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Objectives

The children can greet each other and say goodbye.

Vocabulary

Key: goodbye, hello

Extended: hands, red, yellow

Language

Key: Hello. Goodbye.

Materials

crayons, scissors, paper (red and yellow), glue sticks, tongue depressors

Preparation

Photocopy the Activity 1 page (1 per child).

Warmer

Greet the children. Use your right hand to wave when saying *Hello*, and then say *Goodbye* using your left hand. Encourage the children to say *Hello* to you and to other classmates, waving their right hands.

Next, ask the children to stand in a circle. Stand in the centre. Spin around and point to all of the children in the circle. Stop and say *Hello* to the child your finger is pointing at. Encourage him or her to reply *Hello*. Then invite that student to come to the centre of the circle, point to a classmate and say *Hello* to him or her. Continue until all the children have participated. Then do the same with *Goodbye*.

Colour. Listen and point.

Distribute crayons and the Activity 1 page (see Preparation). Hold up the Activity page and point to the hand on the right. Say *Show me your red crayon. Colour this hand red*. Next, point to the hand on the left and say *Show me your yellow crayon. Colour this hand yellow*. Tell the children that the red hand represents *Hello* and the yellow one *Goodbye*.

Say the following and encourage the children to point to the hand that represents the action.

T: *Hello. (Wave your right hand to say Hello.)*
Point to the red hand. Hello.

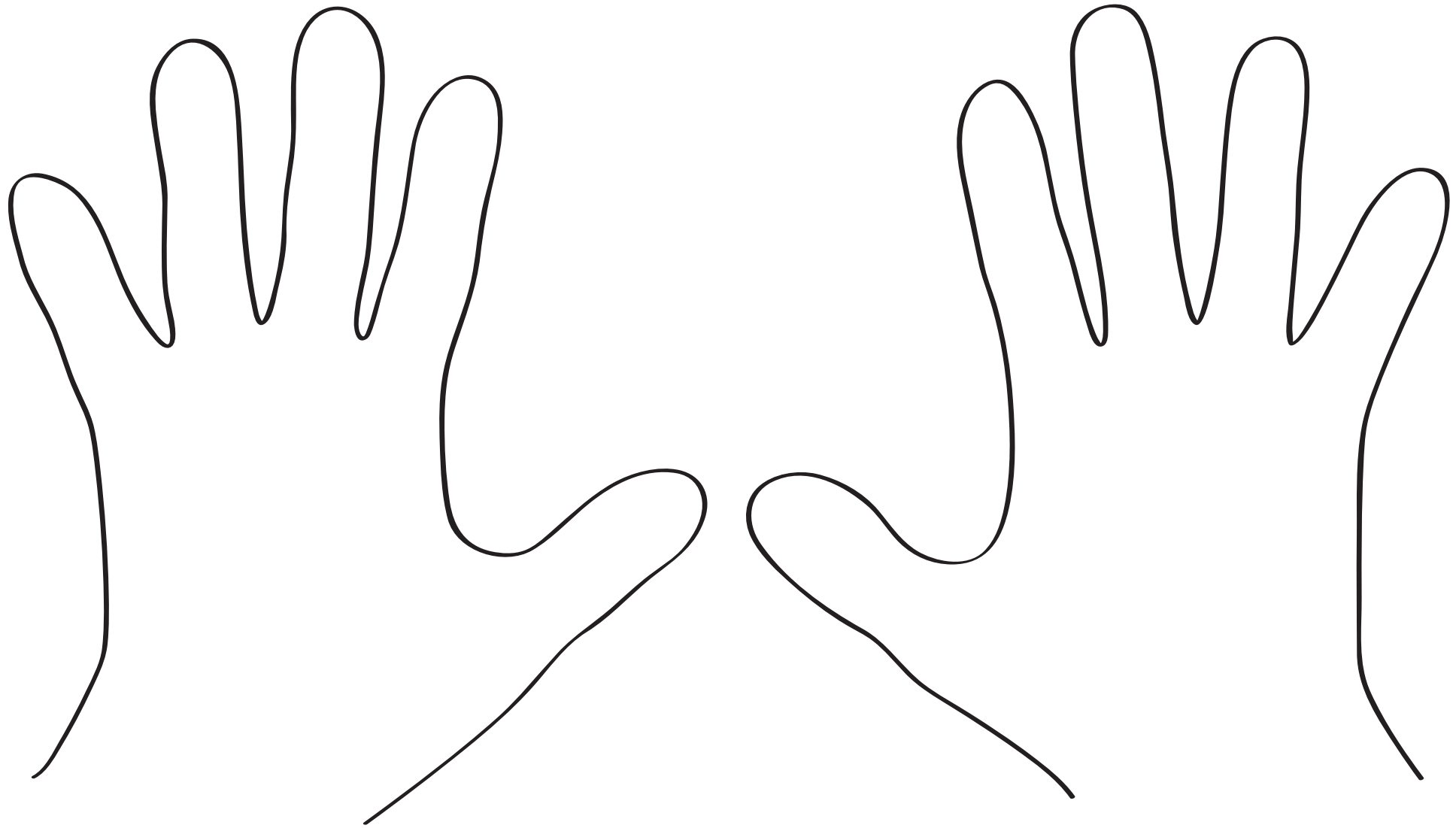
Do the same with your left/the yellow hand and *Goodbye*.

