

# English Splash 2



## Teacher's Guide

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# Introduction

## English Splash

Is a two level kindergarten course designed to prepare very young children for primary levels.

The course makes learning English exciting and fun through games, chants, and role playing.

## English Splash components

- ★ Pupil's Book.
- ★ Activity Book.
- ★ Teacher's + Audio CD.
- ★ Flashcards.
- ★ Stickers included.

## English Splash Objectives

To create a positive attitude for learners to learn, understand and use English language in a fun way.

To prepare children for the challenges of their primary education and to develop their skills to acquire language in contexts that are meaningful to the children's lives.

## English Splash Components

### **Pupil's Book**

English Splash Pupil's Book is a fun, colourful designed and developed context for children in the very young stages. It contains games, chants, drills, colouring which all go hand by hand to achieve the objectives of the course mentioned above.

### **Activity Book**

English Splash Activity Book practices what the children have been learning in the Pupils' Book. Each Activity Book exercise follows on from the corresponding Pupils Book Page. Every exercise is a simple and funny task that children can do either by himself or by his / her teacher or parents at home.



## **Teacher's Book**

English Splash Teacher's Book provides with a very effective plans of how to express the aim behind each lesson in the Pupil's Book.

Every lesson ends with a Home work activity that should be done as a proof that the children have got the aim from the lesson.

## **Cassette / CD Audio**

English Splash Cassettes/ CD Audio contain readings of all lessons, letters, songs, new vocabularies that given in the book through a native-speaking adults which help children to acquire language with its original and correct pronunciation.

## **Flashcards**

English Splash Flashcards are used to introduce new words, colours, numbers, and letters



## Scope and sequence

Unit 1	Structure	Word target	Phonics	Songs, chants and games
Welcome	<p>★ What is your name?</p> <p>★★ My name is ...</p> <p>★★★ Give me ... Point to ... Bring me ... Come here ... Find ... Sit down. Stand up. Close ... Open ... Show ... Hide ...</p>	<p>★ Father Mother</p> <p>★★ Brother Sister</p> <p>Apple Ball Cat Dog Egg</p> <p>★★★ Good morning Good evening Good afternoon Good night</p>	<p>The letters</p> <p><b>A a</b></p> <p><b>B b</b></p> <p><b>C c</b></p> <p><b>D d</b></p> <p><b>E e</b></p>	<p>★ Action words game.</p> <p>★★ Greetings game.</p>
Unit 2	Structure	Word target	Phonics	Songs, chants and games
My class	<p>★ What is this? It is a ...</p> <p>★★ My class objects</p>	<p>★ Arm chair Tree Lion Tap Van Bag Book Balloon</p> <p>★★ Desk Computer Black Board Pencil Pen Rubber Chalks</p>	<p>The letters</p> <p><b>F f</b></p> <p><b>G g</b></p> <p><b>H h</b></p> <p><b>I i</b></p> <p><b>J j</b></p>	<p>★ Game What am I going to do?</p>



### Unit 3

#### My friends

Structure	Word target	Phonics	Songs, chants and games
<p>★ I show ... I hide ...</p> <p>★★ What do you do with your friends? I study ... I play ... I eat ...</p> <p>★★★ What number is it? It is number ...</p> <p>★★★★ How old are you? I'm ...</p>	<p>★ Lion Key Orange Monkey Nest</p> <p>★★ Study Play Eat Friend</p> <p>★★★ Numbers One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten.</p>	<p>The letters</p> <p><b>K k</b></p> <p><b>L l</b></p> <p><b>M m</b></p> <p><b>N n</b></p> <p><b>O o</b></p>	<p>★ Game: Hide and Seek.</p> <p>★★ Game: Numbers cards</p> <p>★★★ Song 10 small birds ...</p>

### Unit 4

#### My colours

Structure	Word target	Phonics	Songs, chants and games
<p>★ Is it a ...? Yes, it is No, it isn't.</p> <p>★★ How many ...?</p>	<p>★ Pen Sun Queen Tap Ring Doll Teddy</p> <p>★★ Colours Green Red Yellow Blue Pink Purple Black Brown White</p>	<p>The letters</p> <p><b>Pp</b></p> <p><b>Qq</b></p> <p><b>Rr</b></p> <p><b>Ss</b></p> <p><b>Tt</b></p>	<p>★ Song Balloons</p> <p>★★ Game Shadow game</p>



## Unit 5

a ... an

Structure	Word target	Phonics	Songs, chants and games
☆ a + consonant a book  ☆☆ an + vowels an apple	☆ Orange Insect Van Apple Umbrella Ring Fan Elephant Hand Bird	The letters  <b>U u</b>  <b>V v</b>  <b>W w</b>  <b>X x</b>  <b>Y y</b>  <b>Z z</b>	☆ Game Birds in the garden.

## Unit 6

My favourite things

Structure	Word target	Phonics	Songs, chants and games
☆ a blue ball an orange teddy  ☆☆ What is it? It is ...  ☆☆☆ The dog is big The ant is small  ☆☆☆ In the kitchen Plate Spoon Cup Glass	☆ Kite Bat Doll Teddy Yoyo Ball	The letters  <b>A a ... Zz</b>	☆ Game Find ask and answer "big or small".  ☆☆ Game Things in the dining room.  ☆☆☆ Song Toot toot



# Welcome

**By the end of this unit *Welcome*, the children will be able to:**

- ☆ Identify and name the members of a family, ( father, mother, brother, sister).
- ☆ Respond to simple instructions, ( give me, point to, bring to, go to, come here, find, sit down, stand up, close, open, show, hide.
- ☆ Identify and write the letters **A** and **a**, **B** and **b**, **C** and **c**, **D** and **d**, and **E** and **e**.
- ☆ Say and respond to the greetings, Good morning, Good evening, Good afternoon, Good night.

## New words

apple	give me	open
ball	point to	show
cat	go to	hide
dog	bring me	good morning
egg	come here	good afternoon
father	find	good evening
mother	sit down	good night
brother	stand up	
sister	close	

## New grammar

- ☆ What's your name?  
My name is .... I am ....
- ☆☆ This is my .....
- ☆☆☆ Imperative sentences,  
e.g go to.



## Welcome



- ★ Play the recording. Pause after each word for the class to repeat and point to the correct picture.
- ★ Play it again for students to point to the pages and name characters.

**S.B**

**Welcome**

father

mother

brother

sister

And you, what is your name?

**W.B**

**Welcome**

Stick your picture here.

This is my father

This is my mother

## Action words

**S.B**

**Action words**

Give me...

Point to...

Go to your desk.

Bring me...

Come here.

Find...

**S.B**

**Action words**

Sit down.

Stand up.

Close...

Open...

Show...

Hide...

**W.B**

Match the action word to the suitable picture.

Bring me

Go to your desk

Come here

Sit down

- ★ Show the flashcard, say a sentence that contains the action word and let the children respond.
- ★ Keep on showing the flashcards sequencently and let them guess or repeat after you.
- ★ Urge them to work in pairs using the flashcards.





**S.B** Learn

**W.B** Write:

A a apple

B b ball

C c cat

D d dog

E e egg

**W.B** Write:

E e egg

**W.B** Say and join:

Bb Cc Ee Aa Dd

- ★ Point to the letter Aa and ask *What letter is it?* Elicit the letter name and sound. Say *Write the little letter @ on your notbook*. Demonstrate to the class. Repeat with capital A. Check that they are forming the letters correctly. Play the recording, let them listen and then repeat.
- ★ You can ask them to practice forming the letters by drawing them on each other's backs with their fingers. Ask a child to help you to demonstrate. The children then work in pairs.

**This is the way to teach all letters from A (a) to Z (z).**



## Welcome

- ★ Write A and a on the board. Point and elicit Aa.
- ★ Point to the pictures. Ask What's this?
- ★ Let children match the big letter given on the left of the page to the initial under the picture.

