance to take part. When this has been done one point is given to all learners left standing. For example, if Team A has two learners left standing, then Team A is awarded 2 points. If Team B has three learners left standing, then Team B is awarded 3 points. Repeat the process until the majority of the learners have a good command of the vocabulary or structure.

Run And Fetch!

Drill the vocabulary and line learners up in teams at one end of the classroom (this activity works best in a large room or outside). The teacher then places the flash cards on the floor in random order. The teacher calls out the vocabulary on one of the cards, e.g. 'rabbit' and then a learner from each team (at the same time) races to find the correct flash card. When the learner finds the appropriate card they then give it to the teacher and say the appropriate word or sentence. Emphasis here, is placed equally on their correct pronunciation, as it is on recognising the word. Then a point is awarded. If two learners pick up the same flash card at the same time, the best way to decide the winner is to use the rock, paper, scissors method.

Pairs

This game requires two sets of identical picture or word cards. Two identical sets of cards are stuck in random order face down on the whiteboard. Learners (either individually or in teams) take it in turns to approach the board and overturn two cards. If they make a pair they win a point for their team. Continue until all cards have been matched.

Whispers/Slap The Card!

Once a set of flash cards has been drilled they can be stuck in random order on the whiteboard.

Learners are divided into groups and asked to form lines running from the back of the classroom to the front. The last learners in line approach the teacher who whispers one of the words to them.

The learners race back to their teams and whisper it to the next learner in line. This is repeated –the learner at the other end of the line runs and slaps the corresponding flash card. The first one to do so wins a point for their team. That learner then goes to the back of the line and the process is repeated.

High Frequency Words

Dry Erase Boards

Write the word over and over until it is learned, erasing each time. This is a writing task, not a copying task. If the learner is using paper and pencil, fold the paper over each time or use another paper or card to cover the previous word. If the learner needs a model to start with, provide it. Then cover it and allow the learner to peek if necessary. Then remove it altogether.

Find and Frame

After a learner reads a text/passage, ask him/her to frame one or two high frequency words.

HFW Swat

Write a list of HFWs on the board. Divide the class into two teams. Give a flyswatter to the first learner in each team. Say a sentence that includes one of the words. The first learner to touch the correct word earns a point for his/her team.

Highlight HFWs

Have learners go through books, worksheets, posters, etc. and highlight the HFWs of the week.

Making Sentences

Start by giving each learner 2 cards face down. Each learner thinks of a sentence that uses those two words. When a learner recites his/her sentence, ask the class, "Can we guess what the two words are?" Learners may look at the word wall for help. Gradually move up to more words.

Assessment

Continuous Assessment

Continuous Assessment for *UAE Phonics* is exclusively assessed through the *UAE Phonics Outcome Tracker*.

This continuous assessment tool is designed to give continual, linearly comparable information to both teacher and student, regarding each learner's progress towards foundational Level 1 outcomes.

There are four Outcome Tracker points across the academic year, two in Term 1 and one each in Terms 2 and 3. In Term 2, the Outcome Tracker covers syllabus content from Units 15-23 and is aligned to Level 1 NELCF student learning outcomes.

In Term 2, the Outcome Tracker has three separate elements:

- Listening
- Writing
- Reading and Speaking

In Term 3 a fourth element will be added to the Outcome Tracker, *Observational Assessment*, this will relate to continually observable indicators that students demonstrate during classroom activities regarding listening comprehension, speaking fluency and speaking interaction and production. In Terms 1 and 2, the relevant NELCF outcomes for the *Observational Assessment* are not sufficiently covered for it to be introduced.

The *UAE Phonics Outcome Tracker* is designed to fulfill a summative purpose whilst also retaining a formative function.

Summative Purpose:

- Students' receptive and productive language skills are assessed through valid and highly reliable assessment tools.
- Student learning outcomes that are not typically assessed through formal end of learning assessments are equitably assessed.
- Teachers can report on the achievement of individual students at periodic times as they work towards the relevant student learning outcomes.

Formative Function:

- The *UAEP T2 Outcome Tracker* Excel file creates individual student reports that can be shared with both students and parents so that they can identify and address their weaknesses.
- Analytics in the *UAEP T2 Outcome Tracker* Excel file give the teacher visually clear, linearly comparable data sets so that individual and group weaknesses can be identified and addressed during delivery of the academic programme.

End of Learning Assessments

Receptive Language Skills:

Students enrolled in UAE Phonics will take End of Term assessments in Terms 1, 2 and 3. These assessments will focus on content from the syllabus from that term and address comprehension-based outcomes. There are separate assessments for listening and reading.

Productive Language Skills:

UAE Phonics (En1.1) is exclusively aligned to Level 1 NELCF learning outcomes and will NOT have End of Learning exams for productive language skills (writing and speaking). The rationale for this is that there are minimal elements of the NELCF supplementary syllabus that are marked as '*Understand and Use*'. Productive language skills are assessed through continuous assessment, where tasks can be scaffolded and supported by the teacher.

Formative Assessment:

Formative assessment identifies issues in classroom work and student performance and leads to short-term, informed changes and decisions in the teaching and learning process. Formative assessment is the feedback tool that facilitates adaptive and effective learning. The effective implementation of *Assessment for Learning* and *Assessment as Learning* in day-to-day classroom practices is key to academic achievement. Consequently, in support of fostering the spirit of formative assessment in the classroom, the Cycle 1 English Language Assessment team have produced a Cycle 1 specific '*Formative Assessment Toolkit*'. We hope that the strategies and materials included in this toolkit will complement Cycle 1 teachers' own perspectives of and approaches to formative assessment. The '*Formative Assessment Toolkit*' can be found on SharePoint.

Answer Key – Term 1

Unit 1

Page 3, Activity 1

Learners trace the lines.

Page 4, Activity 1

1. b 2. a 3. b 4. a 5. c 6. c

Page 5, Activity 2

Learners' own.

Page 5, Activity 3



Page 5, Activity 4

Learners' own.

Unit 2

Page 6, Activity 1

No answers required.

Page 6, Activity 2

Learners colour 's' (five of them).

Page 6, Activity 3

1. snake 2. spoon

Page 6, Activity 4

Learners circle the corresponding letters.

Page 7, Activity 5

Learners trace and write the letters using correct letter formation.

Page 7, Activity 6

No answers required.

Page 7, Activity 7

No answers required.

Page 7, Activity 8

No answers required.

Page 8, Activity 1

No answers required.

Page 8, Activity 2

1. A 2. a

Page 8, Activity 3

1. apple 2. axe 3. arrow 4. ant

Page 9, Activity 4

| |
|--|
| Learners trace and write the letters using correct letter formation. |
| Page 9, Activity 5 |
| Learners colour A a (five of them). |
| Page 9, Activity 6 |
| No answers required. |
| Page 10, Activity 1 |
| Learners trace the number 1. |
| Page 10, Activity 2 |
| Learners colour the number 1. |
| Page 10, Activity 3 |
| Learners colour 1 star. |
| Page 10, Activity 4 |
| Learners draw 1 apple. |
| Page 11, Activity 1 |
| 1. a 2. s 3. A 4. S |
| Page 11, Activity 2 |
| Learners colour the matching pictures. |
| Unit 3 |
| Page 13, Activity 1 |
| No answers required. |
| Page 13, Activity 2 |
| Learners colour T t (five of them). |
| Page 13, Activity 3 |
| Learners circle: tap, ten, tiger, tree |
| Page 14, Activity 4 |
| Learners trace and write the letters using correct letter formation. |
| Page 14, Activity 5 |
| Learners' own answers. |
| Page 15, Activity 1 |
| No answers required. |
| Page 15, Activity 2 |
| Learners colour P p (seven of them). |
| Page 15, Activity 3 |
| Learners match words to pictures. |
| Page 16, Activity 4 |
| Learners trace and write the letters using correct letter formation. |
| Page 16, Activity 5 |
| 1. pink 2. pot |
| Page 16, Activity 6 |
| Learners sing the song. |
| Page 17, Activity 1 |
| No answers required. |
| Page 17, Activity 2 |
| 1. san 2. sat 3. sap |
| Page 17, Activity 3 |
| No answers required. |
| Page 18, Activity 1 |
| Learners trace the number 2. |
| Page 18, Activity 2 |

Learners colour the number 2.

Page 18, Activity 3

Learners colour two stars.

Page 18, Activity 4

Learners' own answers.

Page 19, Activity 1

1. t 2. p 3. T 4. P

Page 19, Activity 2

1. p 2. p 3. t 4. t 5. t 6. p 7. p 8. t

Page 19, Activity 3

Learners' own answers.

Unit 4

Page 21, Activity 1

Learners' own answers.

Page 21, Activity 2

1. iguana 2. in 3. ink 4. igloo

Page 21, Activity 3

Learners colour the letter I i (six of them).

Page 22, Activity 4

Learners trace and write the letter I i.

Page 22, Activity 5

Learners match the words to the pictures.

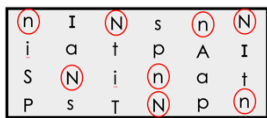
Page 22, Activity 6

Learners colour the pictures and say the words.

Page 23. Activity 1

No answers required.

Page 23. Activity 2



Page 23. Activity 3



Page 24, Activity 4

Learners trace and write the letters using correct letter formation.

Page 24, Activity 5

1. nine 2. nuts 3. nose 4. net

Page 24, Activity 6

Learners chant the phonics chant.

Page 24, Activity 7

Learners recite the chant in four different ways; slowly, quickly, loudly, quietly

Page 25, Activity 1

1. p...i...n = pin 2. a...n...t = ant

Page 25, Activity 2

1. sit 2. tap

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| Page 25, Activity 3 |
| Learners' own answers. |
| Page 26, Activity 1 |
| Learners trace the number 3. |
| Page 26, Activity 2 |
| Learners colour the number 3. |
| Page 26, Activity 3 |
| Learners colour 3 stars. |
| Page 26, Activity 4 |
| Learners draw 3 igloos. |
| Page 27, Activity 1 |
| 1. n 2. i 3. N 4. l |
| Page 27, Activity 2 |
| in, n...ip, a, net, s, t...an, pit, igloo |
| Page 27, Activity 3 |
| Learners play the game and say the correct sounds or words. |
| Unit 5 |
| Page 29, Activity 1 |
| No answers required. |
| Page 29, Activity 2 |
| Learners colour the monkeys with M m (five of them). |
| Page 29, Activity 3 |
| Learners match the words to the pictures. |
| Page 30, Activity 4 |
| Learners trace and write the letters. |
| Page 30, Activity 5 |
| 1. man 2. melon 3. moon 4. mop |
| Page 30, Activity 6 |
| Learners chant. |
| Page 30, Activity 7 |
| Learners recite the chant in four different ways; slowly, quickly, loudly, quietly |
| Page 31, Activity 1 |
| No answers required. |
| Page 31, Activity 2 |
| 1. dog 2. desk 3. duck 4. doll |
| Page 31, Activity 3 |
| 1. doll 2. desk 3. duck 4. dog |
| Page 32, Activity 4 |
| Learners trace and write the letters. |
| Page 32, Activity 5 |
| Learners play the game and say the correct sounds or words. |
| Page 33, Activity 1 |
| 1. d 2. m 3. p 4. n |
| Page 33, Activity 2 |
| 1. s 2. n 3. t |
| Page 33, Activity 3 |
| 1. mop 2. dog 3. ink |
| Page 34, Activity 1 |
| Learners match the numbers to the words. |

Page 34, Activity 2

Learners' own answers.

Page 34, Activity 3

1. 2 2. 3 3. 1 4. 3 5. 1

Page 35, Activity 1

1. M 2. d 3. m 4. d

Page 35, Activity 2

1. moon 2. desk 3. man 4. duck

Page 35, Activity 3

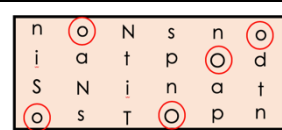
Blue: duck, doll, desk Red: man, moon, mop

Unit 6

Page 37, Activity 1

No answers required.