Wrap-up

Distribute the rest of the materials. Help the children trace their hands on the paper (red paper for the right hand and yellow for the left). Help the children cut out the hands and glue them to the tongue depressors. Next, mime the actions and encourage the children to say *Hello* or *Goodbye*, holding up the corresponding paper hand.

Name: _____

Colour. Listen and point. 



Objectives

The children can greet each other and say their names.

Vocabulary

Key: hello, name

Language

Key: Hello. What's your name?
My name is...

Materials

Cricket Puppet, crayons, a yellow marker pen

Preparation

Photocopy the Activity 2 page (1 per child).

Warmer

Greet the children and wave your hand.

Encourage them to say *Hello* to you.

Next, show the children how to introduce themselves by acting out the following dialogue using the Cricket Puppet:

T: *Hello! What's your name?*

CP: *My name is Cricket.
What's your name?*

T: *I'm (Gloria).*

Repeat the dialogue with the Cricket Puppet addressing different children, and having them answer him.

Draw and write.

Distribute crayons and the Activity 2 page (see Preparation). Hold up the Activity page and point to the picture. Encourage the children to draw their face and hair on the character's head. Then use a yellow marker pen (see Materials) to write each child's name on the line.

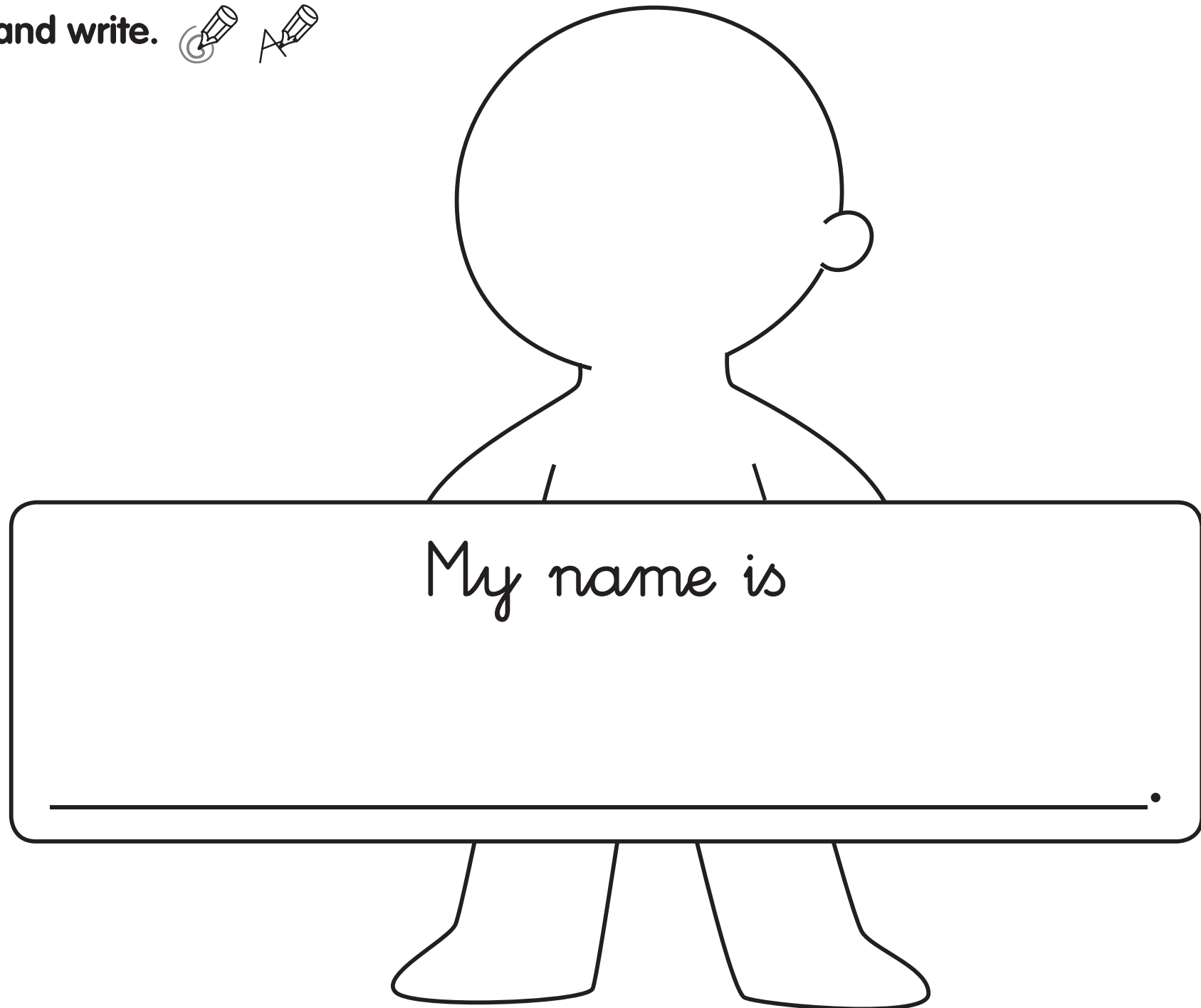
Ask the children to trace over their names with a crayon.