**S.B**

Circle

Aa	Egg	Apple	Cat
Bb	Apple	Dog	Ball
Cc	Cat	Ball	Dog
Dd	Dog	Cat	Egg
Ee	Egg	Apple	Ball

**W.B**

Circle the odd one out.

Ee	Cc	Cc	Cc

Find, join and say

Notice **STICKER-TIME**

Say *It's sticker time! Let's have fun children*. The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.

## Good morning



- ★ Ask the children to look at the picture in the book. Ask *What can you see?* Let them tell what do they say to their mums when she gets them up.
- ★ Play the recording. Pause after each sentence, ask them to repeat.

**S.B**

Good morning

**W.B**

Greetings

Say and Match

	Good morning
	Good afternoon
	Good night
	Good evening



## Match the middle picture to the suitable one

- ★ This exercise helps to make children think in a reasonable way, it helps them to make a relation between things or beings.
- ★ Let them start from the picture in the middle ask *What is this?* Then ask a question to direct their thinking to the way you want them answer. e.g Ask, *where is the apple live?* It *lives* on a tree.
- ★ Let them circle.

**S.B**

Match the middle picture to the suitable one

**W.B**

Colour the object that has a relative with.

**This is the way followed to the exercises that have the same concept.**

## Listen, point and say



- ★ Point to the pictures.
- ★ Teach tap, teddy, yoyo, plane, watch and review egg, cat and balloon.
- ★ Play the recording. The children point to the correct picture in the book.

**S.B**

Listen, point and say

**W.B**

Match and say

## Notice STICKER-TIME

Say *It's sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it.



# My Class

**By the end of this unit *My class*, the children will be able to:**

- ☆ Identify and name the classroom objects, using *this is ...*
- ☆ Respond to the order *Bring me ...*
- ☆ Identify and write the letters **F** and **f**, **G** and **g**, **H** and **h**, **I** and **i**, and **J** and **j**.
- ☆ Identify words beginning with Ff, Gg, Hh, Ii, Jj.
- ☆ Develop thinking skills.

## New words

fan	computer	book
goat	pen	bag
hand	pencil	black board
insect	chalks	box
jug	rubber	paper
desk		

## New grammar

- ☆ What is this ?  
It is a ...
- ☆☆ Bring me the ..., please.





**S.B** Learn

**Ff** Fan

**Gg** Goat

**Hh** Hand

**Ii** Insect

**Jj** Jug

**W.B** Write:

fan

goat

jug

**W.B** Write:

hand

insect

- ★ Point to the letter Aa and ask *What letter is it?* Elicit the letter name and sound. Say *Write the little letter a on your notbook.* Demonstrate to the class. Repeat with capital A. Check that they are forming the letters correctly. Play the recording let them listen and then repeat.
- ★ You can ask them to practice forming the letters by drawing them on each other's backs with their fingers. Ask a child to help you to demonstrate. The children then work in pairs.

**This is the way to teach all letters from A (a) to Z (z).**



## Learn



- ★ Let children look on the left part of the page.
- ★ Get them read the letter and correct them if they have mistaken.
- ★ Show the picture on the right part of the page, ask them to match the initial to the suitable picture.

**S.B**

Match

Ff

Gg

Hh

li

Jj

**W.B**

Colour and say.

## Look and say

Flash card

- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Show the flashcards one by one, say the word in aloud voice, tell the children to repeat, then ask the children to find the picture in their books.
- ★ Now ask the children to draw a circle around the matching picture ( on the flashcard).
- ★ Continue this way with the remaining pictures.

**S.B**

Look and say

**My Class**

Flash card

Desk

Pen

Pencil

Rubber

Computer

Chalks

Black board

Bag

Book

What is this?  
It is a....

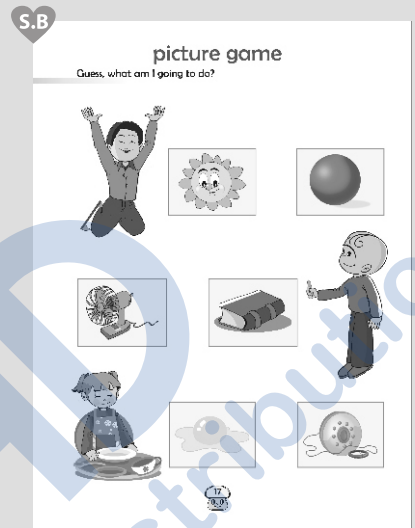
**W.B**

Circle the objects you find in your classroom.



## Picture game

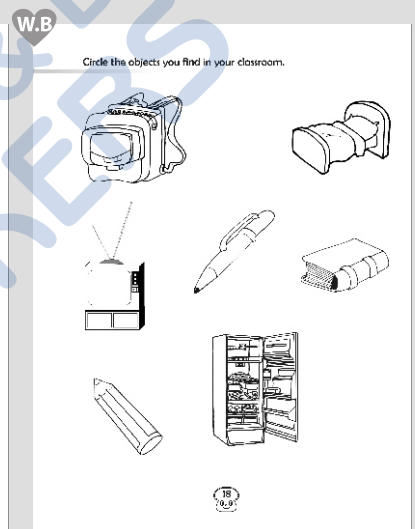
- ★ This exercise helps to make children think in a reasonable way, it helps them to make relation between things or beings.
- ★ Let children start from the boy / girl, ask *what can you see?* Guess what is the boy / girl is going to do? Let students study the boy's / girl's body language to guess what each of them is going to do then match.



## Listen, point and say

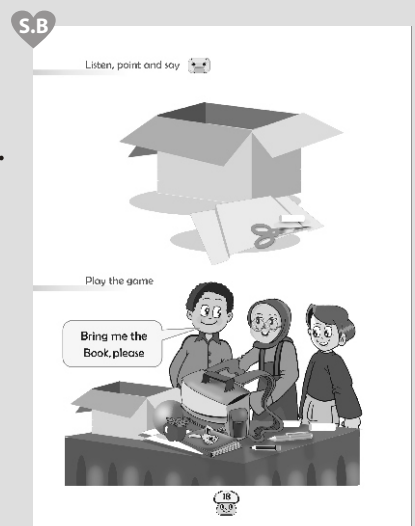


Play the recording, pause after each word. Let children, look, find then repeat the word they heard.



## Play the game

- ★ It is an acting exercise. Put different things on the table
- ★ Be sure that the things you put are familiar to the children.
- ★ Ask a volunteer to come to the table, and ask him/ her to bring ..., then ask another one and so on ...





# My Friends

**By the end of this unit *My friends*, the children will be able to:**

- ☆ Tell what they can do with their friends.
- ☆ Count from 1 to 10.
- ☆ Ask and respond to the question, *How old are you?*  
I'm ...
- ☆ Identify and write the letters **K** and **k**, **L** and **l**, **M** and **m**, **N** and **n**, **O** and **o**.
- ☆ Identify words beginning with Kk, Ll, Mm, Nn, Oo.
- ☆ Identify, write and count numbers from 1-10.
- ☆ Respond to the order *show and hide*....