Page 37, Activity 2



Page 37, Activity 3

1. orange 2. on 3. olives 4. octopus

Page 38, Activity 4

Learners trace and write the letters using correct letter formation.

Page 38, Activity 5

Learners play and make the correct sounds and say the correct words.

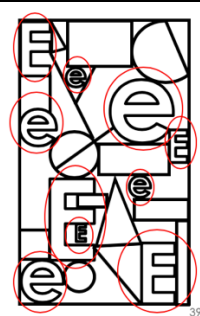
Page 39, Activity 1

No answers required.

Page 39, Activity 2

1. elbow 2. exit 3. egg 4. elephant

Page 39, Activity 3



Page 40, Activity 4

Learners trace and write the letter using the correct letter formation.

Page 40, Activity 5

Learners chant.

Page 40, Activity 6

Learners think of, and use actions for each of the vocabulary words included in the chant.

Page 41, Activity 1

1. t 2. n 3. k 4. n

Page 41, Activity 2

1. sit 2. pot 3. net

| |
|--|
| Page 41, Activity 3 |
| 1. dog 2. ten 3. tap |
| Page 42, Activity 1 |
| Learners trace the number using correct number formation. |
| Page 42, Activity 2 |
| Learners colour the number 4. |
| Page 42, Activity 3 |
| Learners colour 4 stars. |
| Page 42, Activity 4 |
| Learners draw 4 eggs. |
| Page 43, Activity 1 |
| 1. o 2. e 3. o 4. e |
| Page 43, Activity 2 |
| 1. e 2. o 3. o 4. e 5. o 6. e 7. e 8. o |
| Page 43, Activity 3 |
| Learners' own answers. |
| Unit 7 |
| Page 45, Activity 1 |
| No answers required. |
| Page 45, Activity 2 |
| 1. can 2. cup 3. camel 4. cat |
| Page 45, Activity 3 |
| 1. can 2. cat 3. camel 4. cup |
| Page 46, Activity 1 |
| Learners trace and write the letters using the correct letter formation. |
| Page 46, Activity 2 |
| No answers required. |
| Page 46, Activity 3 |
| 1. cup 2. camel 3. cat 4. can |
| Page 47, Activity 1 |
| No answers required. |
| Page 47, Activity 2 |
| Learners match the words to the pictures. |
| Page 47, Activity 3 |
| 1. kid 2. king 3. key 4. kite |
| Page 48, Activity 1 |
| Learners trace and write the letters using the correct letter formation. |
| Page 48, Activity 2 |
| 1. key 2. kite 3. kid 4. king |
| Page 48, Activity 3 |
| 1. king 2. kid 3. key 4. kite |
| Page 49, Activity 1 |
| No answers required. |
| Page 49, Activity 2 |
| neck, sock, duck, back, tick |
| Page 49, Activity 3 |
| Learners' own answers. |
| Page 50, Activity 1 |
| 1. desk, doll 2. cat, camel |

Page 50, Activity 2

1. sit, sun 2. key, kite 3. moon, mop

Page 50, Activity 3

1. tiger, taps, tree, ten, times 2. slow, snake, sits, spoon, sun

Page 50, Activity 4

1. octopus 2. pot

Page 51, Activity 1

Learners trace and write the number using correct formation.

Page 51, Activity 2

Learners colour the number 5.

Page 51, Activity 3

Learners colour 5 stars.

Page 51, Activity 4

Learners draw 5 clocks.

Page 52, Activity 1

1. k 2. ck 3. c 4. ck

Page 52, Activity 2

Red: can, cup, camel. Yellow: key, kite. Green: clock.

Page 52, Activity 3

1. 3 2. 2 3. 1

Page 52, Activity 4

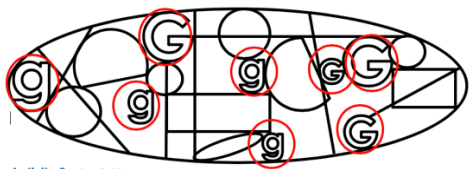
1. ck 2. k 3. k 4. c 5. ck 6. ck

Unit 8

Page 54, Activity 1

No answers required.

Page 54, Activity 2



Page 54, Activity 3

1. gift 2. gate 3. gorilla 4. girl

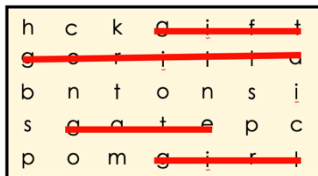
Page 55, Activity 4

Learners trace and write the letters using correct formation.

Page 55, Activity 5

1. gate 2. gift 3. girl 4. gorilla

Page 55, Activity 6



Page 56, Activity 1

No answers required.

Page 56, Activity 2

Learners match words to word shapes.

Page 56, Activity 3

| |
|---|
| 1. under 2. upstairs 3. up 4. umbrella |
| Page 56, Activity 4 |
| Learners chant. |
| Page 57, Activity 5 |
| Learners trace and write letters using the correct formation. |
| Page 57, Activity 6 |
| Learners play the game making the correct sounds and saying the words. |
| Page 58, Activity 1 |
| tap – map, gap net – pet, set mop – top, pop kid – mid, did |
| Page 58, Activity 2 |
| Learners paste word families in coursebook. |
| Page 58, Activity 3 |
| 1. -an 2. -en 3. -ock |
| Page 59, Activity 1 |
| Learners trace number using the correct formation. |
| Page 59, Activity 2 |
| Learners colour the box with number 6. |
| Page 59, Activity 3 |
| Learners colour 6 stars. |
| Page 59, Activity 4 |
| Learners draw 6 gifts. |
| Page 60, Activity 1 |
| 1. g 2. u 3. u 4. g |
| Page 60, Activity 2 |
| 1. gate 2. gorilla 3. girl 4. gift 5. umbrella 6. upstairs 7. up 8. under |
| Page 60, Activity 3 |
| Learners' own answers. |
| Unit 9 |
| Page 62, Activity 1 |
| No answers required. |
| Page 62, Activity 2 |
| 1. rain 2. run 3. robot 4. red |
| Page 62, Activity 3 |
| Learners' practise tongue twisters. |
| Page 62, Activity 4 |
| Learners' practise tongue twisters; slowly, quickly, quietly, loudly |
| Page 63, Activity 5 |
| Learners trace and write letter using the correct formation. |
| Page 63, Activity 6 |
| 1. rain 2. run 3. red 4. robot |
| Page 63, Activity 7 |
| Red: rain, robot |
| Page 64, Activity 1 |
| No answers required. |
| Page 64, Activity 2 |
| 1. hand 2. hat 3. heart 4. hen |
| Page 65, Activity 3 |
| Learners trace and write letter using the correct formation. |
| Page 65, Activity 4 |

| |
|--|
| 1. heart 2. hen 3. hat 4. hand |
| Page 65, Activity 5 |
| 1. hand 2. heart 3. hat 4. hen |
| Page 66, Activity 1 |
| No answers required. |
| Page 66, Activity 2 |
| 1. -et, pet, set, net, get 2. -it, bit, pit, sit, hit 3. -ot, tot, dot, pot, rot 4. -ut, gut, cut, put, nut |
| Page 66, Activity 3 |
| No answers required. |
| Page 66, Activity 4 |
| -at: mat, cat -et: net, pet -it: kit, sit -ot: pot, dot -ut: cut, nut |
| Page 67, Activity 1 |
| Learners match pictures to number words. |
| Page 67, Activity 2 |
| 1, 2, 3, 4, 5, 6 |
| Page 67, Activity 3 |
| Learners match and paste pictures. |
| Page 68, Activity 1 |
| 1. h 2. r 3. r 4. h |
| Page 68, Activity 2 |
| 1. run 2. hat 3. red 4. hand |
| Page 68, Activity 3 |
| Learners' own answers. |
| Unit 10 |
| Page 70, Activity 1 |
| No answers required. |
| Page 70, Activity 2 |
| 1. bat 2. bike. 3. bird 4. bag |
| Page 70, Activity 3 |
| Learners sing. |
| Page 71, Activity 4 |
| Learners trace and write letters using the correct formation. |
| Page 71, Activity 5 |
| 1. bat 2. bag 3. bird 4. bike |
| Page 71, Activity 6 |
| 1. bike 2. bag 3. bird 4. bat |
| Page 72, Activity 1 |
| No answers required. |
| Page 72, Activity 2 |
| Learners' own answers. |
| Page 73, Activity 3 |
| Learners trace and write the letters using the correct formation. |
| Page 73, Activity 4 |
| Learners match the sentences to the pictures, then colour them the correct colours. |
| Page 73, Activity 5 |

1. jam 2. jacket 3. jug 4. jet

Page 74, Activity 1

Learners colour the picture and circle -un

Page 74, Activity 2

s - u - n = sun

Page 74, Activity 3

Learners colour 'run'



Page 75, Activity 1

Learners trace and write the number using the correct formation.

Page 75, Activity 2

Learners colour the number 7.

Page 75, Activity 3

Learners colour 7 stars.

Page 75, Activity 4

Learners draw 7 birds.

Page 76, Activity 1

1. j 2. b 3. b 4. j

Page 76, Activity 2

1. jug 2. bike 3. bird 4. jet 5. jacket 6. bag 7. bat 8. jam

Unit 11

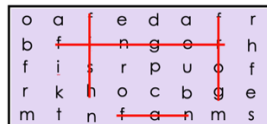
Page 78, Activity 1

No answers required.

Page 78, Activity 2

1. fan 2. fish 3. frog 4. finger

Page 78, Activity 3



Page 79, Activity 4

Learners trace and write the letter using the correct formation.

Page 79, Activity 5

1. frog 2. fish 3. finger 4. fan

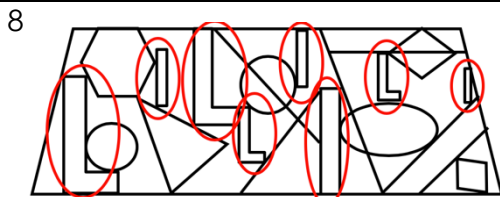
Page 79, Activity 6

1. Yes 2. No 3. No 4. Yes

Page 80, Activity 1

No answer required.

Page 80, Activity 2



Page 80, Activity 3

1. leg 2. leaf 3. lemon 4. lion

| |
|--|
| Page 81, Activity 4 |
| Learners trace and write the letter using the correct formation. |
| Page 81, Activity 5 |
| 1. leaf 2. leg 3. lion 4. lemon |
| Page 81, Activity 6 |
| Learners adapt chant to incorporate i phonics vocabulary. |
| Page 81, Activity 7 |
| Learners' own answers. |
| Page 82, Activity 1 |
| No answers required. |
| Page 82, Activity 2 |
| Learners play the game and make the sounds and say the words. |
| Page 83, Activity 1 |
| Learners colour the picture and circle -at. |
| Page 83, Activity 2 |
| b-a-t - bat |
| Page 83, Activity 3 |
| Learners colour cat and hat. |
| Page 84, Activity 1 |
| Learners trace and write the number using the correct formation. |
| Page 84, Activity 2 |
| Learners colour the number 8. |
| Page 84, Activity 3 |
| Learners colour 8 stars. |
| Page 84, Activity 4 |
| Learners draw 8 balls. |
| Page 85, Activity 1 |
| 1. f 2. l 3. f 4. l |
| Page 85, Activity 2 |
| Learners circle the correct pictures. |
| Page 85, Activity 3 |
| Learners' own answers. |
| Unit 12 |
| Page 87, Activity 1 |
| No answers required. |
| Page 87, Activity 2 |
| Learners play the game and complete the tasks. |
| Page 88, Activity 3 |
| Learners trace and write the letter using the correct formation. |
| Page 88, Activity 4 |
| Learners match the words to the correct word shapes. |
| Page 88, Activity 5 |
| 1. violin 2. vase 3. vet 4. van |
| Page 89, Activity 1 |
| No answers required. |
| Page 89, Activity 2 |
| 1. web 2. wall 3. watch 4. window |
| Page 90, Activity 3 |
| Learners trace and write the letter using the correct formation. |

Page 90, Activity 4

1. wall 2. watch 3. window 4. web

Page 90, Activity 5

1. window 2. web 3. wall

Page 90, Activity 6

4. watch

Page 91, Activity 1

1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. Yes 7. No 8. No

Page 91, Activity 2

1. hat – cat – bat 2. hen – ten – pen 3. can – fan – van

Page 92, Activity 1

Learners trace the number using the correct formation.