Wrap-up

Encourage the children to walk around the classroom asking and answering the question *What's your name?* Tell them to show the picture they drew for Activity 2 and say, for example, *My name is Aldo.*

Name: _____

Draw and write.  



Objectives

The children can give and follow instructions.

Vocabulary

Key: book

Language

Key: Stand up. Sit down. Open your book.
Close your book.

Materials

crayons

Preparation

Photocopy the Activity 3 page (1 per child).

Warmer

Greet the children. Say *Sit down* and sit in your chair. Then say *Stand up* and perform the action. Say *Stand up* again and encourage the children to carry out the action. Continue in the same way with *Sit down*. Do this two or three more times until you see that the meaning of both phrases is clear to the children.

Next, take a book and stand up. Encourage the children to do the same. Say *Open your book* while performing the action. Encourage them to do the same. Then say *Close your book* while performing the action, encouraging the children to do the same. Do this two or three more times.

Listen and point. Circle.

Distribute crayons and the Activity 3 page (see Preparation). Hold up the Activity page and point to the pictures. Name each action for the children to repeat. Then call out the name of each action again and ask the children to point to the corresponding pictures. Next, tell the children *Point to 'Open your book.'* Circle *'Open your book.'* Encourage the children to point to and circle the corresponding picture. Continue in the same way with the other pictures and actions. Provide help as necessary.

Wrap-up

Give instructions (*Stand up. Sit down. Open your book. Close your book.*) two or three more times and have the children perform the actions. Then encourage individual children to give instructions to the rest of the class.

Name: _____

Listen and point. Circle. 



Objectives

The children can identify and name places at school.

Vocabulary

Key: bathroom, classroom

Extended: board, toilet

Language

Key: This is the bathroom. This is the classroom.

Extended: May I go to the bathroom?

Materials

crayons, white paper

Preparation

Photocopy the Activity 4 page (1 per child).

Warmer

Ask the children to form a line. Take them to the school bathrooms and say *This is the bathroom*. Say *May I go to the bathroom?* Ask the children to repeat after you. Explain to the children that they will have to say this if they need to go to the bathroom. Tell the children that they should go back to the classroom after going to the bathroom.

Next, go back to the classroom and say *This is the classroom*. Ask the children to repeat after you.

Colour and match.

Distribute crayons and the Activity 4 page (see Preparation). Hold up the Activity page and point to the pictures of the classroom and the bathroom. Ask the children to identify both places. Then ask the children to colour the pictures.