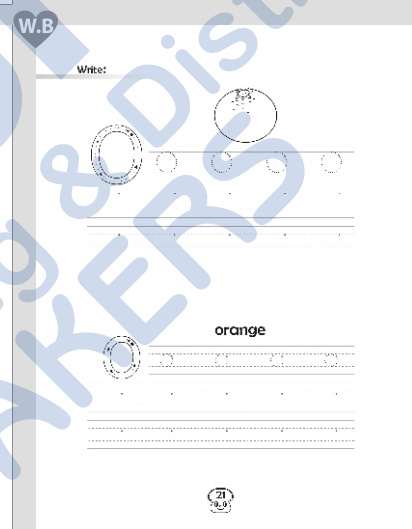
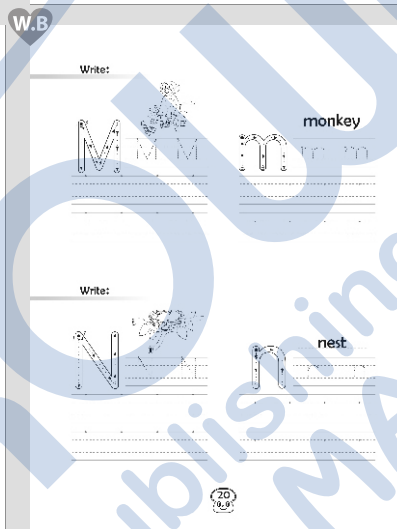
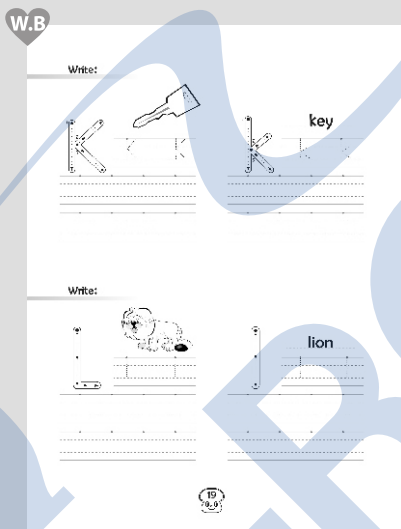
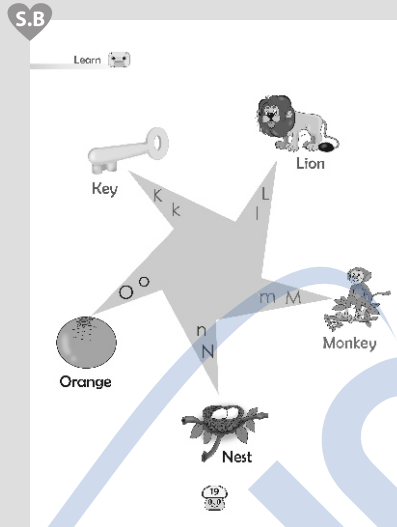
## New words

key	hide
lion	study
monkey	play
orange	eat
nest	friends
show	numbers 1-10

## New grammar

- ☆ Show the ....  
Hide the ....
- ☆☆ How old are you?  
I'm ....
- ☆☆☆ What number is it?  
It is ....





- ★ Point to the letter Aa and ask *What letter is it?* Elicit the letter name and sound. Say *Write the little letter @ on your notbook*. Demonstrate to the class. Repeat with capital A. Check that they are forming the letters correctly. Play the recording, let them listen and then repeat.
- ★ You can ask them to practice forming the letters by drawing them on each other's backs with their fingers. Ask a child to help you to demonstrate. The children then work in pairs.

**This is the way to teach all letters from A (a) to Z (z).**








## Stick, find and match






This exercise achieves three goals in one shot, children should join the capital and the small letter to the suitable picture that goes with them.






Ask them to read the letter on the left of the page one by one then ask them to think what is the small shape from this letter then to match with the picture.


### S.B

Stick, find and match


  
  
  
  



  
  
  
  






### W.B


Circle the right letter.

  
 k n o

  
 l o m

  
 m n l

  
 o n l

  
 n o k





Write and join.

...orange...

...ion...

...est...

...ite...

## Notice / STICKER-TIME

Say: *Its sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow, pictures in the book.


## Listen, point and say



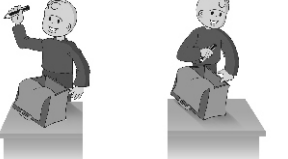
- ☆ Point to the picture.
- ☆ Teach pen, pencil and review bag, book.
- ☆ Play the recording. The children point to the correct picture they hear and say.

**S.B**

Listen, point and say.



Play the game.



23  
78,9

**W.B**

Say, find and join.

K

L

O

M

N






I

k

m

n

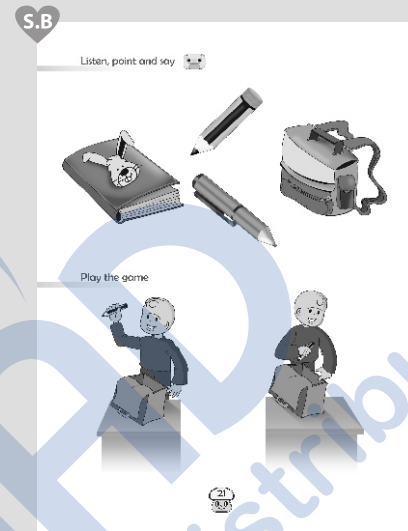
o

23  
78,9

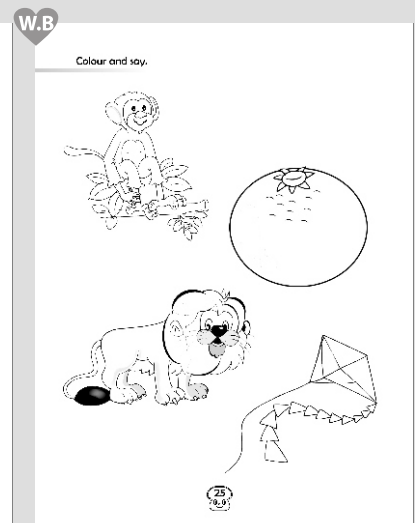
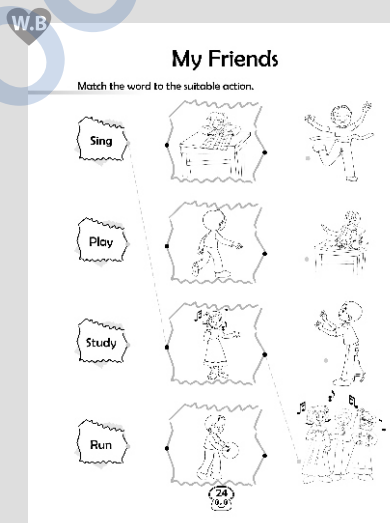
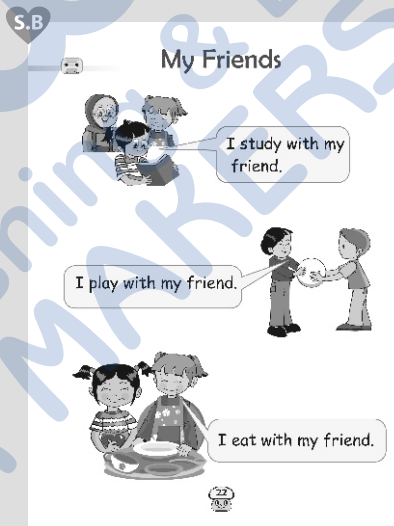


- ★ Teach the verbs Hide, Show.
- ★ Act the verbs, hide something then show it.
- ★ Ask the children to imitate you and play this way.
- ★ Let them work in pairs.