Page 92, Activity 2

Learners colour the number 9.

Page 92, Activity 3

Learners colour 9 stars.

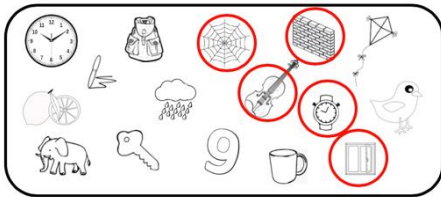
Page 92, Activity 4

Learners draw 9 windows.

Page 93, Activity 1

1. v 2. w 3. w 4. v

Page 93, Activity 2



Page 93, Activity 3

1. 1 2. 4

Page 93, Activity 4

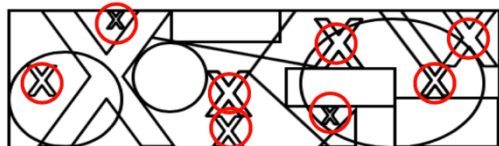
Learners practise tongue twisters.

Unit 13

Page 95, Activity 1

No answers required.

Page 95, Activity 2



Page 95, Activity 3

1. box 2. six 3. x-ray 4. fox

Page 96, Activity 4

Learners trace and write the letters using the correct formation.

Page 96, Activity 5

1. six 2. x-ray 3. box 4. fox

Page 96, Activity 6

No answers required.

Page 96, Activity 7

Learners incorporate x vocabulary word into chant from Unit 5.

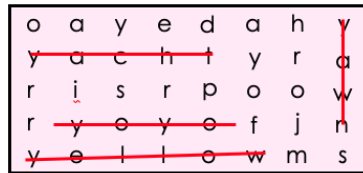
Page 97, Activity 1

No answers required.

Page 97, Activity 2

1. yo-yo 2. yellow 3. yawn 4. yacht

Page 97, Activity 3



Page 98, Activity 4

Learners trace and write the letters using the correct formation.

Page 98, Activity 5



Page 98, Activity 6

yacht, yellow, yo-yo, yawn (in any order)

Page 99, Activity 1

Learners match the sentences to the pictures.

Page 99, Activity 2

1. fish 2. yo-yo 3. jet

Page 99, Activity 3

1. coffee 2. gorilla 3. lion

Page 100, Activity 1

Learners trace and write the number using the correct formation.

Page 100, Activity 2

Learners colour the number 10.

Page 100, Activity 3

Learners colour 10 stars.

Page 100, Activity 4

Learners draw 10 yo-yos.

Page 101, Activity 1

1. y 2. x 3. y 4. x

Page 101, Activity 2

Learners play the game and correctly make the sounds and say the words.

Unit 14

Page 103, Activity 1

No answers required.

Page 103, Activity 2

1. zero 2. zebra 3. zigzag 4. zoo

Page 103, Activity 3

Learners sing.

Page 104, Activity 4

| | | | | |
|---|---|---|---|----|
| Learners trace and write the letters using the correct formation. | | | | |
| Page 104, Activity 5 | | | | |
| Learners match the words to the correct word shapes. | | | | |
| Page 104, Activity 6 | | | | |
| 1. zigzag 2. zoo 3. zero 4. zebra | | | | |
| Page 105, Activity 1 | | | | |
| No answers required. | | | | |
| Page 105, Activity 2 | | | | |
| Learners play the game and do the tasks. | | | | |
| Page 106, Activity 1 | | | | |
| No answers required. | | | | |
| Page 106, Activity 2 | | | | |
| 1. queen 2. quiet 3. question 4. quilt | | | | |
| Page 106, Activity 3 | | | | |
| 1. quilt 2. quiet 3. queen 4. question | | | | |
| Page 107, Activity 4 | | | | |
| Learners trace and write the letters using the correct formation. | | | | |
| Page 107, Activity 5 | | | | |
| 1. quilt 2. question 3. queen 4. quiet | | | | |
| Page 107, Activity 6 | | | | |
| Learners practise with a partner. | | | | |
| Page 108, Activity 1 | | | | |
| 4 | 1 | | | |
| 3 | 2 | | | |
| Page 108, Activity 2 | | | | |
| 1. I can see a cat. 2. This is a big box. | | | | |
| Page 108, Activity 3 | | | | |
| Learners' own answers. | | | | |
| Page 109, Activity 1 | | | | |
| Learners paste the numbers correctly. | | | | |
| Page 109, Activity 2 | | | | |
| 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | | | | |
| Page 109, Activity 3 | | | | |
| 6 | 9 | 4 | 8 | 1 |
| 3 | 7 | 5 | 2 | 10 |
| Page 110, Activity 1 | | | | |
| 1. qu 2. z 3. z 4. qu | | | | |
| Page 110, Activity 2 | | | | |
| 1. question 2. zigzag 3. queen 4. puzzle 5. zebra 6. pizza | | | | |

Answer Key – Term 2

| |
|---|
| Unit 15 |
| Page 2, Activity 1 |
| Learners sing the song. |
| Page 2, Activity 2 |
| Learners say the letters. |
| Page 2, Activity 3 |
| 1. h, l, j, k, l 2. a, b, c, d, e 3. r, s, t, u, v |
| Page 2, Activity 4 |
| 1. b, e, g 2. a, i, p 3. n, s, v |
| Page 3, Activity 5 |
| Learners write the missing upper- and lower-case letters. |
| Page 3, Activity 6 |
| Learners name all the pictures. |
| Page 4, Activity 1 |
| Learners find the numbers 1-10. |
| Page 4, Activity 2 |
| 1. 1, 2, 3 2. 3, 4, 5 3. 5, 6, 7 4. 8, 9, 10 |
| Page 4, Activity 3 |
| 7 bats, 6 apples, 4 cats, 3 vans, 2 suns |
| Page 5, Activity 1 |
| Learners match the phrases to the pictures. |
| Unit 16 |
| Page 6, Activity 1 |
| No answers required. |
| Page 6, Activity 2 |
| 1. chair 2. cheese |
| Page 6, Activity 3 |
| No answers required. |
| Page 6, Activity 4 |
| 1. chair 2. cheese |
| Page 7, Activity 1 |
| No answers required. |
| Page 7, Activity 2 |
| Learners colour the red part of the UAE flag. |
| Page 7, Activity 3 |
| Learners trace the circles. |
| Page 7, Activity 4 |
| Learners write the words. |
| Page 7, Activity 5 |
| Learners draw wheels on the bikes. |
| Page 8, Activity 1 |
| Learners find and colour the number 11. |
| Page 8, Activity 2 |
| Learners colour 11 spots on the giraffe. |
| Page 8, Activity 3 |

n j k s u p l e l e v e n j s h d f u

Page 8, Activity 4

Learners write the word.

Page 8, Activity 5

11

Page 9, Activity 1

No answers required.

Page 9, Activity 2

Learners colour the words and practise saying them with a partner.

Page 9, Activity 3

Learners circle the High Frequency Words.

Page 9, Activity 4

Learners match the words to the shapes.

Page 9, Activity 5

1. My snake is red and black.
2. I want a big pot.
3. He said hello.
4. The water is cold.
5. We go to school.

Page 9, Activity 6

Learners write the words.

Page 10, Activity 1

Learners' own answers.

Page 10, Activity 2



Page 10, Activity 3

Learners' own answers.

Page 11, Activity 1

1. cheese
2. circle
3. chair
4. red

Page 11, Activity 2

Learners play BINGO.

Unit 17

Page 12, Activity 1

| |
|---|
| No answers required. |
| Page 12, Activity 2 |
| 1. shark 2. shoes |
| Page 12, Activity 3 |
| 1. shark 2. shoes |
| Page 12, Activity 4 |
| Learners practise saying the sh sound. |
| Page 12, Activity 5 |
| Learners practise saying the sh tongue twister. |
| Page 13, Activity 1 |
| No answers required. |
| Page 13, Activity 2 |
| Learners colour the sky blue. |
| Page 13, Activity 3 |
| Learners trace the shapes. |
| Page 13, Activity 4 |
| Learners write the words. |
| Page 13, Activity 5 |
| Learners draw square windows. |
| Page 14, Activity 1 |
| Learners find and colour 12. |
| Page 14, Activity 2 |
| Learners colour 12 spots on the giraffe. |
| Page 14, Activity 3 |
| k s p t e m n j s h t <u>w e l v e</u> d f |
| Page 14, Activity 4 |
| Learners write twelve. |
| Page 14, Activity 5 |
| 12 |
| Page 15, Activity 1 |
| No answers required. |
| Page 15. Activity 2 |
| Learners colour the words and practise saying them with a partner. |
| Page 15. Activity 3 |
| Learners circle the High Frequency Words. |
| Page 15. Activity 4 |
| Learners match the words to the shapes. |
| Page 15, Activity 5 |
| 1. There is a bag <u>o</u> f sand. 2. <u>I</u> like apples. 3. <u>He</u> can run fast. 4. The bird is <u>i</u> n the tree. 5. <u>She</u> swims on Saturday. |
| Page 15, Activity 6 |
| Learners write the words. |
| Page 16, Activity 1 |
| Learners' own answers. |
| Page 16, Activity 2 |

Learners' own answers.

Page 16, Activity 3

1. There is a red car.
2. The boy has a blue bag.
3. They all have shoes.
4. The man has a whistle.
5. The windows are rectangles.

Page 17, Activity 1

Learners draw lines to the sharks with High Frequency Words.

Page 17, Activity 2

Learners' own answers.

Unit 18

Page 18, Activity 1

No answers required.

Page 18, Activity 2

1. No
2. Yes
3. Yes
4. No

Page 18, Activity 3

1. think
2. thumb

Page 18, Activity 4

Learners practise the th tongue twister.

Page 19, Activity 1

No answers required.

Page 19, Activity 2

Learners colour the rest of the tree green.

Page 19, Activity 3

Learners trace the triangles.

Page 19, Activity 4

Learners write the words.

Page 19, Activity 5

Learners draw ears on the cats.

Page 20, Activity 1

Learners find and colour 13.

Page 20, Activity 2

Learners colour 13 spots on the giraffe.

Page 20, Activity 3

k thirteen m p thirts y t

Page 20, Activity 4

Write thirteen.

Page 20, Activity 5

13

Page 21, Activity 1

No answers required.

Page 21, Activity 2

Learners colour the words and practise saying them with a partner.

Page 21, Activity 3

| | | | | | | |
|---|---|---|---|---|---|---|
| h | c | y | o | u | s | d |
| l | t | r | i | m | l | a |
| b | n | t | o | n | a | t |
| s | b | w | a | s | p | c |
| p | o | f | h | e | y | i |

Page 21, Activity 4

1. you 2. was 3. they 4. it 5. on

Page 21, Activity 5

1. Can she sit on a tiger?
2. Put it in the igloo.
3. They have blue dolls.
4. There was a big camel.
5. Do you have a green cup?

Page 21, Activity 6

Learners write the words.

Page 22, Activity 1



Page 22, Activity 2

1. It is an elephant.
2. There is a zebra.
3. I can see a lion.
4. The girl is at the zoo.
5. It is a tiger.

Page 22, Activity 3

1. No 2. Yes 3. Yes 4. No 5. No

Page 23, Activity 1

1. think 2. thumb 3. green 4. thirteen

Page 23, Activity 2

Learners play the game.

Unit 19

Page 24, Activity 1

No answers required.

Page 24, Activity 2

1. She has a ring on her finger.
2. The king is on a swing.

Page 24, Activity 3

1. swing
2. ring

Page 24, Activity 4

Learners practise the ng chant.

Page 24, Activity 5

Learners practise the chant in different ways.

Page 25, Activity 1

No answers required.

Page 25, Activity 2

Learners colour the baby ducks yellow.