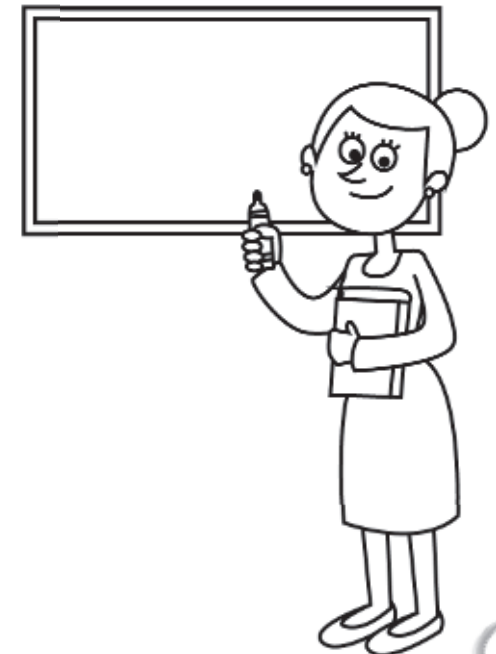
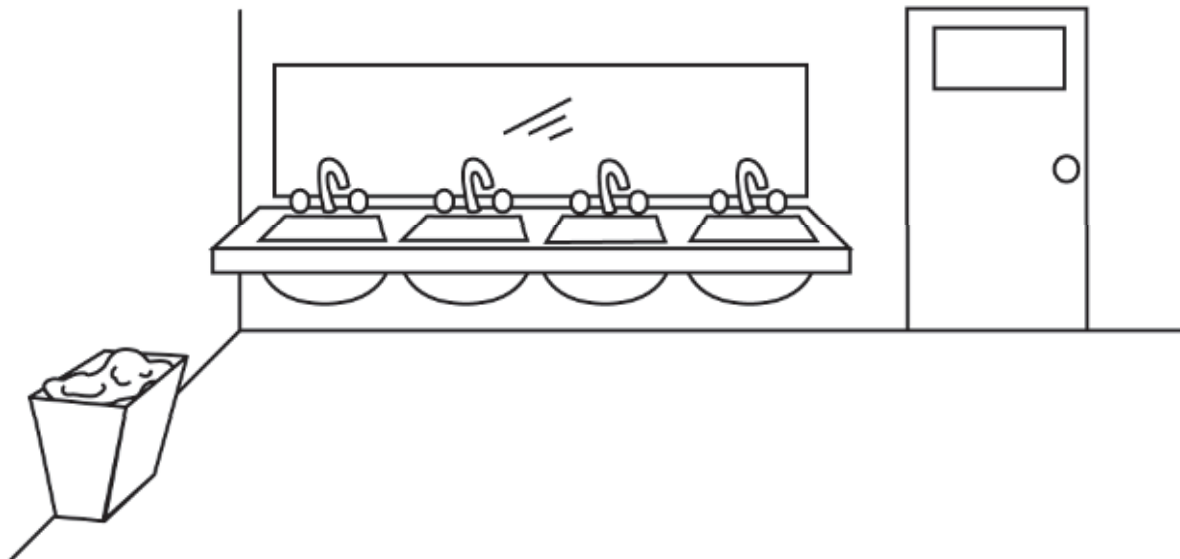
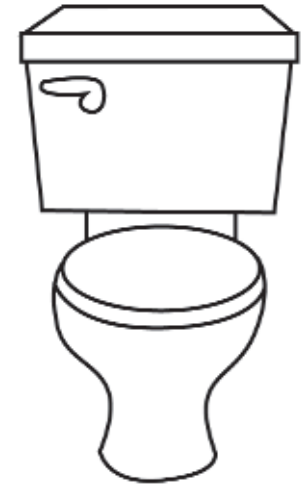
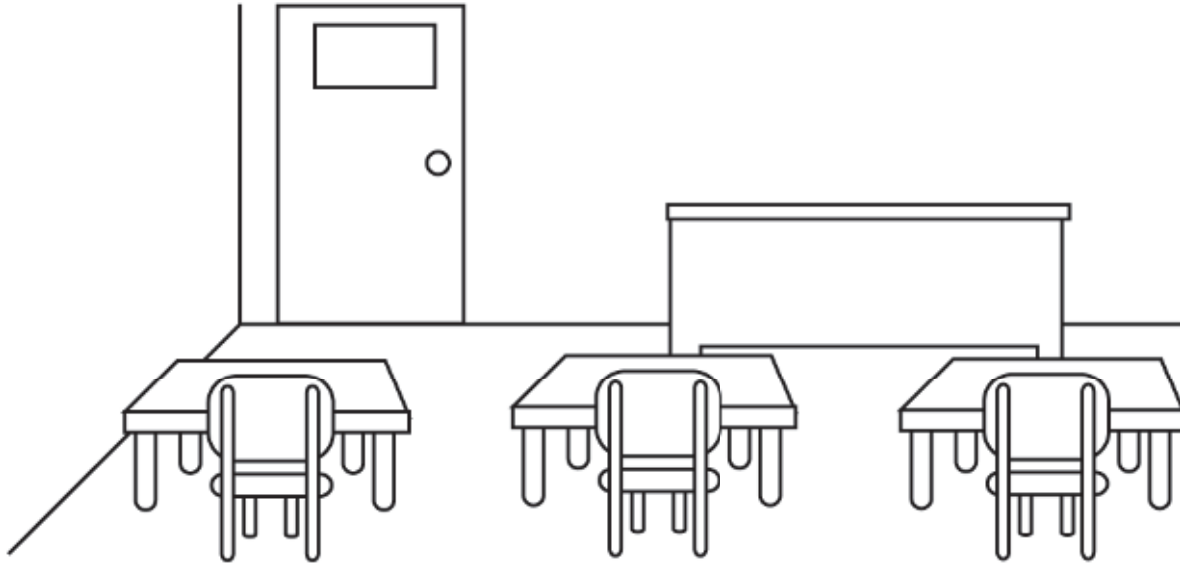
Next, explain to the children that an object is missing from each picture. Point to the picture of the toilet and say *toilet* for the children to repeat after you. Do the same with *board*. Point to the picture of the board again. Say *Look, this is a board. Does the board go in the classroom, or in the bathroom?* Elicit the answer from the children. Do the same with the picture of the toilet. Finally, ask the children to draw a line to match the classroom and bathroom with the objects that belong there.