## My Friends

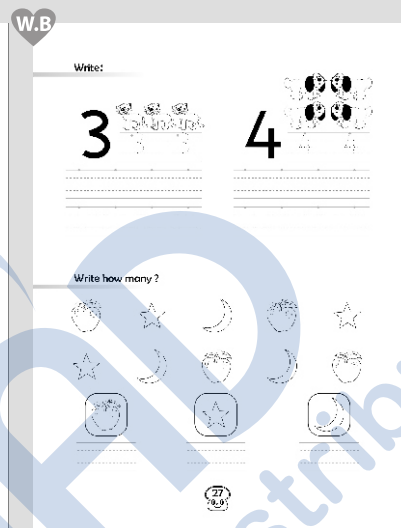
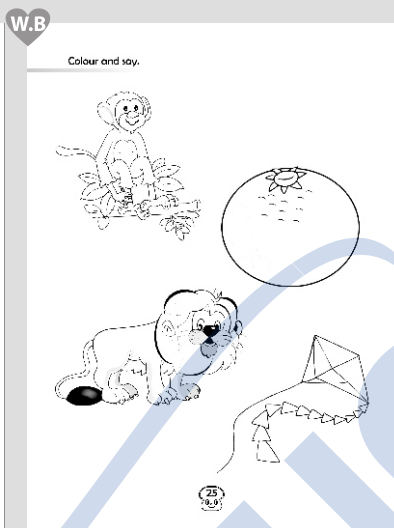
- ★ Play the recording. Say *Listen and repeat*. Pause after each sentence for the children to point to the correct picture in their books.
- ★ Ask them *What other things you can do with your friends*. Let them say and do.



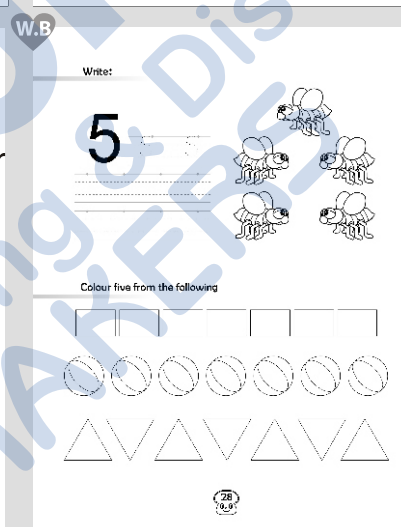


## Look and say

## Flash card



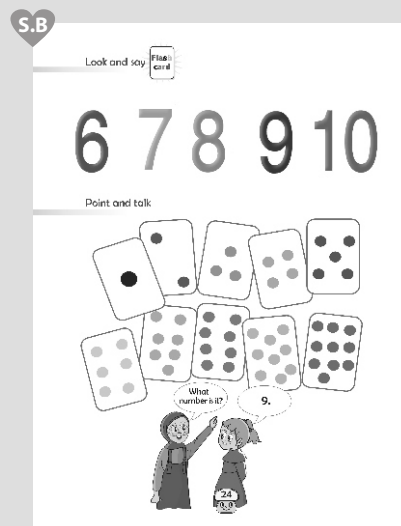
- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Show the flashcards one by one, say the number in aloud voice, ask the children to repeat, then ask them to find the number in their books.
- ★ Now ask the children to draw a circle around the matching picture ( to the one on the flashcard ).
- ★ Continue this way with the numbers from 1-10.



## Look and say

## Flash card

- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Show the flashcards one by one, say the number in aloud voice, ask the children to repeat, then ask them to find the number in their books.
- ★ Now ask the children to draw a circle around the matching picture ( to the one on the flashcard ).
- ★ Continue this way with the numbers from 1-10.





## Play the game

**S.B**

Look and say

Flash card

6 7 8 9 10

Point and talk

What number is it? 9.

**S.B**

Look and say

Flash card

1 2 3 4 5

Play the game

**W.B**

Count and circle. Then write and say.

	2	5	5 plates
	3	1	glasses
	2	5	kites
	4	3	dogs
	3	4	oranges

Match and write.

★ Let the children use the flashcards and work in pairs, Let one of them ask and the other answer.

## Listen and find



- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Play the recording. Say *Listen* and point to the child who has the number you hear.
- ★ Pause after each sentence for the children to point to the correct picture in their books.

**S.B**

Listen and find

Talk

How old are you?

9. I'm 10.

**W.B**

Write:

6 7

Ring then colour

6 stars

7 suns

**W.B**

Write:

10

Circle the number that makes the box equal 10

**W.B**

Write:

8 9


Write how many?



## Talk

**S.B**

Listen and find



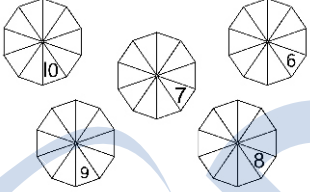
Talk

How old are you?

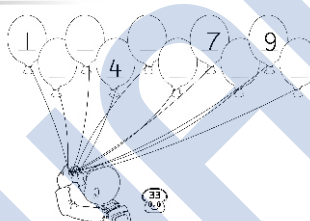
I'm 10.

**W.B**

Colour the triangles.



Write the numbers.



- ★ Have a volunteer, then ask *How old are you?* and answer *I'm....*
- ★ Ask the children to work in pairs.

## Choose the correct answer

**S.B**

Choose the correct answer



3

2

4

5

**W.B**

Colour the one whose ages is 8.



- ★ Start from the middle, ask the children to read the number, help them if they can't, then ask *What is this?* let them count the pictures on the right and on the left, then ask them to circle the correct answer.



# My Numbers

**By the end of this unit *My Numbers*, the children will be able to:**

- ☆ Identify and write the letters **P** and **p**, **Q** and **q**, **S** and **s**, **R** and **r**, **T** and **t**.
- ☆ Identify words beginning with Pp, Qq, Rr, Ss, Tt.
- ☆ Ask and respond to the question, How many...?
- ☆ Develop thinking skills.

## New words

pen	cat
sun	dog
queen	cow
ring	sun
tap	apple
doll	numbers 1-10
teddy	

## New grammar

- ☆ Is it a doll?  
Yes, it is.  
No, it is not
- ☆☆ How many ....in the ....?



## Learn



**S.B**

Learn

27

**W.B**

Write:

Write:

35

**W.B**

Write:

Write:

36

**W.B**

Write:

37

- ★ Point to the letter Aa and ask *What letter is it?* Elicit the letter name and sound. Say *Write the little letter @ on your notbook*. Demonstrate to the class. Repeat with capital A. Check that they are forming the letters correctly. Play the recording, let them listen and then repeat.
- ★ You can ask them to practice forming the letters by drawing them on each other's backs with their fingers. Ask a child to help you to demonstrate. The children then work in pairs.

**This is the way to teach all letters from A (a) to Z (z).**










- ★ This exercise is multi-purposes, it joins the letters with the word and the picture that refer to .
- ★ Ask the children to read the letter then to match it to the word and then to the suitable picture.

**S.B**

Join







Qq.	Sun.	
Ss.	Tap.	
Tt.	Queen.	
Pp.	Ring.	
Rr.	Pen.	





























































**W.B**

Say, find and join.

Rr.  
Tt.  
Pp.  
Ss.  
Qq.

Join and write.

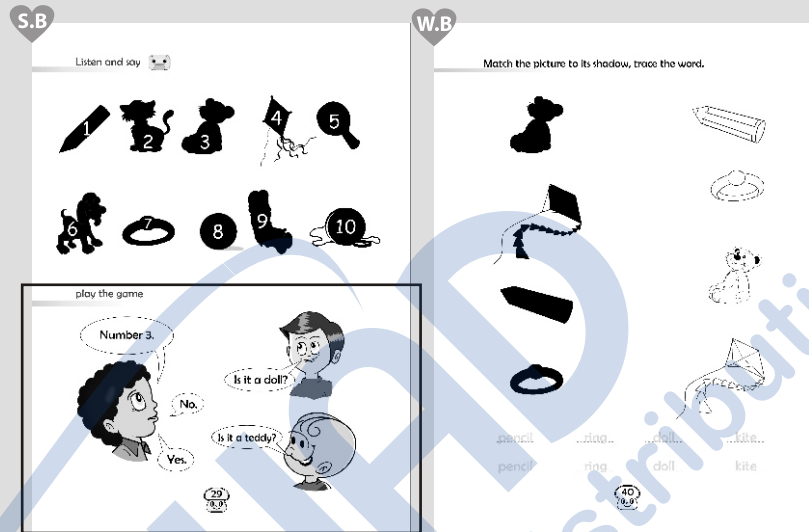
  
  
  