Page 25, Activity 3

Learners trace the rectangles.

Page 25, Activity 4

1. yellow
2. rectangle

Page 25, Activity 5

Learners draw doors on the buildings.

Page 26, Activity 1

Learners find and colour 14 (5 of them).

Page 26, Activity 2

Learners colour 14 spots on the giraffe.

Page 26, Activity 3



Page 26, Activity 4

Learners write fourteen.

Page 26, Activity 5

15

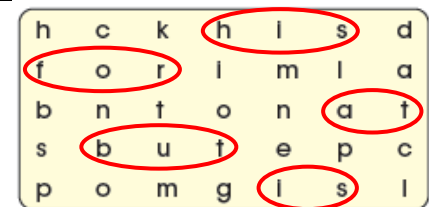
Page 27, Activity 1

No answers required.

Page 27, Activity 2

Learners colour the words and practise saying them with a partner.

Page 27, Activity 3



Page 27, Activity 4

for – 2, his – 4, but – 1, at – 3, is – 5

Page 27, Activity 5

1. The snake is in the tree.
2. He can run but he cannot fly.

3. They play at the park.
4. What are you looking for?
5. Ali plays with his toy car.

Page 27, Activity 6

Learners write the words.

Page 28, Activity 1

Learners' own answers.

Page 28, Activity 2

1. Yes
2. No
3. Yes

Page 28, Activity 3

1. There is a red apple.
2. The sky is blue.
3. The girl has red shoes.
4. There are two hens.

Page 29, Activity 1

Learners practise saying the sounds.

Page 29, Activity 2

1. d
2. e
3. o
4. e

Page 29, Activity 3

Learners count the shapes and paste the correct number on the shapes.

Page 29, Activity 4

Learners colour the pictures using the colour key.

Unit 20

Page 30, Activity 1

No answers required.

Page 30, Activity 2

1. phone
2. photo *(can be in any order)*

Page 30, Activity 3

1. a
2. b
3. a

Page 31, Activity 1

No answers required.

Page 31, Activity 2

Learners colour the shoes orange.

Page 31, Activity 3

Learners trace the stars.

Page 31, Activity 4

1. star
2. orange

Page 31, Activity 5

Learners draw some stars in the sky.

Page 32, Activity 1

Learners find and colour 15 (6 of them).

Page 32, Activity 2

Learners colour 15 spots on the giraffe.

Page 32, Activity 3

w b f l f t e e m v f y t e e n p q w f o f l
f t e n n s o p a f l f t e e n n e j g y

Page 32, Activity 4

15

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Page 32, Activity 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| fifteen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No answers required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. a 2. a 3. th 4. e 5. th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| that – 4, with – 2, can – 5, we – 1, all – 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. The baby sleeps <u>all</u> night. 2. <u>We</u> go to school every day. 3. She <u>can</u> eat melon. 4. I play <u>with</u> my mother. 5. <u>That</u> is a big tree. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners write the words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 33, Activity 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners practise saying the words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 34, Activity 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Yes 2. No 3. Yes 4. No 5. Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 34, Activity 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. blue 2. six 3. circle 4. red 5. green | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 35, Activity 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners use the key to colour the picture. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 35, Activity 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners practise asking and answering questions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Unit 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 36, Activity 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No answers required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 36, Activity 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <tr><td>h</td><td>c</td><td>w</td><td>h</td><td>a</td><td>t</td><td>d</td></tr> <tr><td>f</td><td>w</td><td>h</td><td>a</td><td>l</td><td>e</td><td>o</td></tr> <tr><td>w</td><td>h</td><td>i</td><td>t</td><td>e</td><td>w</td><td>t</td></tr> <tr><td>w</td><td>h</td><td>i</td><td>s</td><td>t</td><td>l</td><td>e</td></tr> <tr><td>p</td><td>o</td><td>m</td><td>w</td><td>h</td><td>y</td><td>l</td></tr> </table> <p>Other possible wh words: what, white, why</p> | h | c | w | h | a | t | d | f | w | h | a | l | e | o | w | h | i | t | e | w | t | w | h | i | s | t | l | e | p | o | m | w | h | y | l |
| h | c | w | h | a | t | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| f | w | h | a | l | e | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | h | i | t | e | w | t | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| w | h | i | s | t | l | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | o | m | w | h | y | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 36, Activity 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Yes, it is. 2. No, it isn't. 3. Yes, it is. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 36, Activity 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners practise the wh tongue twister. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 37, Activity 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No answers required. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 37, Activity 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners colour the chair pink. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 37, Activity 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learners trace the hearts. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 37, Activity 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. pink 2. blue | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Page 37, Activity 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| |
|--|
| Learners draw some hearts on the t-shirt. |
| Page 38, Activity 1 |
| Learners find and colour 16 (5 of them). |
| Page 38, Activity 2 |
| Learners colour 16 spots on the giraffe. |
| Page 38, Activity 3 |
| <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> zixteemdjyteenstxtoften nsos<u>sixteen</u>fejgyslxtee </div> |
| Page 38, Activity 4 |
| 16 |
| Page 38, Activity 5 |
| sixteen |
| Page 39, Activity 1 |
| No answers required. |
| Page 39, Activity 2 |
| 1. a 2. h 3. e 4. p 5. m |
| Page 39, Activity 3 |
| 1. had 2. her 3. are 4. up 5. my |
| Page 39, Activity 4 |
| 1. We <u>had</u> a big robot. 2. They <u>are</u> six years old. 3. This is <u>my</u> pink hat. 4. The boy climbs <u>up</u> the tree. 5. Is this <u>her</u> chair? |
| Page 39, Activity 5 |
| Learners write the words. |
| Page 39, Activity 6 |
| Learners practise saying the words. |
| Page 40, Activity 1 |
| Learners paste the correct sentences under the pictures. |
| Page 40, Activity 2 |
| 1. The umbrella is green. 2. The mother has pink shoes. 3. The boy has green shoes. |
| Page 41, Activity 1 |
| 1. had 2. my 3. are 4. up 5. her |
| Page 41, Activity 2 |
| Learners colour the pictures the correct colours. |
| Page 41, Activity 3 |
| 12, 16, 14, 11, 13, 15 |
| Unit 22 |
| Page 42, Activity 1 |
| No answers required. |
| Page 42, Activity 2 |
| Learners play the game. |
| Page 42, Activity 3 |
| oo – zoo, moon, pool, igloo, tooth oo – foot, book |
| Page 43, Activity 1 |

No answers required.

Page 43, Activity 2

Learners colour the umbrella purple.

Page 43, Activity 3

Learners trace the ovals.

Page 43, Activity 4

1. purple 2. oval

Page 43, Activity 5

Learners draw some oval eggs next to the chicken.

Page 44, Activity 1

Learners find and colour 17 (5 of them).

Page 44, Activity 2

Learners colour 17 spots on the giraffe.

Page 44, Activity 3

rgzlrsevenqlmvfyteenpq
wsevcmdseventeensop

Page 44, Activity 4

17

Page 44, Activity 5

There are seventeen books.

Page 45, Activity 1

No answers needed.

Page 45, Activity 2

1. ou 2. th 3. th 4. av 5. wh

Page 45, Activity 3

Learners' own answers.

Page 45, Activity 4

what, this

Page 45, Activity 5

1. Let's go out and play.
2. Is this your purple bag?
3. There is a ball under the table.
4. They have photos on their phones.
5. What colour is it?

Page 45, Activity 6

Learners write the words.

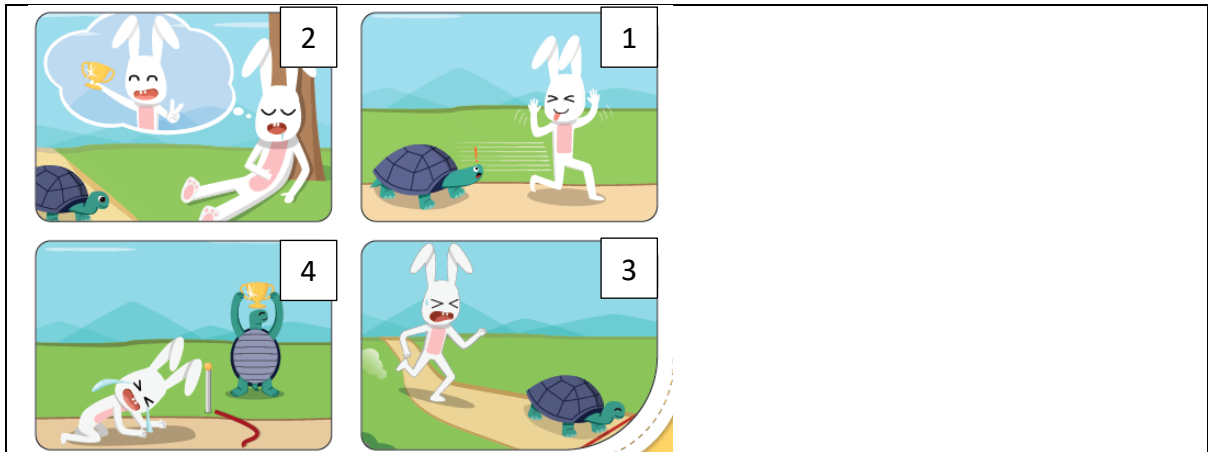
Page 46, Activity 1

Learners match the correct pictures to the words.

Page 46, Activity 2

Learners' own answers.

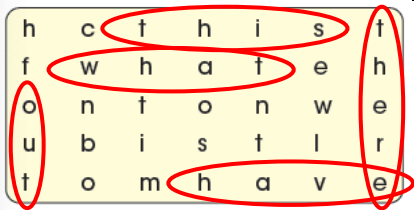
Page 46, Activity 3



Page 47, Activity 1

1. foot 2. pool 3. book 4. tooth

Page 47, Activity 2



Page 47, Activity 3

1. It is race day.
2. Turtle is very slow.
3. Rabbit rests under a tree.
4. Turtle wins a trophy.

Unit 23

Page 48, Activity 1

No answers required.

Page 48, Activity 2

Learners circle: cow, sound, out, cloud, how, mouse, owl

Page 48, Activity 3

1. owl, mouse
2. cow, cloud

Page 48, Activity 4

Learners' own answers.

Page 49, Activity 1

No answers required.

Page 49, Activity 2

Learners colour the bear brown.

Page 49, Activity 3

Learners trace the diamonds.

Page 49, Activity 4

1. brown
2. diamond

Page 49, Activity 5

Learners draw kites and colour them brown.

Page 50, Activity 1

Learners find and colour 18 (6 of them).

Page 50, Activity 2

Learners colour 18 spots on the giraffe.

Page 50, Activity 3

reightzlreighteenslelghl
phteenqlrveighteengzn

Page 50, Activity 4

18

Page 50, Activity 5

There are eighteen diamonds.

Page 51, Activity 1

No answer required.

Page 51, Activity 2

1. like 2. so 3. be 4. some 5. went

Page 51, Activity 3

Learners tick: like, some

Page 51, Activity 4

Learners' own answers.

Page 52, Activity 1

Learners' own answers.

Page 52, Activity 2

2. Bill the Bird

Page 52, Activity 3

1. What is Bill? Bill is a bird.
2. What colour are his feathers? His feathers are red, yellow and green.
3. What colour are his eyes? His eyes are blue.
4. What does Bill like? Bill likes to sing songs.

Page 52, Activity 4

Learners' own answers.

Page 53, Activity 1

1. mouse 2. cow 3. cloud 4. owl Learners then match to correct pictures.

Page 53, Activity 2

1. some 2. like 3. be 4. so 5. went

Page 53, Activity 3

1. brown 2. diamond 3. eighteen 4. mouse

Unit 24

Page 54, Activity 1

No answers required.

Page 54, Activity 2

1. toys 2. boil 3. coins 4. boy

Page 54, Activity 3

Learners tick: toys, boy

Page 55, Activity 1

No answers required.

Page 55, Activity 2

Learners circle pictures that are black and white.

Page 55, Activity 3

1. black 2. white 3. black 4. white 5. black, white

Page 56, Activity 1

Learners find and colour 19 (6 of them).