Wrap-up

Distribute white paper. Encourage the children to draw their classroom. Display the children's work on the classroom walls.

Name: _____

Colour and match.  



Objectives

The children can identify and name school objects.

Vocabulary

Key: book, chair, table

Language

Key: What is this? This is a chair.

Materials

crayons

Preparation

Photocopy the Activity 5 page (1 per child).

Warmer

Place a book, a chair and a table somewhere in the classroom that is accessible to the children. Ask the children to form a line. Take them around the classroom to touch the book, chair and table. Touch the book and say *This is a book*. Ask the children to touch and repeat. Ask *What is this?* Encourage the children to answer. Do the same with the chair and the table.

Listen and point. Match and colour.

Distribute crayons and the Activity 5 page (see Preparation). Name each object on the Activity page and ask the children to point to it. Say, for example, *Book. Point to the book*.

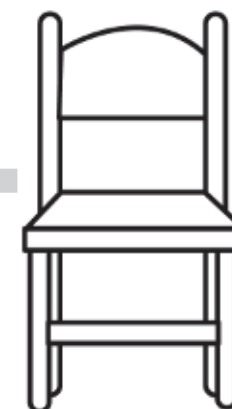
Ask the children to trace over the lines with their fingers and then with a crayon, following the direction indicated by the arrow. Finally, have them colour the pictures.

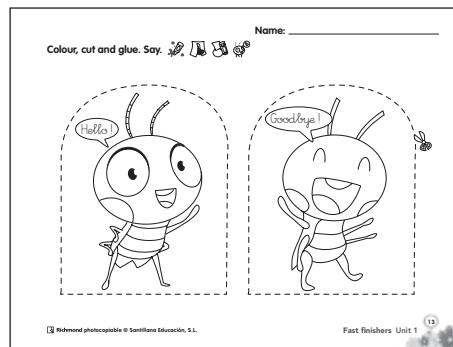
Wrap-up

Ask individual children, go to and touch different tables, chairs and books in the classroom. Encourage them to name the objects they touch.

Name: _____

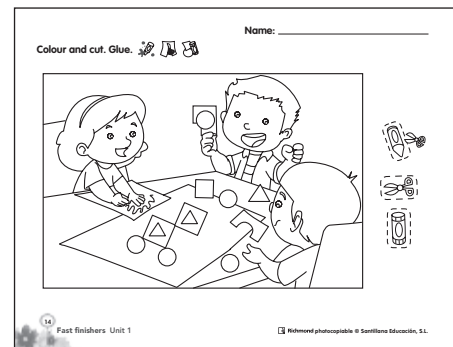
Listen and point. Match and colour.    