  
  





## Play the game

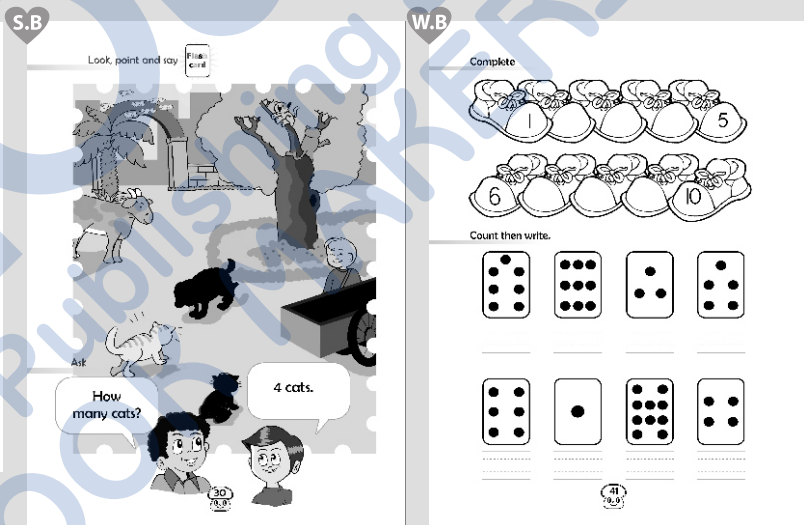
- ★ Referring to the exercise above, let children work in pairs or in triples or more, let them ask and answer.



## Look, Point and Say

Flash card

- ★ Point to the picture, ask what can you see?
- ★ Show the flashcard and teach, cow, cart, and review cat, dog, tree and boy.
- ★ Ask *How many cats are in the picture?* answer properly.
- ★ Let them do like you.



## Suggested game; How many fingers?

- ★ Invite a child to the front. Blind fold him or her.
- ★ Hold up between one and five fingers on your hand. Ask the child to feel your hand and count the fingers using touch only. Ask *How many fingers?*
- ★ The child says the number, e.g. four.
- ★ Now show your hand to the class. Ask *Is she / he right?*
- ★ Count the fingers! count with the class.
- ★ Continue with other children.

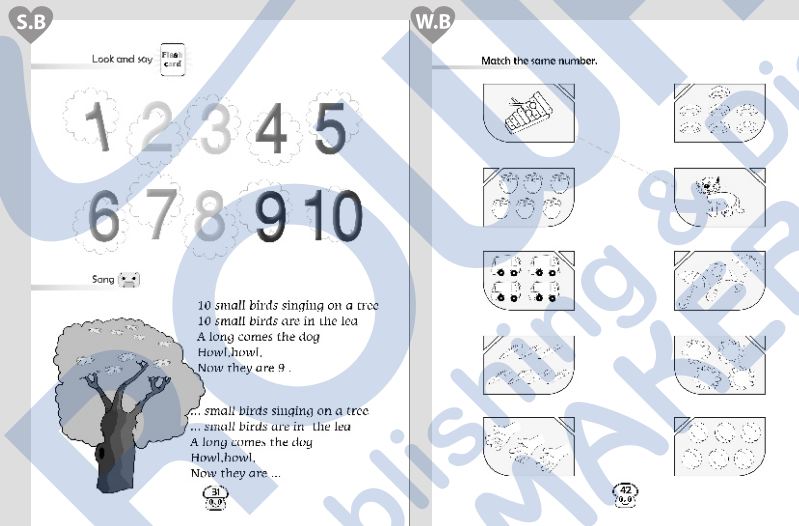


## Notice STICKER-TIME

Say *Its sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.

## Look and Say

## Flash card

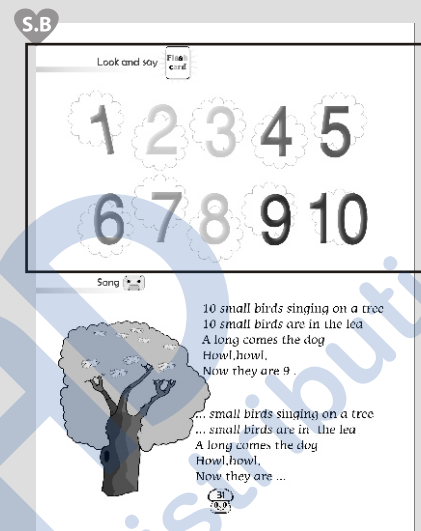


- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Show the flashcards one by one, say the number in aloud voice, tell the children to repeat, then ask the children to find the number in their books.
- ★ Now ask the children to draw a circle around the matching picture ( on the flashcard ).
- ★ Continue this way with the numbers from 1-10.



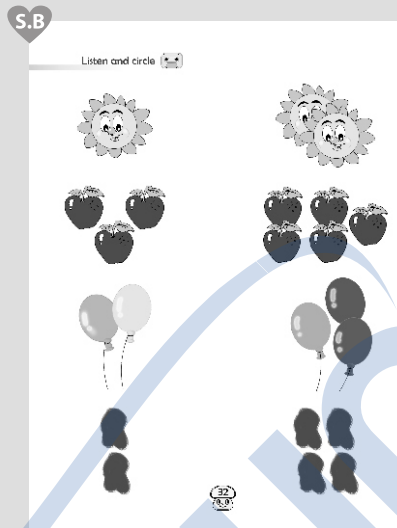
## Song

- ★ Stick the flashcards numbers on the board.
- ★ Encourage the children to point to the correct flashcard as they sing.

**How to teach songs**

- 1- Explain the context for the song. Tell the children to look at the pictures in their Pupil's book and ask them about what they can see and what they think the song about.
- 2- Play the recording to familiarize the children with the song, especially its melody and rhythm.
- 3- Play the song again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energizing. Do not expect the children to memorize the whole song in the first lesson. This will take time.





- ★ Write numbers 1-5 on the board.
- ★ Tell the children to look at the pictures. Elicit as much language from them as possible.
- ★ Play the recording.
- ★ Repeat. Pause after the text for the first picture, ask how many things can you see?
- ★ The children look carefully at the pictures and decide which one matches what they heard. Say point to the picture! write the number you heard next to it.
- ★ Repeat in this way with the remaining pictures, pausing for the children to find and point to the correct picture and then write the number. Tell them to look at the numbers on the board to help them write the numbers correctly.



# My Colours

**By the end of this unit *My colours*, the children will be able to:**

- ☆ Name 9 different colours.
- ☆ Talk about things using their colour reference.
- ☆ Describe thing using its colour.
- ☆ Identify and write the letters **U** and **u**, **V** and **v**, **W** and **w**, **X** and **x**, **Y** and **y**, **Z** and **z**.
- ☆ Identify words beginning with Uu, Vv, Ww, Xx, Y y, Zz.
- ☆ Develop the childrens language skills.