Page 56, Activity 2

Learners colour 19 spots on the giraffe.

Page 56, Activity 3

r n i n e t e e r i h n i n e t e e n g h l p
n i n e t e e n t e e n q l r v x g z n

Page 56, Activity 4

19

Page 56, Activity 5

There are nineteen hearts.

Page 57, Activity 1

No answers required.

Page 57, Activity 2

a t h u b u l
t w e r e o i
h o m e g d t
e n t n o t t
n l i t t l e

Page 57, Activity 3

1. go 2. were 3. little 4. not 5. Then

Page 57, Activity 4

Learners' own answers.

Page 58, Activity 1

Learners' own answers.

Page 58, Activity 2

1. Ahmed's 2. robot 3. Ali 4. red 5. ball

Page 58, Activity 3

Learners' own answers.

Page 59, Activity 1

1. boy 2. coins 3. toys 4. boils

Page 59, Activity 2

Learners play the same.

Unit 25

Page 60, Activity 1

Learners clap the syllables.

Page 60, Activity 2

1. 3 2. 1 3. 2

Page 60, Activity 3

1 syllable – star, whale, boy
2 syllables – diamond, thirteen, circle
3 syllables – seventeen, umbrella, rectangle

Page 61, Activity 4

Learners play BINGO.

Page 62, Activity 1

red, purple, brown, green, orange

Page 62, Activity 2

Learners' own answers.

Page 62, Activity 3

Learners colour the crayons the correct colours.

Page 63, Activity 1

1. oval 2. star 3. heart 4. diamond

Page 63, Activity 2

1. Yes 2. Yes 3. No 4. No

Page 63, Activity 3

circle, square, triangle, rectangle, star, heart, diamond, oval

Page 64, Activity 1

Learners find and colour 20 (8 of them).

Page 64, Activity 2

Learners colour 20 spots on the giraffe.

Page 64, Activity 3

n r t w e l v e h t h t w e n t y n g h l p
n t w e n t y l r v x t v e n t y n g t p

Page 64, Activity 4

20

Page 64, Activity 5

Suggested answer: There are twenty circles.

Page 65, Activity 1

No answers required.

Page 65, Activity 2

1. mum 2. as 3. no 4. one 5. them

Page 65, Activity 3

Learners tick: no, mum, as

Page 65, Activity 4

Learners' own answers.

Page 66, Activity 1

Learners' own answers.

Page 66, Activity 2

The title is Reading Stories. The title tells us the story is going to be about other stories.

Page 66, Activity 3

1. Zainab likes to read stories.
2. Zainab likes stories about dragons and castles.
3. She has many books at home.
4. Her father reads stories for her.
5. Her favourite story is Fox and his Box.

Audio Script – Term 1

| |
|--|
| Unit 2 |
| Track 1 <i>Page 6, Activity 1</i> |
| s, s, s s – sun, s – spoon, s – snake, s – sit |
| Track 2 <i>Page 6, Activity 3</i> |
| 1. snake 2. spoon |
| Track 3 <i>Page 7, Activity 7</i> |
| <i>(To the tune of 'Farmer in the Dell')</i> I can see a snake! I can see a snake! ss...ss...ss, ss! I can see a snake! |
| Track 4 <i>Page 8, Activity 1</i> |
| a, a, a a – ant, a – apple, a – axe, a – arrow |
| Track 5 <i>Page 9, Activity 6</i> |
| a, a, a... apple, apple, apple! a, a, a...ant, ant, ant! a, a, a...arrow, arrow, arrow! a, a, a...axe, axe, axe! |
| Unit 3 |
| Track 6 <i>Page 13, Activity 1</i> |
| t, t, t t – tree, t – tap, t – ten, t – tiger |
| Track 7 <i>Page 15, Activity 1</i> |
| p, p, p p – pen, p – pink, p – pin, p – pot |
| Track 8 <i>Page 16, Activity 5</i> |
| 1. pink 2. pot |
| Track 9 <i>Page 16, Activity 6</i> |
| <i>(To the tune of 'Row, Row, Row Your Boat')</i> Pen, pink, pin and pot, Start with letter p, P...p...p...p, p, Sing along with me! |
| Track 10 <i>Page 17, Activity 1</i> |
| 1. a, n, an 2. a, t, at 3. a, p, ap |

Unit 4

Track 11

Page 21, Activity 1

i, i, i

i – ink, i – in, i – igloo, i - iguana

Track 12

Page 21, Activity 2

1. iguana 2. in 3. ink 4. igloo

Track 13

Page 23, Activity 1

n, n, n

n – nuts, n – nine, n – net, n - nose

Track 14

Page 24, Activity 5

1. nine 2. nuts 3. nose 4. net

Track 15

Page 24, Activity 6

Nuts, nuts, n...n...nuts!

Nine, nine, n...n...n...nine!

Net, net, n...n...n...net!

Nose, nose, n...n...n...nose!

Track 16

Page 25, Activity 1

1. p...i...n pin 2. a...n...t ant

Track 17

Page 27, Activity 2

in, n...ip, a, net, s, t...an, pit, igloo

Unit 5

Track 18

Page 29, Activity 1

m, m, m

m – man, m – mop, m – melon, m – moon

Track 19

Page 30, Activity 6

M...melon, m...moon!

M...melon, m...moon!

M...mop, m...man!

M...melon, m...moon!

Track 20

Page 31, Activity 1

d, d, d,

d – dog, d – desk, d – duck, d - doll

Track 21

Page 31, Activity 3

1. doll 2. desk 3. duck 4. dog

Unit 6

Track 22

Page 37, Activity 1

o, o, o,

| |
|---|
| o – olives, o – orange, o – octopus, o - on |
| Track 23 Page 39, Activity 1 |
| e, e, e, e – egg, e – exit, e – elbow, e – elephant |
| Track 24 Page 39, Activity 2 |
| 1. elbow 2. exit 3. egg 4. elephant |
| Track 25 Page 40, Activity 5 |
| Look around, what can you see? Things that begin with the letter E! An elephant here, An egg over there, Letters and sounds everywhere! Look around, what can you see? Things that begin with the letter E! An elbow here, An exit there, Letters and sounds everywhere! |
| Unit 7 |
| Track 26 Page 45, Activity 1 |
| c, c, c, c – can, c – cup, c – cat, c – camel |
| Track 27 Page 45, Activity 2 |
| 1. can 2. cup 3. camel 4. cat |
| Track 28 Page 47, Activity 1 |
| k, k, k, k – kite, k – kid, k – king, k – key |
| Track 29 Page 47, Activity 3 |
| 1. kid 2. king 3. key 4. kite |
| Track 30 Page 49, Activity 1 |
| ck, ck, ck, ck – neck, ck – clock, ck – sock, ck – black |
| Track 31 Page 49, Activity 3 |
| 1. sock 2. clock 3. neck |
| Unit 8 |
| Track 32 Page 54, Activity 1 |
| g, g, g, g – gift, g – girl, g – gorilla, g – gate |
| Track 33 Page 54, Activity 3 |
| 1. gift 2. gate 3. gorilla 4. girl |

| |
|--|
| Track 34 <i>Page 56, Activity 1</i> |
| u, u, u, u – upstairs, u – umbrella, u – under, u – up |
| Track 35 <i>Page 56, Activity 3</i> |
| 1. under 2. upstairs 3. up 4. umbrella |
| Track 36 <i>Page 58, Activity 1</i> |
| tap, map, gap, red net, pin, pet, set mop, top, sun, pop kid, mid, did, fin |
| Unit 9 |
| Track 37 <i>Page 62, Activity 1</i> |
| r, r, r, r – red, r – rain, r – robot, r – run |
| Track 38 <i>Page 62, Activity 2</i> |
| 1. rain 2. run 3. robot 4. red |
| Track 39 <i>Page 64, Activity 1</i> |
| h, h, h, h – hat, h – heart, h – hand, h – hen |
| Track 40 <i>Page 65, Activity 5</i> |
| 1. hand 2. heart 3. hat 4. hen |
| Track 41 <i>Page 66, Activity 2</i> |
| 1. -et, pet, set, net, get 2. -it, bit, pit, sit, hit 3. -ot, tot, dot, pot, rot 4. -ut, gut, cut, hut, nut |
| Track 42 <i>Page 70, Activity 1</i> |
| b, b, b, b – bike, b – bag, b – bird, b – bat |
| Track 43 <i>Page 70, Activity 2</i> |
| 1. bat 2. bike. 3. bird 4. bag |
| Track 44 <i>Page 70, Activity 3</i> |
| (To the tune of 'Wheels on the Bus') There's a bat in the bag, B, b, b, B, b, b, B, b, b, There's a bat in the bag, B, b, b, |

Sing the letter B!

There's a bird on the box,
B, b, b,
B, b, b,
B, b, b,
There's a bird on the box,
B, b, b,
Sing the letter B!

Track 45

Page 71, Activity 6

1. bike 2. bag 3. bird 4. bat

Track 46

Page 72, Activity 1

j, j, j,
j – jug, j – jam, j – jacket, j – jet

Unit 11

Track 47

Page 78, Activity 1

f, f, f,
f – finger, f – fish, f – fan, f – frog

Track 48

Page 78, Activity 2

1. fan 2. fish 3. frog 4. finger

Track 49

Page 80, Activity 1

l, l, l,
l – lion, l – lemon, l – leaf, l – leg

Track 50

Page 80, Activity 3

1. leg 2. leaf 3. lemon 4. lion

Track 51

Page 82, Activity 1

ff, ff, ff,
ff – coffee, ff – cliff
ll, ll, ll,
ll – shell, ll – ball

Unit 12

Track 52

Page 87, Activity 1

v, v, v,
v – violin, v – van, v – vase, v – vet

Track 53

Page 89, Activity 1

w, w, w,
w – web, w – wall, w – window, w – watch

Track 54

Page 90, Activity 4

1. wall 2. watch 3. window 4. web

Track 55

Page 91, Activity 1

1. net, jet
2. bike, duck
3. sun, run
4. cup, up
5. ink, pink
6. ten, hen
7. bird, doll
8. tree, moon

Unit 13

Track 56

Page 95, Activity 1

x, x, x,
x – fox, x – box, x – six, x – x-ray

Track 57

Page 95, Activity 3

1. box
2. six
3. x-ray
4. fox

Track 58

Page 97, Activity 1

y, y, y,
y – yo-yo, y – yawn, y – yacht, y – yellow

Track 59

Page 97, Activity 2

1. yo-yo
2. yellow
3. yawn
4. yacht

Unit 14

Track 60

Page 103, Activity 1

z, z, z,
z – zoo, z – zigzag, z – zero, z – zebra

Track 61

Page 103, Activity 2

1. zero
2. zebra
3. zigzag
4. zoo

Track 62

Page 103, Activity 3

(To the tune of 'Twinkle, Twinkle Little Star')
Fuzzy, buzzy little bee,
Zigs to flowers and zags to trees,
Buzzing here and buzzing there,
Busy buzzing everywhere!
Fuzzy, buzzy little bee,
Zigs to flowers and zags to trees.

Track 63

Page 105, Activity 1

zz, zz, zz
zz – pizza, zz – puzzle

Track 64

Page 106, Activity 1

qu, qu, qu
qu – queen, qu – question, qu – quilt, qu – quiet

Track 65

Audio Script – Term 2

Unit 15

Track 66

Page 2, Activity 1

Alphabet song

Unit 16

Track 67

Page 6, Activity 1

ch, ch, ch

ch – cheese, ch – chair

Track 68

Page 6, Activity 3

Chicken and chips, ch, ch, ch,

Chairs on the beach, ch, ch, ch,

Chili cheese chocolate, ewwww!

Track 69

Page 6, Activity 4

1. chair 2. cheese

Track 70

Page 7, Activity 1

Colours in the Classroom

(Tune of 'If You're Happy and You Know It')

Can you see any red, any red?

Can you see any red, any red?

If you can see any red,

Put your hand on your head.

Can you see any red, any red?