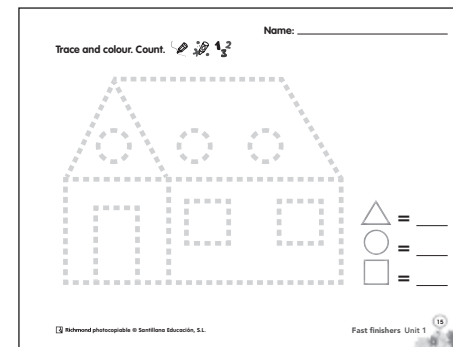
Materials: crayons, scissors, glue sticks, tongue depressors

Instructions: Ask the children to colour the picture representing *Hello* red, and the one representing *Goodbye* blue. Help them cut out the pictures and glue them onto tongue depressors to make stick puppets. Ask the children to work in groups and say hello or *goodbye* to each other, holding up the corresponding stick puppet.



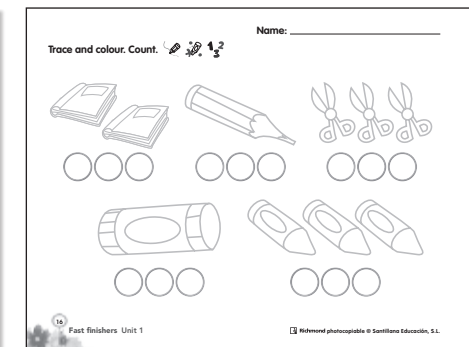
Materials: crayons, scissors, glue sticks

Instructions: Ask the children to colour the classroom objects. Help them cut out the pictures. Encourage the children to glue the classroom objects in the corresponding spaces. Ask the children to colour the scene.



Materials: crayons

Instructions: Ask the children to trace and colour the picture. Encourage them to use different colours. Ask the children to count the shapes and write the corresponding numbers (*triangle-1, circle-3 and square-2*).