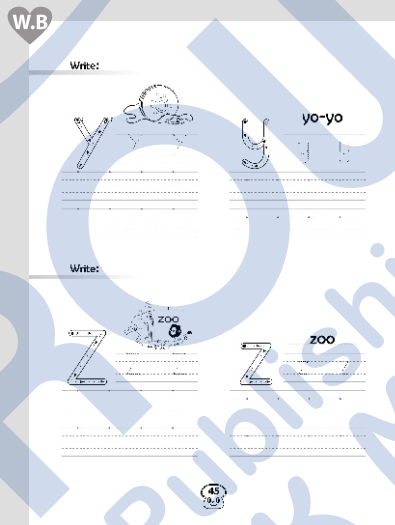
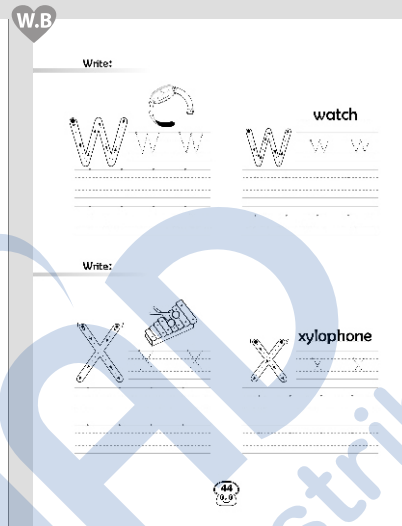
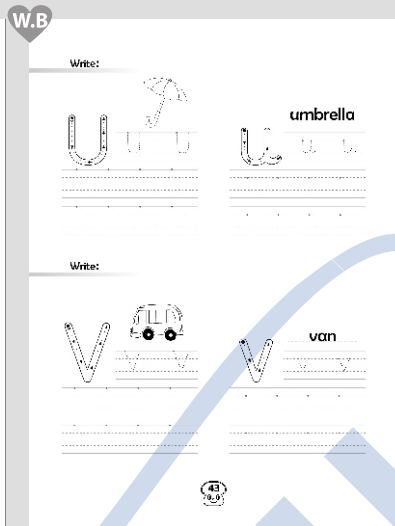
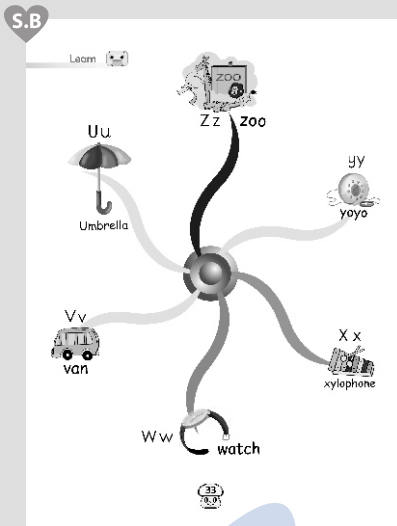
## New words

umbrella	zoo	purple
van	green	black
watch	red	brown
xylophone	yellow	white
yoyo	blue	plane
baloon	pink	box
		desk

## New grammar

- ☆ It's yellow plane.  
( adj ) ( n )
- ☆☆ What colour is it?  
It is .....





- ★ Point to the letter Aa and ask *What letter is it?* Elicit the letter name and sound. Say *Write the little letter @ on your notebook*. Demonstrate to the class. Repeat with capital A. Check that they are forming the letters correctly. Play the recording, let them listen and then repeat.
- ★ You can ask them to practice forming the letters by drawing them on each other's backs with their fingers. Ask a child to help you to demonstrate. The children then work in pairs.

**This is the way to teach all letters from A (a) to Z (z).**



## Look and circle

- ★ Tell the children to look at the first picture. Ask *What can you see?* Encourage the children to remember and Say *it is an.../ a...*
- ★ Ask the children *what is the first letter in this word?* Let them say, repeat in aloud voice and ask them to circle the correct letter.
- ★ Check that they have circled the correct letter.

**S.B**

Look and circle

**W.B**

Circle the same and say.

## Listen, count and circle



**S.B**

Review

Listen, count and circle

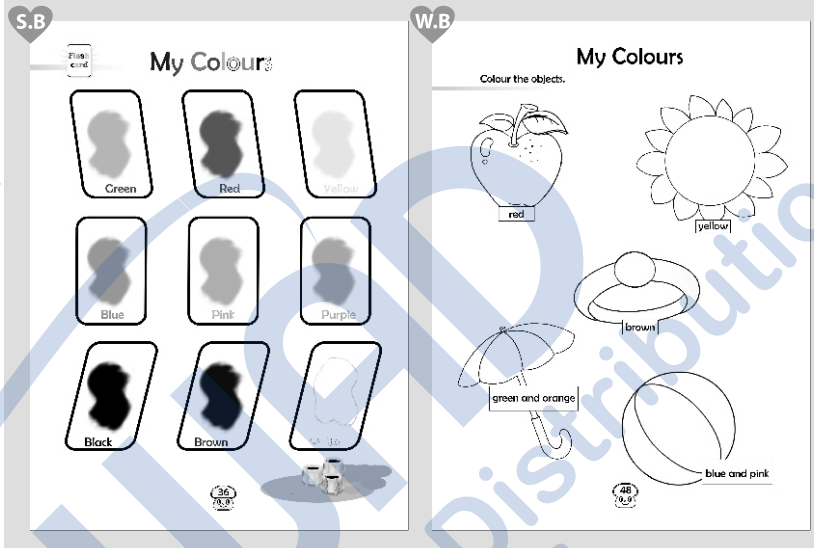
**W.B**

Find, join and say.

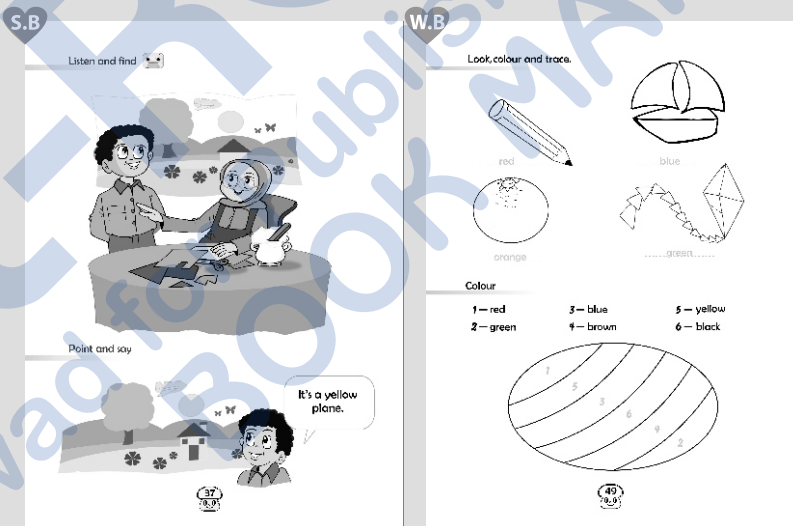
- ★ Say *Open your books*. Hold up the correct page for the children to see.
- ★ Ask *What can you see? How many ... can you see?*
- ★ Remind them with the numbers by counting from 1-5.
- ★ Play the recording. Pause after each sentence, give them the opportunity to look, see, and recognize then circle the correct choice.



- ★ Show the flashcards and teach: green, red, yellow, blue, pink, purple, black, brown, white.
- ★ Say and let them repeat in groups or individually. Do repeat colours, children like repetition and enjoy learning through this way.
- ★ Point to blue, green, red, brown, black, purple, yellow, white, pink objects around them and ask *What colour is it?* They can be item of clothing, bags, etc.
- ★ Play with them with colours by asking *Is this red?* Yes or No.



## Listen and find



- ★ Play the recording. Pause after each word to give the children the opportunity to point to the corresponding colour/ object on the page.
- ★ Play the recording again. Pause for the children to repeat the words, while pointing to the correct colour in their books.



## Point and say

- ★ Ask children to look at the picture and describe what can they see, it is an excellent exercise to match objects with colours.

**S.B**

Listen and find

Point and say

It's a yellow plane.

37

**W.B**

Circle the odd one out.


50

## Play the game

## Flash card

**S.B**

Play the game

It's white.

It's a cat.

38

**W.B**

Number the balloons then colour them.