Track 71

Page 9, Activity 1

the, and, a, to, said

Unit 17

Track 72

Page 12, Activity 1

sh, sh, sh,

sh – shark, sh – shoes

Track 73

Page 12, Activity 3

1. I can see a shark.

2. My shoes are red.

Track 74

Page 12, Activity 5

The shark and the sheep go to the shop to buy shoes.

Track 75

Page 13, Activity 1

Colours in the Classroom

(Tune of 'If You're Happy and You Know It')

Can you see any blue, any blue?

Can you see any blue, any blue?

If you can see any blue,

put your hand on your shoe,

Can you see any blue, any blue?

Track 76

Page 15, Activity 1

in, he, I, of, she

Unit 18**Track 77**

Page 18, Activity 1

th, th, th

th – think, th – thumb

Track 78

Page 18, Activity 2

1. think 2. thumb 3. think 4. thumb

Track 79

Page 18, Activity 4

I think I can throw three trees with my thumb.

Track 80

Page 19, Activity 1

Colours in the Classroom

(Tune of 'If You're Happy and You Know It')

Can you see any green, any green?

Can you see any green, any green?

If you can see any green,

Make your face look mean.

Can you see any green, any green?

Track 81

Page 21, Activity 1

was, you, they, on, it

Unit 19**Track 82**

Page 24, Activity 1

ng, ng, ng

ng – swing, ng - ring

Track 83

Page 25, Activity 3

1. The boy is on the swing.

2. There is a ring in the shop.

Track 84

Page 24, Activity 4

A girl on a swing, ng, ng, ng,

A king with a ring, ng, ng, ng,

A thing with a wing, ng, ng, ng,

Let's all sing, ng, ng, ng!

Track 85

Page 25, Activity 1

What Colour Can You See?

(Tune of 'Mary had a Little Lamb')
 If you can see yellow today,
 yellow today, yellow today,
 If you can see yellow today,
 stand up and shout 'Hooray!'

Track 86

Page 27, Activity 1

for, his, but, at, is

Track 87

Page 27, Activity 4

1. but 2. for 3. at 4. his 5. is

Unit 20**Track 88**

Page 30, Activity 1

ph, ph, ph,
 ph – photo, ph - phone

Track 89

Page 31, Activity 1

What Colour Can You See?

(Tune of 'Mary had a Little Lamb')
 If you can see orange today,
 orange today, orange today,
 If you can see orange today,
 stand up and shout 'Hooray!'

Track 90

Page 31, Activity 2

The shoes are orange.

Track 91

Page 33, Activity 1

that, with, can, we, all

Track 92

Page 33, Activity 3

1. we 2. with 3. all 4. that 5. can

Unit 21**Track 93**

Page 36, Activity 1

wh, wh, wh,
 wh – whale, wh – whistle

Track 94

Page 36, Activity 4

Why does the white whale have a whistle and a wheel?

Track 95

Page 37, Activity 1

What Colour Can You See?

(Tune of 'Mary had a Little Lamb')
 If you can see pink today,
 pink today, pink today,
 If you can see pink today,
 stand up and shout 'Hooray!'

Track 96

Page 37, Activity 2

There is a pink chair.

Track 97

Page 39, Activity 1

are, up, had, my, her

Track 98

Page 39, Activity 3

1. had 2. her 3. are 4. up 5. my

Unit 22**Track 99**

Page 42, Activity 1

oo, oo, oo,
oo – tooth, oo – pool
oo, oo, oo,
oo – book, oo – foot

Track 100

Page 43, Activity 1

Pass the colour

(Tune of 'Row your Boat')
Pass, pass, pass the colour,
Pass it all around,
When this little song is over,
What colour have we found?
Purple!

Track 101

Page 43, Activity 2

Look at my purple umbrella!

Track 102

Page 45, Activity 1

what, there, out, this, have

Track 103

Page 45, Activity 4

What colour is this pencil? It's purple.

Track 104

Page 46, Activity 3

It's Race Day!
Rabbit is fast. Turtle is very slow.
Rabbit is first. He rests under a tree.
Rabbit wakes up. Turtle is first!
Turtle wins a trophy.

Unit 23**Track 105**

Page 48, Activity 1

ou, ou, ou
ow – cow, ow – owl, ou – cloud, ou – mouse

Track 106

Page 48, Activity 3

1. The owl likes to eat a mouse.
2. The cow is looking at the cloud.

Track 107*Page 49, Activity 1***Pass the colour**

(Tune of 'Row your Boat')

Pass, pass, pass the colour,
 Pass it all around,
 When this little song is over,
 What colour have we found?
 Brown!

Track 108*Page 49, Activity 2*

I like your brown bear!

Track 109*Page 51, Activity 1*

went, like, be, so, some

Track 110*Page 51, Activity 3*

I like to eat some cheese and bread.

Track 111*Page 52, Activity 2*

This is Bill. Bill is a big bird.
 He has red, yellow and green feathers. He has blue eyes.
 He is a very nice bird.
 He likes to sing songs.
 Can you sing songs?

Track 112*Page 53, Activity 2*

1. The cow drinks some water.
2. Do owls like to eat cheese?
3. She wants to be a teacher.
4. The cloud is big so it will rain.
5. I went to the park.

Unit 24**Track 113***Page 54, Activity 1*

oy, oy, oy
 oi – boil, oi – coins, oy – boy, oy - toys

Track 114*Page 54, Activity 3*

1. I have many toys in my house.
2. The boy likes to play football after school.

Track 115*Page 55, Activity 1***Colours**

(Tune of 'Head, Shoulders, Knees and Toes')

Red, yellow, blue and green, blue and green,
 Red, yellow, blue and green, blue and green,
 And black and white and orange and pink,
 Red, yellow, blue and green, blue and green!

Track 116*Page 55, Activity 3*

1. We have a black cat.
2. My father's car is white.
3. Ali has a new phone. It's black.
4. What colour is that flower? It's white.
5. The zebra in the zoo is black and white.

Track 117

Page 57, Activity 1

then, were, not, go, little

Track 118

Page 57, Activity 3

1. The boy will go to the shop.
2. We were at the zoo.
3. It is a little brown owl.
4. I will not play with the toys.
5. Then she went to bed.

Track 119

Page 58, Activity 2

Ahmed's Toys

My name is Ahmed.
 I like to play with my brother, Ali.
 My favourite toy is a robot.
 Ali likes the yo-yo.
 It is red and yellow.
 We play with the ball in the park.
 What toys do you have?

Track 120

Page 59, Activity 1

1. boy 2. coins 3. toys 4. boils

Unit 25

Track 121

Page 60, Activity 1

1. cheese 2. eighteen 3. ring 4. whistle

Track 122

Page 62, Activity 1

red, purple, brown, green, orange

Track 123

Page 63, Activity 1

1. oval 2. star 3. heart 4. diamond

Track 124

Page 65, Activity 1

them, mum, no, as, one

Track 125

Page 65, Activity 3

There is no mum as kind as my mum. I love her very much.

Track 126

Page 66, Activity 3

Reading Stories

Zainab likes to read stories.
 Her teacher reads books in class.
 She tells stories about many things.

Zainab likes stories about dragons and castles.
She has many books at home.
Her father read stories for her.
Her favourite story is *Fox and his Box*.

The UAE Phonics Song Part 1 **(To the tune of Bingo Was His Name-O)**

There is a LETTER that makes a SOUND and 's' is its SOUND.

s, s, s, s, s

s, s, s, s, s

s, s, s, s, s

And 's' is its SOUND.

There is a LETTER that makes a SOUND and 'a' is its SOUND.

a, a, a, a, a

a, a, a, a, a

a, a, a, a, a

And 'a' is its SOUND.

(The format is repeated for a – z)

The UAE Phonics Song Part 2 **(To the tune of London Bridge is Falling Down)**

/sh/

Listen, clap and sing the sound,

ch, ch, ch,

ch, ch, ch,

Listen, clap and sing the sound,

All together!

Sing the words that have ch,

Cherry and chair,

Cheese and child,

Sing the words that have ch,

All together!

/ch/

Listen, clap and sing the sound,

sh, sh, sh,

sh, sh, sh,

Listen, clap and sing the sound

All together!

Sing the words that havewith sh,

Shark and shoes,

Shop and sheep,

Sing the words that have sh,

All together!

/th/

Listen, clap and sing the sound,
th, th, th,
th, th, th,
Listen, clap and sing the sound,
All together!

Sing the words that have th,
Think and thumb,
Throw and three,
Sing the words that have th,
All together!

/th/

Listen, clap and sing the sound,
th, th, th,
th, th, th,
Listen, clap and sing the sound,
All together!

Sing the words that have th,
Mother and father,
Weather and feather,
Sing the words that have th,
All together!

/th/

Listen, clap and sing the sound!
ng, ng, ng,
ng, ng, ng,
Listen, clap and sing the sound!
All together!

Sing the words that have ng,
Ring and swing,
Long and hang,
Sing the words that have ng,
All together!

/ph/

Listen, clap and sing the sound!
ph, ph, ph,
ph, ph, ph,
Listen, clap and sing the sound!
All together!

Sing the words that have ph,
Photo and phone,
Dolphin and trophy,
Sing the words that have ph,
All together!

/wh/

Listen, clap and sing the sound!
wh, wh, wh,
wh, wh, wh,
Listen, clap and sing the sound!
All together!

Sing the words that have wh,
Whale and white,
Wheel and whistle,
Sing the words that have wh,
All together!

/ow/

Listen, clap and sing the sound!
ow, ow, ow,
ow, ow, ow,
Listen, clap and sing the sound!
All together!

Sing the words that have ow,
Snow and crow,
Rainbow and grow,
Sing the words that have ow,
All together!

/ow/

Listen, clap and sing the sound!
ow, ow, ow,
ow, ow, ow,
Listen, clap and sing the sound!
All together!

Sing the words that have ow,
Cow and owl,
Clown and crown,
Sing the words that have ow,
All together!

/oo/

Listen, clap and sing the sound!
oo, oo, oo,
oo, oo, oo,
Listen, clap and sing the sound!
All together!

Sing the words that have oo,
Tooth and pool,
Stool and food,
Sing the words that have oo,
All together!

/oo/

Listen, clap and sing the sound!
oo, oo, oo,
oo, oo, oo,
Listen, clap and sing the sound!
All together!

Sing the words that have oo,
Hook and foot,
Wood and book,
Sing the words that have oo,
All together!

/ou/

Listen, clap and sing the sound!
ou, ou, ou,
ou, ou, ou,
Listen, clap and sing the sound!
All together!

Sing the words that have ou,
Mouth and house,
Cloud and mouse,
Sing the words that have ou,
All together!

/air/

Listen, clap and sing the sound!
air, air, air,
air, air, air,
Listen, clap and sing the sound!
All together!

Sing the words that have air,
Airport and pair,
Fair and stairs,
Sing the words that have air,
All together!

/oy/

Listen, clap and sing the sound!
oy, oy, oy,
oy, oy, oy,
Listen, clap and sing the sound!
All together!

Sing the words that have oy,
Oyster and boy,
Royal and toys,
Sing the words that have oy,
All together!