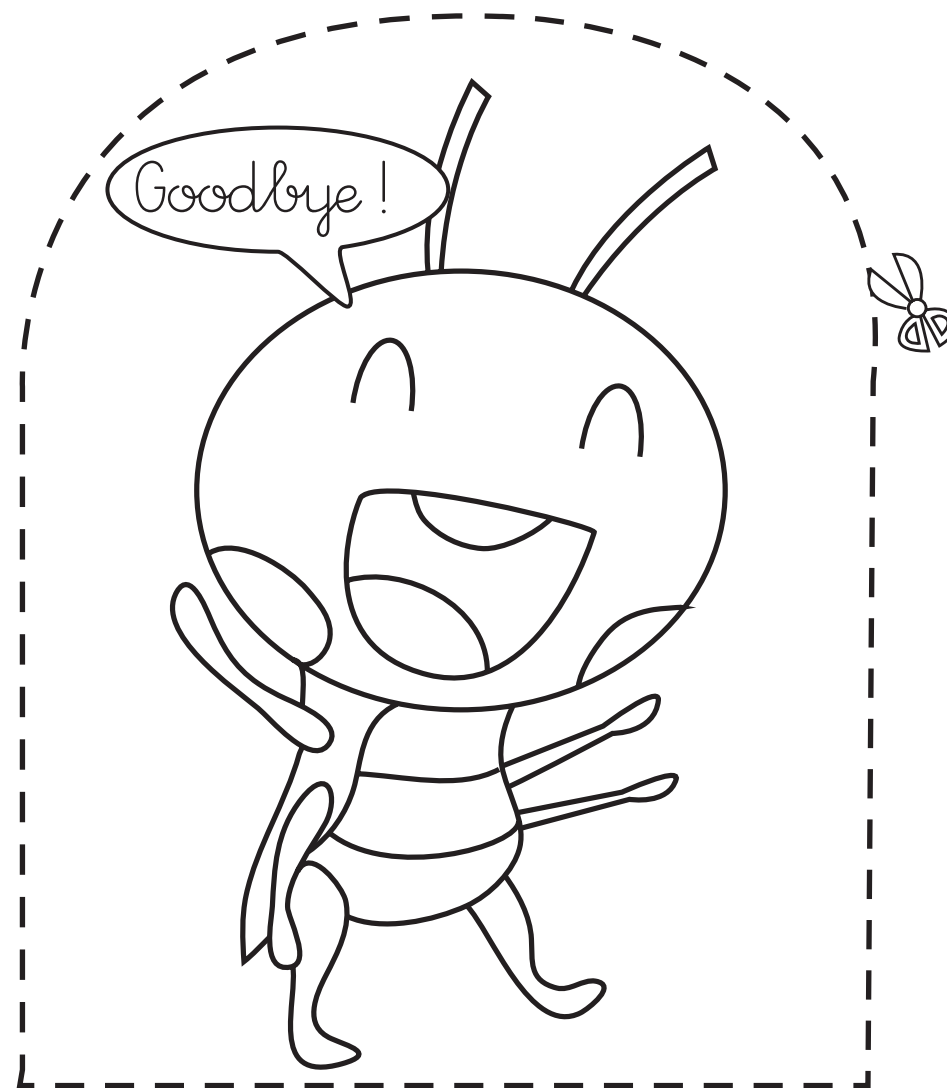
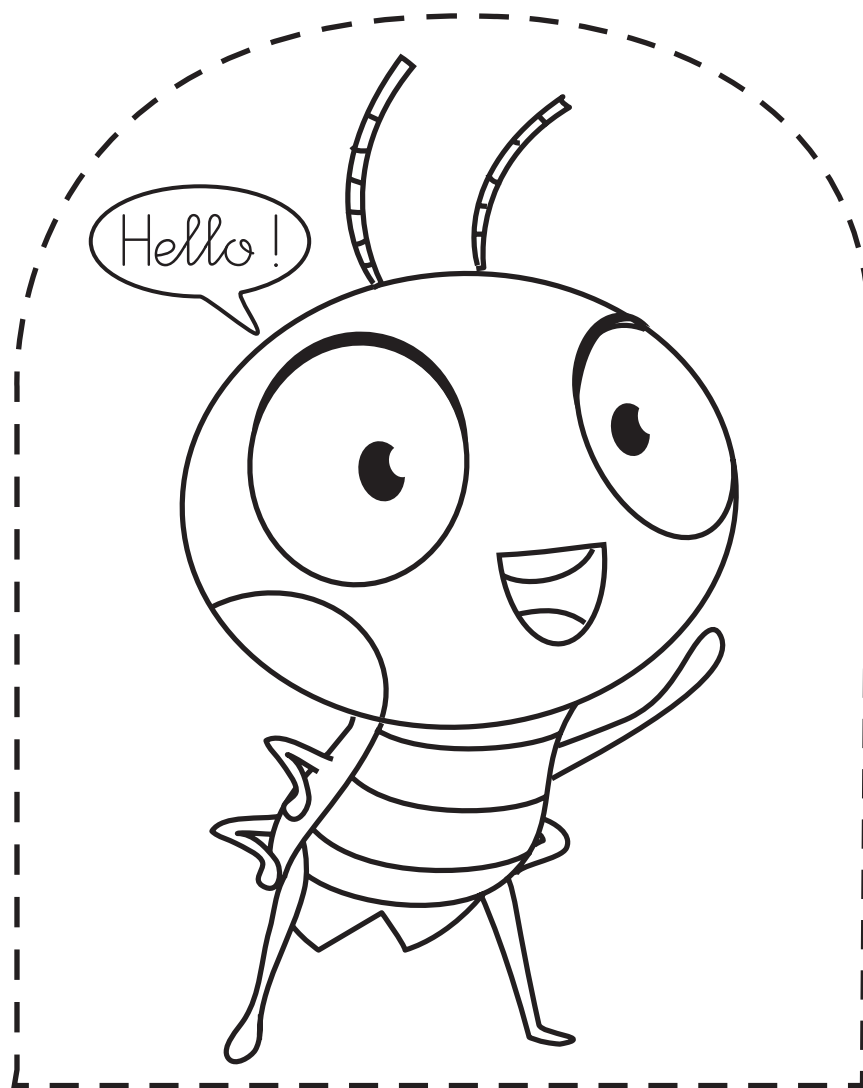


Materials: crayons

Instructions: Ask the children to trace and colour the classroom objects. Ask the children to count the classroom objects and colour the corresponding number of circles.