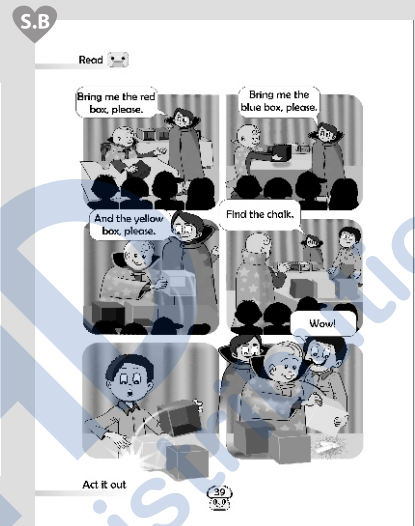
51

- ★ Show the flashcard and teach, lion and review cat, dog, pencil, bag, book.
- ★ Have a volunteer and play, say it is green. The volunteer answer its pencil. Support your answer with **Yes** or **No**.



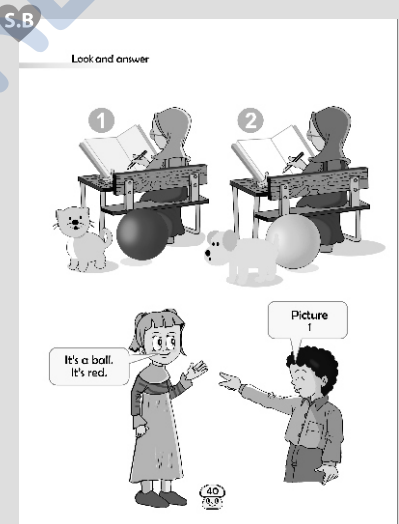


- ★ Follow the aim of reading.  
Show the page of the book and make sure that every one has opened the correct page.
- ★ Play the recording, pause after each sentence, and do let them repeat in groups.
- ★ Act the lesson in class, practicing will achieve the aim and give more fun to the classroom atmosphere.



## Look and answer

- ★ Ask the children *What can you see in picture number 1 / 2?*
- ★ Let them describe the objects they see referring to its colour and number.
- ★ Urge them to work in pairs, one of them describe something in the picture he chooses and the other guess which picture does his partner talk about.



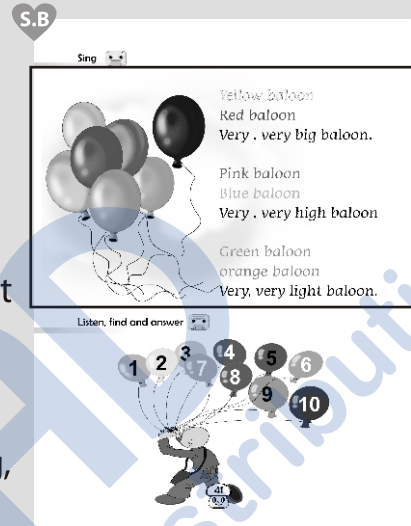


## Song

- ★ Stick the colours flashcards on the board.
- ★ Encourage the children to point to the correct flashcard as they sing.

## How to teach songs

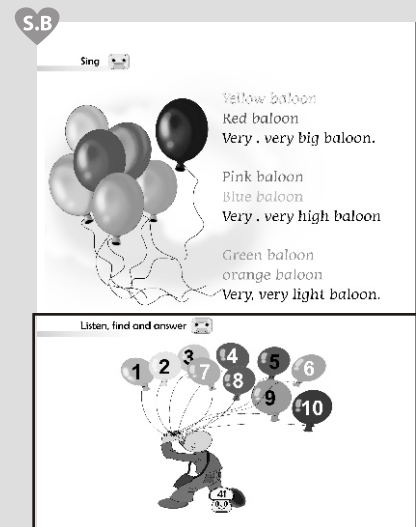
- 1- Explain the context for the song. Tell the children to look at the pictures in their Pupil's book and ask them about what they can see and what they think the song about.
- 2- Play the recording to familiarise the children with the song, especially its melody and rhythm.
- 3- Play the song again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Do not expect the children to memorise the whole song in the first lesson. This will take time.



## Listen, find and answer



- ★ Write the number 1-10 on the board and ask the children to count.
- ★ Stick the colours flashcards under the number and ask the children to point and say the colours they see.
- ★ Play the recording. Pause after each sentence, let students recognize and point to the appropriate balloon.





## a ... an

**By the end of this unit *a ... an* , the children will be able to:**

- ☆ Differentiate in meaning and use between a and an.
- ☆ Describe things referring to their colours.

**New words**

ring	elephant
orange	fan
monkey	hand
birds	jug

**New grammar**

a + consonants ( b.c.d ... )

e.g

a book

a ring

a pen....

an + vowels ( a,v,o,i,e )

an arm

an olive

an elephant

an umbrella

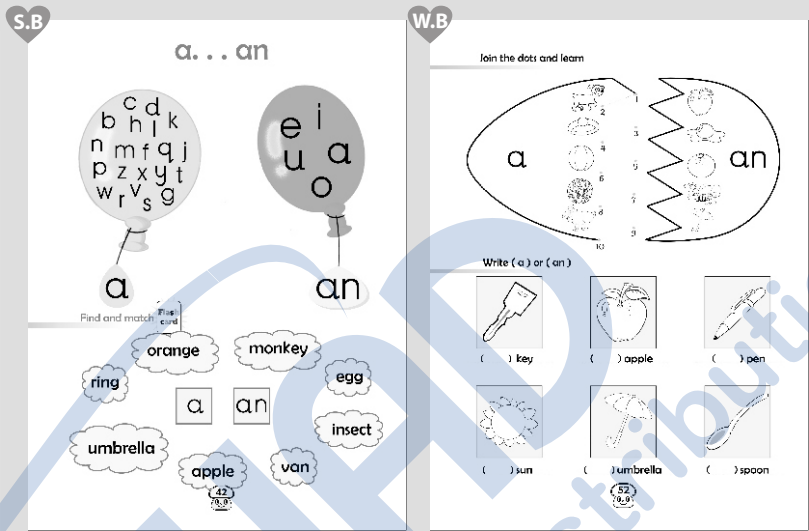
an ink



## a .. an

- ★ Explain using two balloons one of them has the vowels written on it and the other one has the consonants, try to fly the vowels balloon high in the room and put some drops of water in the consonant balloon to make it heavier and hard to fly like the empty one.

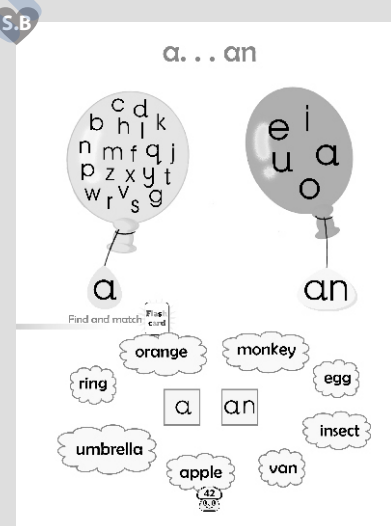
- ★ Tell that the balloons of vowel has only 5 letter so it can fly so high but the balloons of consonant has 21 letter so it can't fly high.



## Find and match

## Flash card

- ★ Show the flashcards and ask *What is this?*
- ★ Be sure that they will answer using a / an before the word.



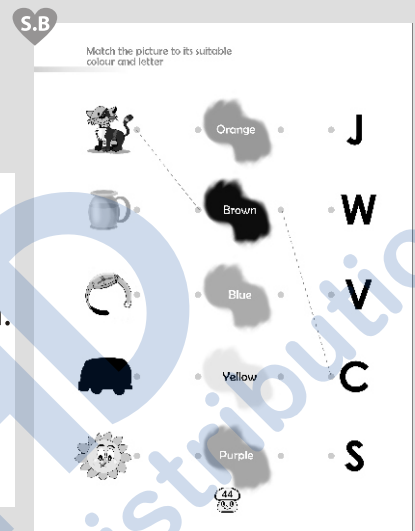
## Notice STICKER-TIME

Say: *It's sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.