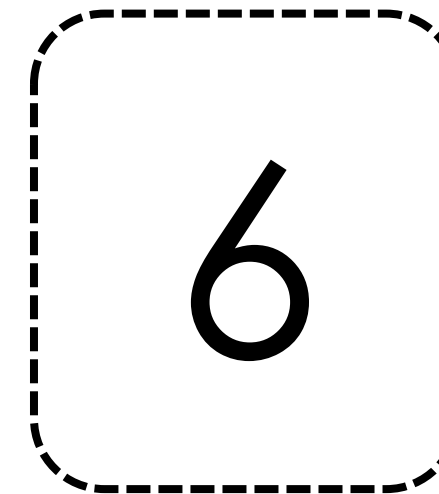
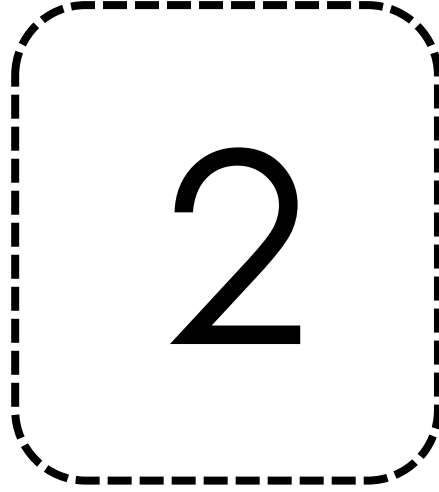
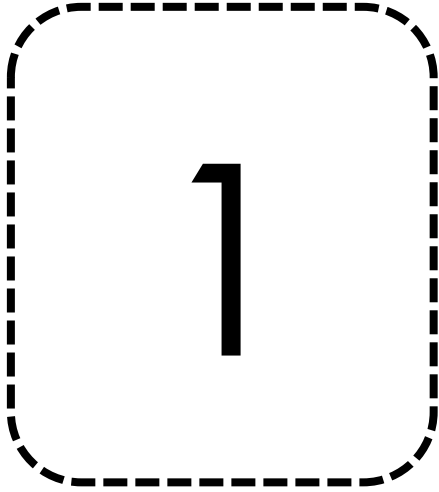
/oi/

Listen, clap and sing the sound!
oi, oi, oi,
oi, oi, oi,
Listen, clap and sing the sound!
All together!

Sing the words that have oi,
Noise and coins,
Boil and join,
Sing the words that have oi,
All together!

PCMs

PCM1



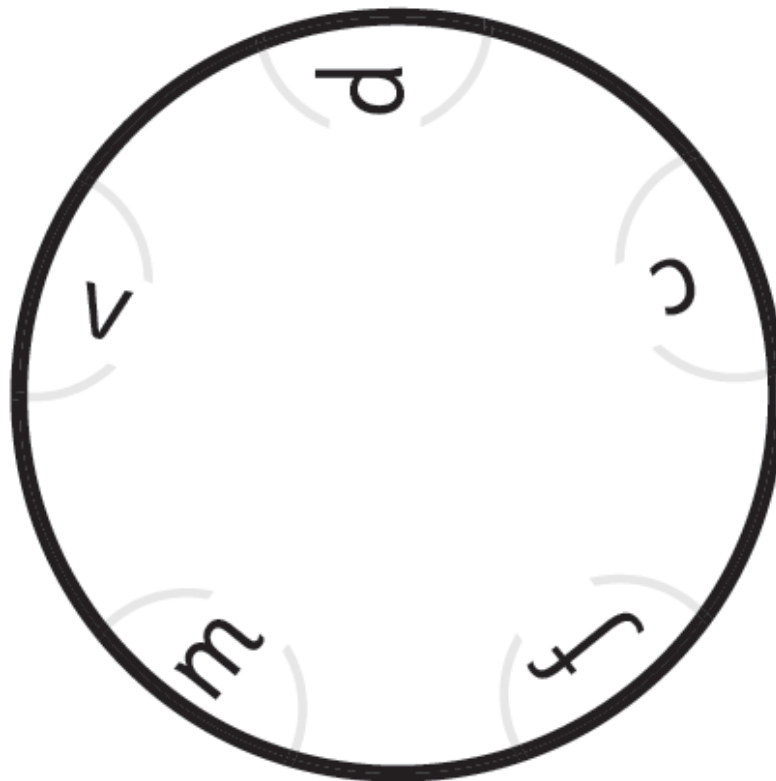
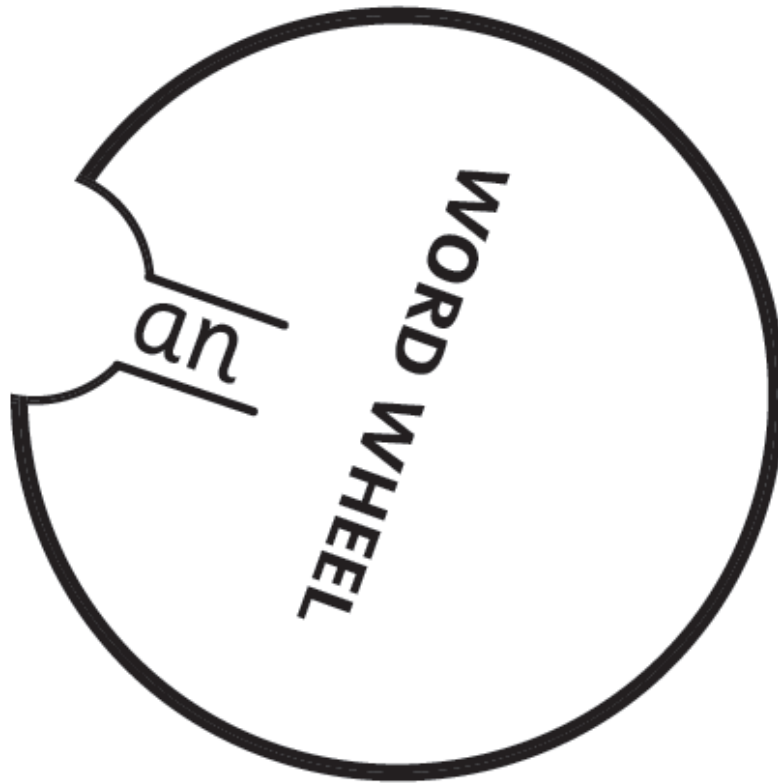
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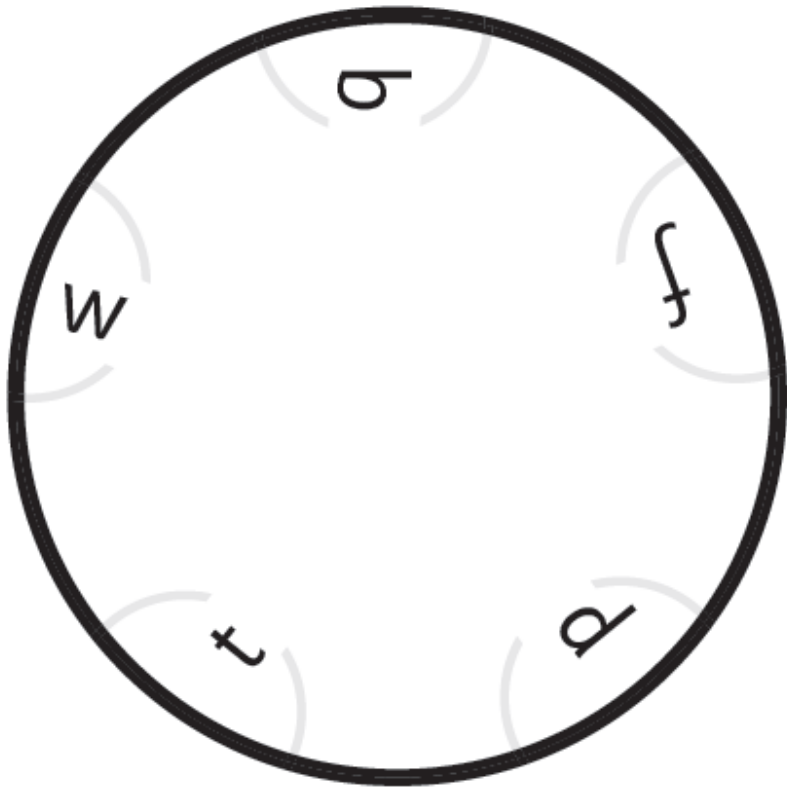
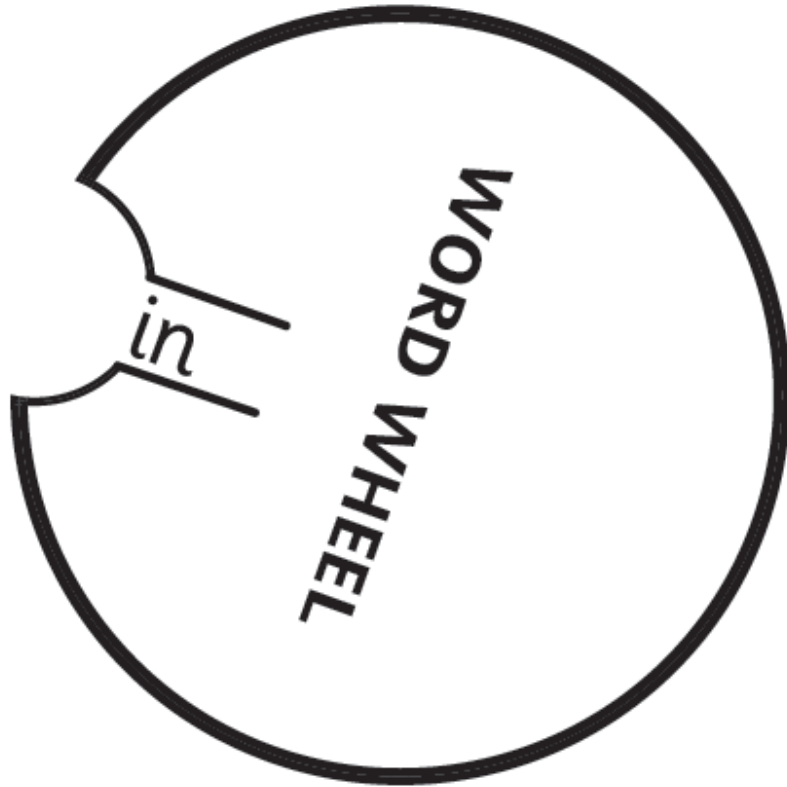
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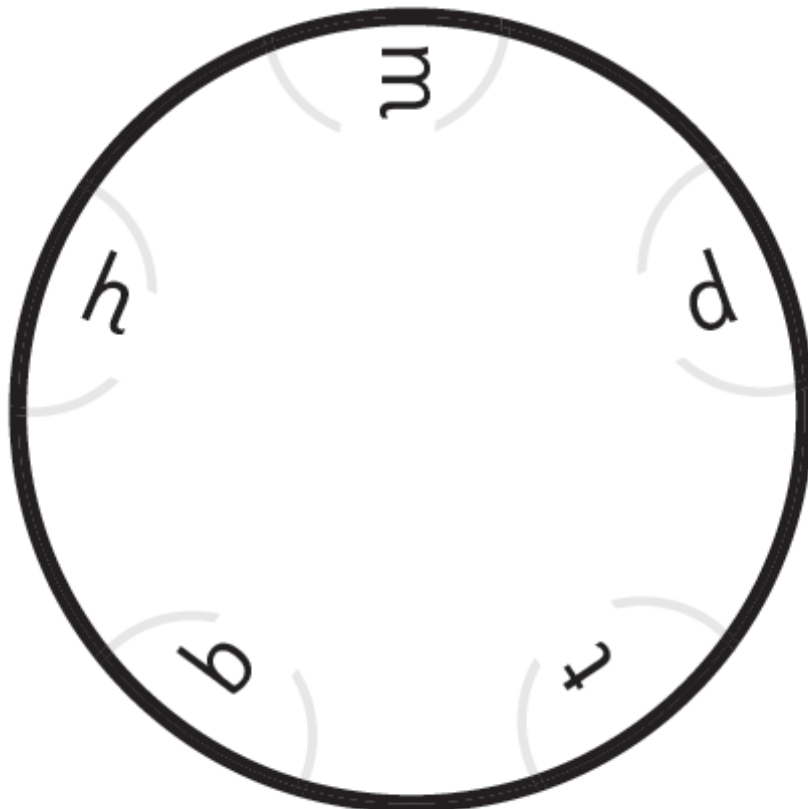
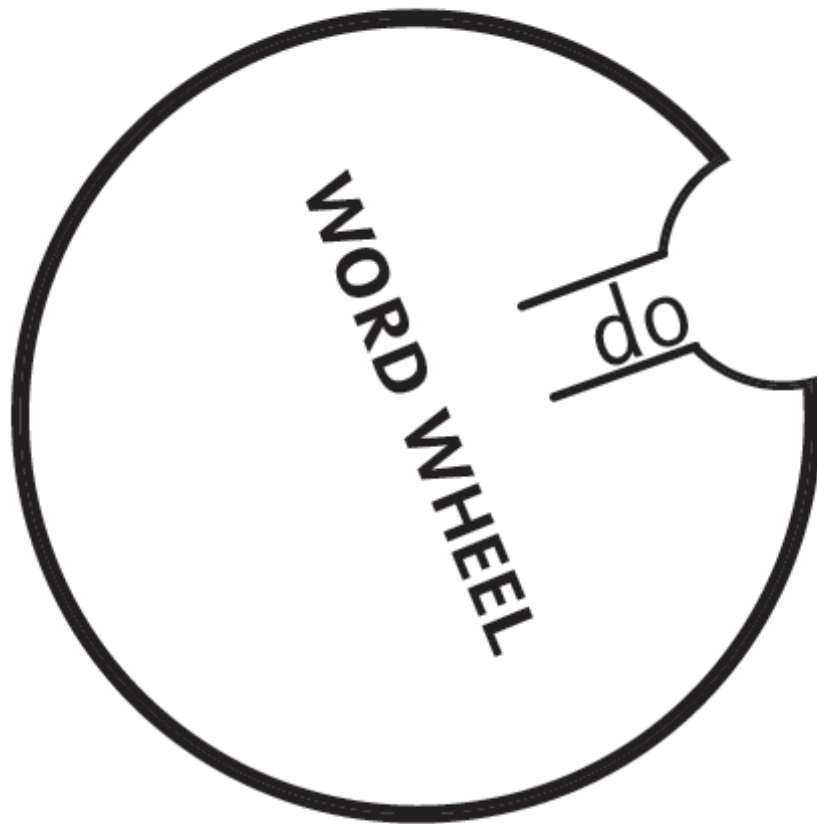
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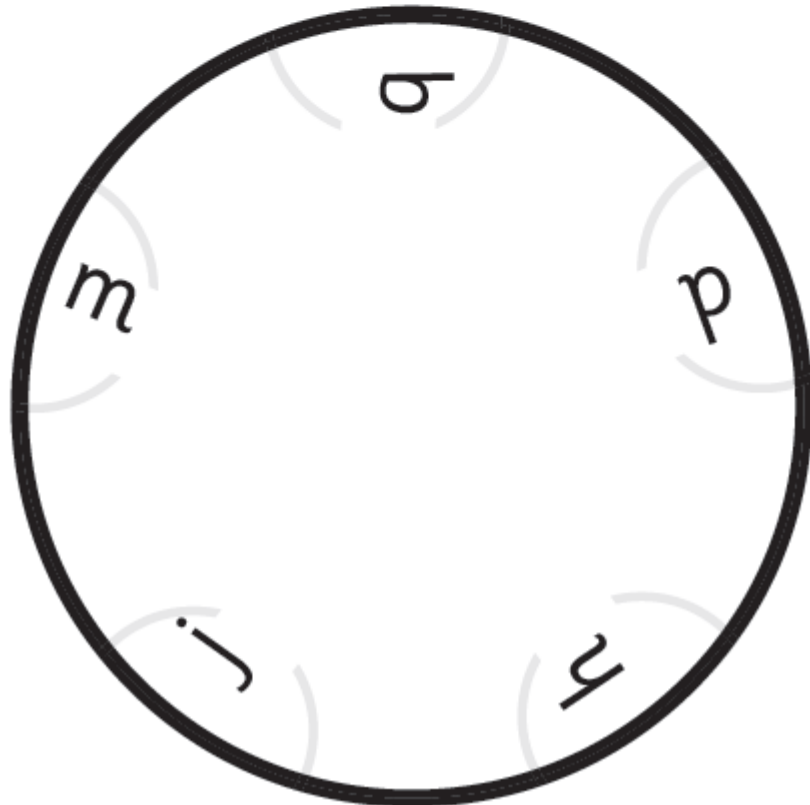
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| can | map | pat |