## Match the picture to its suitable colour and letter

- ★ This exercise is multi-purposes, it joins the letters with the word and the picture that refer to them.
- ★ Ask from the column you find more familiar for the children.
- ★ Ask *What is this? What colour is it?*
- ★ Let them join the picture to the colour and then to the suitable letter.



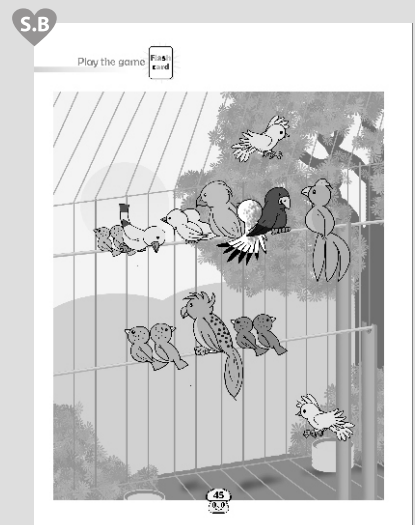
## Notice STICKER-TIME

Say: *Its sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.

## Play the game

Flash  
card

- ★ Show the flashcard and ask *What can you see?*
- ★ *The emphasis here is on the birds colours and number.*





# My favourite things

**By the end of this unit *My favourite things*, the children will be able to:**

- ☆ Name toys and possessions ( ball, kite, teddy, bat, doll, yoyo, pencil case ).
- ☆ Ask and respond to the question and respond *What is it?*  
*It is ...*
- ☆ Describe things using *big / small* concepts.
- ☆ Talk about objects in the kitchen; *plate, spoon, cup, glass.*

## New words

kite	xylophone	bicycle
teddy	fan	plate
yoyo	jug	spoon
bat	van	cup
doll	dog	glass
lion		

## New grammar

- ☆ What is it?  
It is ...
- ☆☆ Is the box big?  
Yes, it is.  
No, it is not.
- ☆☆☆ I need a ...



## Listen and find



- ★ Play the recording. Pause after each word for the children to point to the correct toy in the picture.
- ★ Repeat. This time ask the class to repeat each word, while pointing to the correct picture.

**S.B**

**My favourite things**

Listen and find

ball kite teddy bat doll yo-yo

Play the game

It's blue ... ball

**W.B**

Match.

. Vv  
. Ss  
. Ff  
. Kk  
. Nn  
. Tt

Notice **STICKER-TIME**

Say: *It's sticker time! Let's have fun children*. The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.

## Play the game

- ★ Referring to the pictures above 46, ask the children to work in pairs and guess.

**S.B**

**My favourite things**

Listen and find

ball kite teddy bat doll yo-yo

Play the game

It's blue ... ball



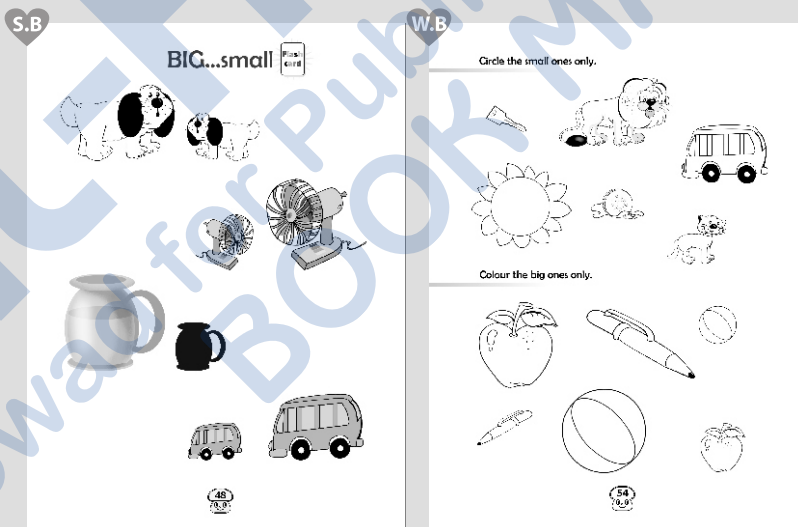
## Listen and find



- ★ Play the recording. Pause after each dialogue.
- ★ Give the children the chance to search, point and repeat.

## BIG ..small

Flash card



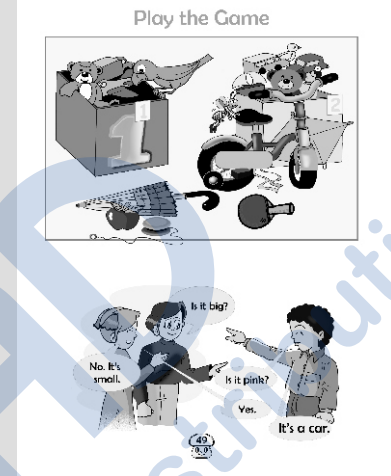
- ★ Show the flashcards, ask *What is this?* Ask if the objects big or small, let them work in pairs and ask about objects around them.



## Play the game

- ★ Ask the children *What can you see in picture number 1 / 2?*
- ★ Let them describe the objects they see referring to their colours and numbers.
- ★ Urge them to work in pairs, one of them describe something in the picture he chooses and the other guess which picture does his partner talk about.

S.B



## Listen, find and say

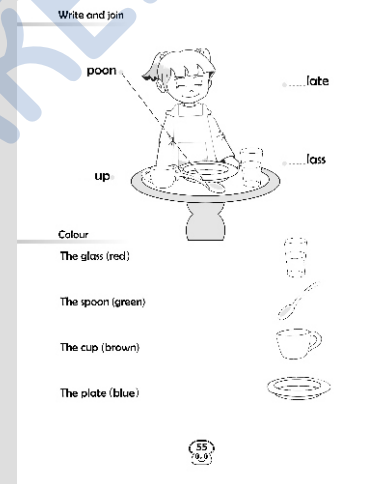


- ★ Point to the pictures.
- ★ Teach spoon, glass, cup, plate.
- ★ Play the recording. The children point to the correct picture and say.

S.B



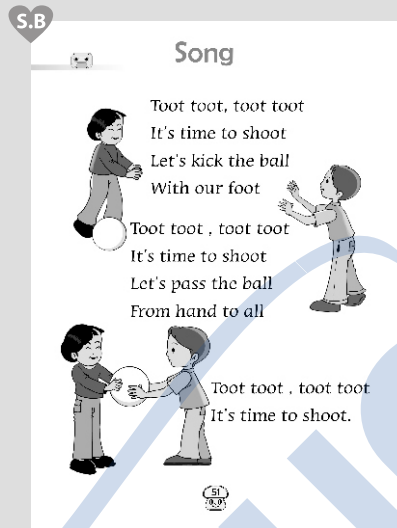
W.B



## Notice STICKER-TIME

Say: *It's sticker time! Let's have fun children* . The children guess the shadow of the picture and search for it in the middle sheet of the book then stick it. This is the way to all black shadow pictures in the book.





### How to teach songs

- 1- Explain the context for the song. Tell the children to look at the pictures in their Pupil's book and ask them about what they can see and what they think the song about.
- 2- Play the recording to familiarise the children with the song, especially its melody and rhythm.
- 3- Play the song again. Pause after each line and explain the meaning by pointing to the corresponding pictures and by performing actions.
- 4- Repeat. This time ask the class to repeat each line, performing the actions as they do so.
- 5- Divide the class into two or more groups and sing the song using actions, with each group singing its own lines.
- 6- Young children love repetition, so sing familiar songs regularly, especially when your class needs energising. Do not expect the children to memorise the whole song in the first lesson. This will take time.



## What can you do in English?

S.B

What can you do in English

Point, cut and answer

1	2	3	4
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Count 1-10

1

Sing an English song

2

Name 5 colours

3

say ABC - Z

4

52

It is rapid review for all the topics discussed in the book, let each student take the opportunity to tell what can he / she do in English, each student should do two from the four options on minimum.