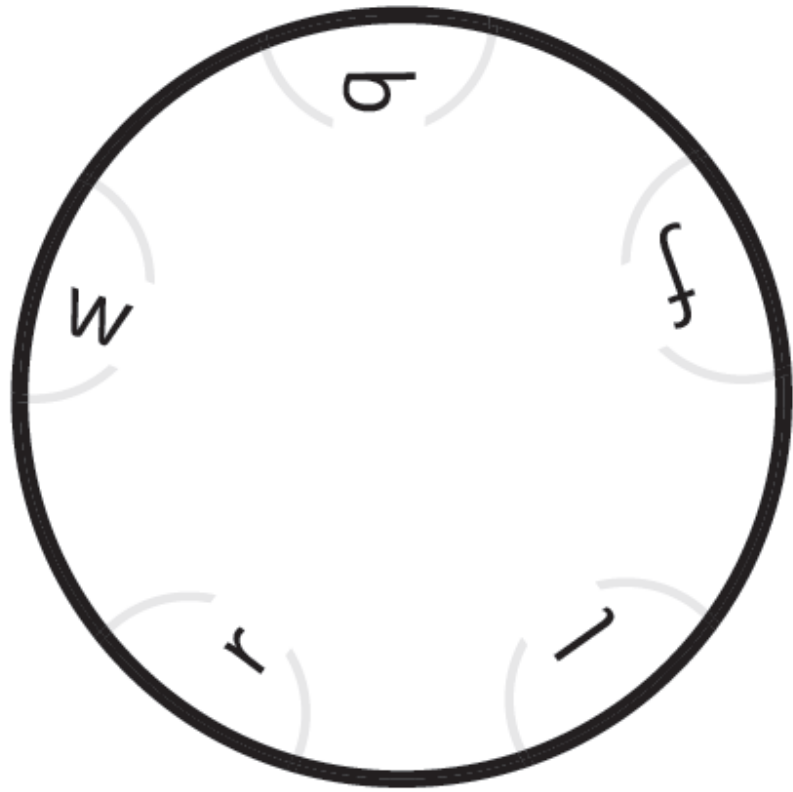
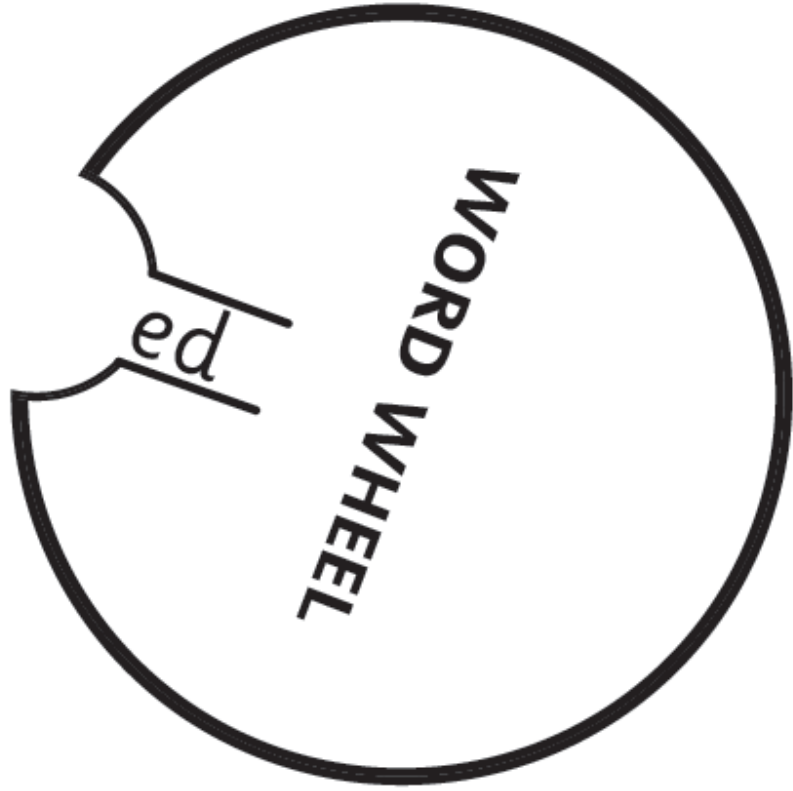
PCM4



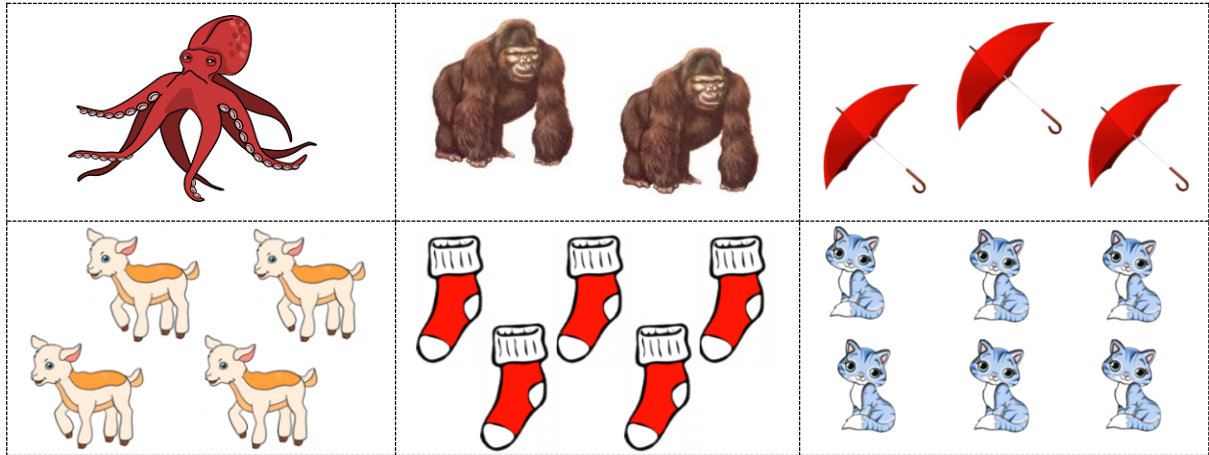




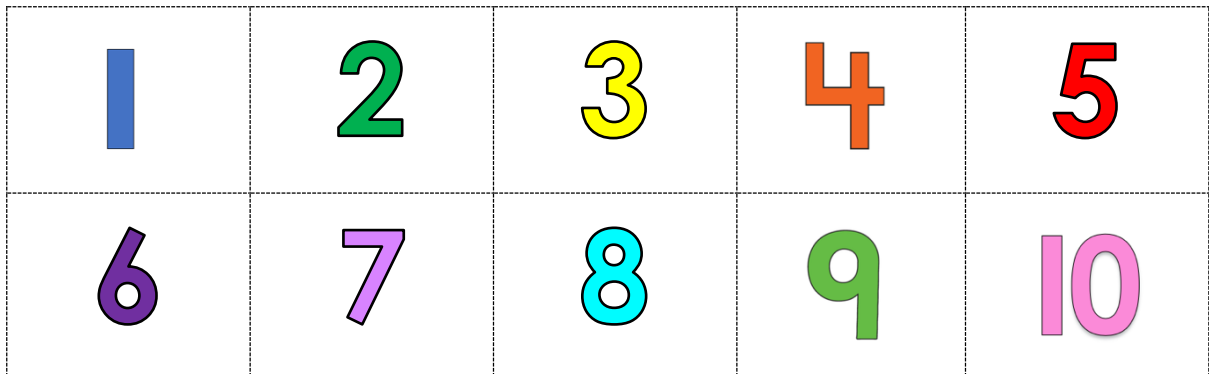





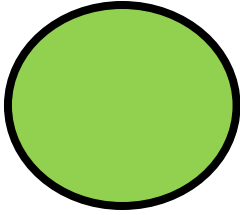


PCM5



PCM6



PCM7

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| 11 |  | the |
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PCM 8

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| 13 | 11 | 14 | 12 |
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PCM 9

| | |
|--|--------------------------------------|
| It is raining. The girl has an umbrella. | The boy and his mum are at the shop. |
| The boy gives the sheep some milk. | |

PCM 10

I think the turtle will win.



I think the rabbit will win.



How many people think turtle will win?

How many people think rabbit will win?

PCM 11

| | | | |
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| 11 | that |  |  |