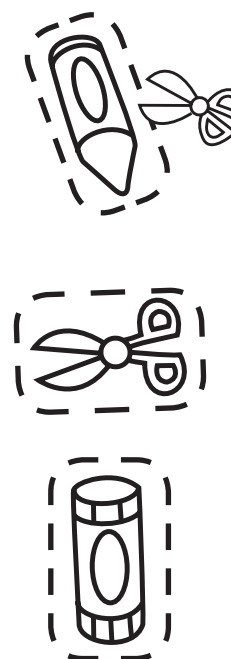
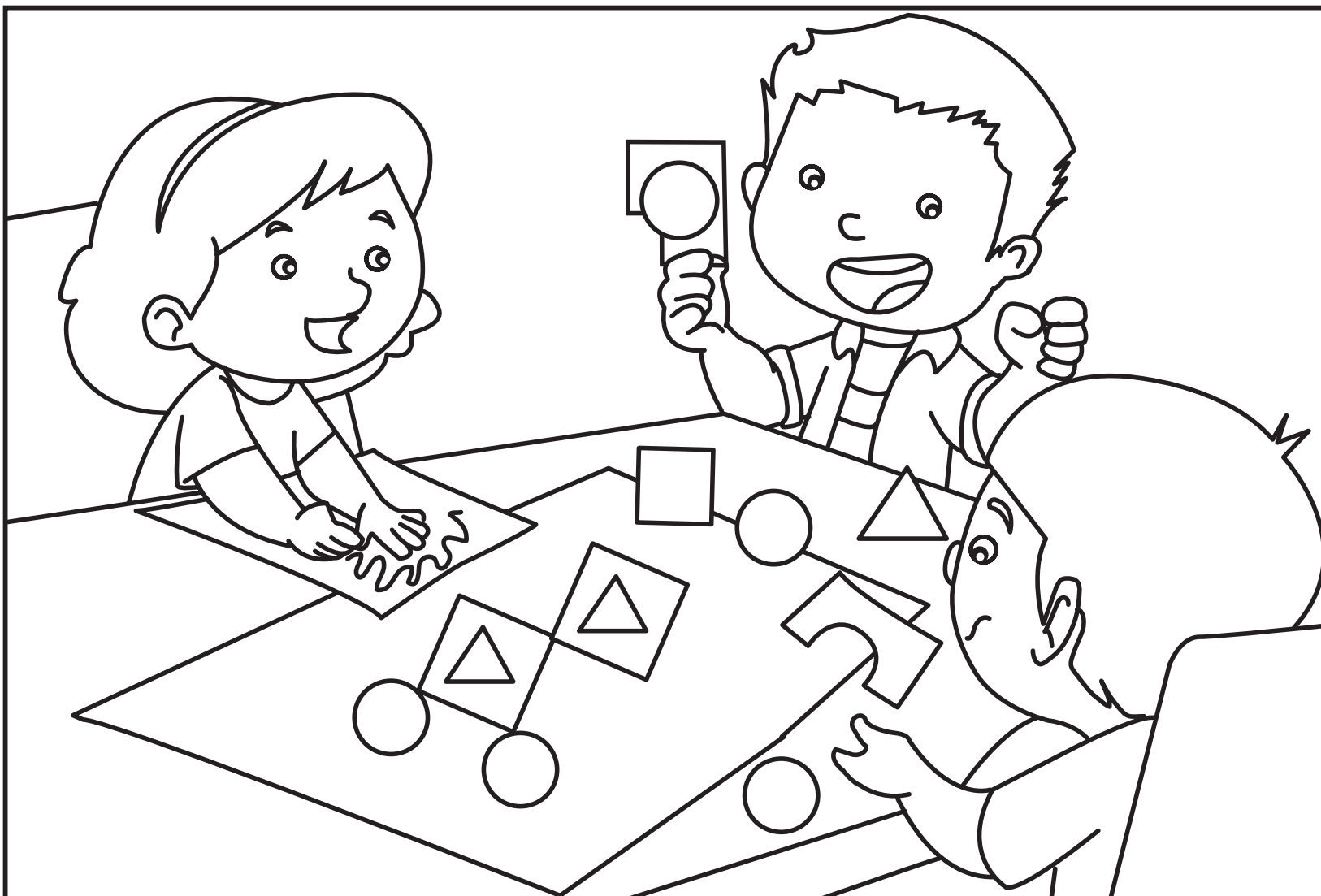
Name: _____

Colour, cut and glue. Say.    



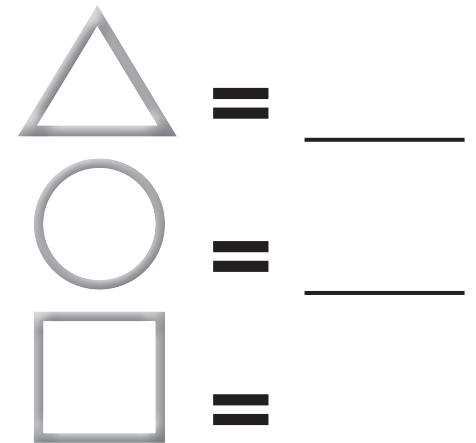
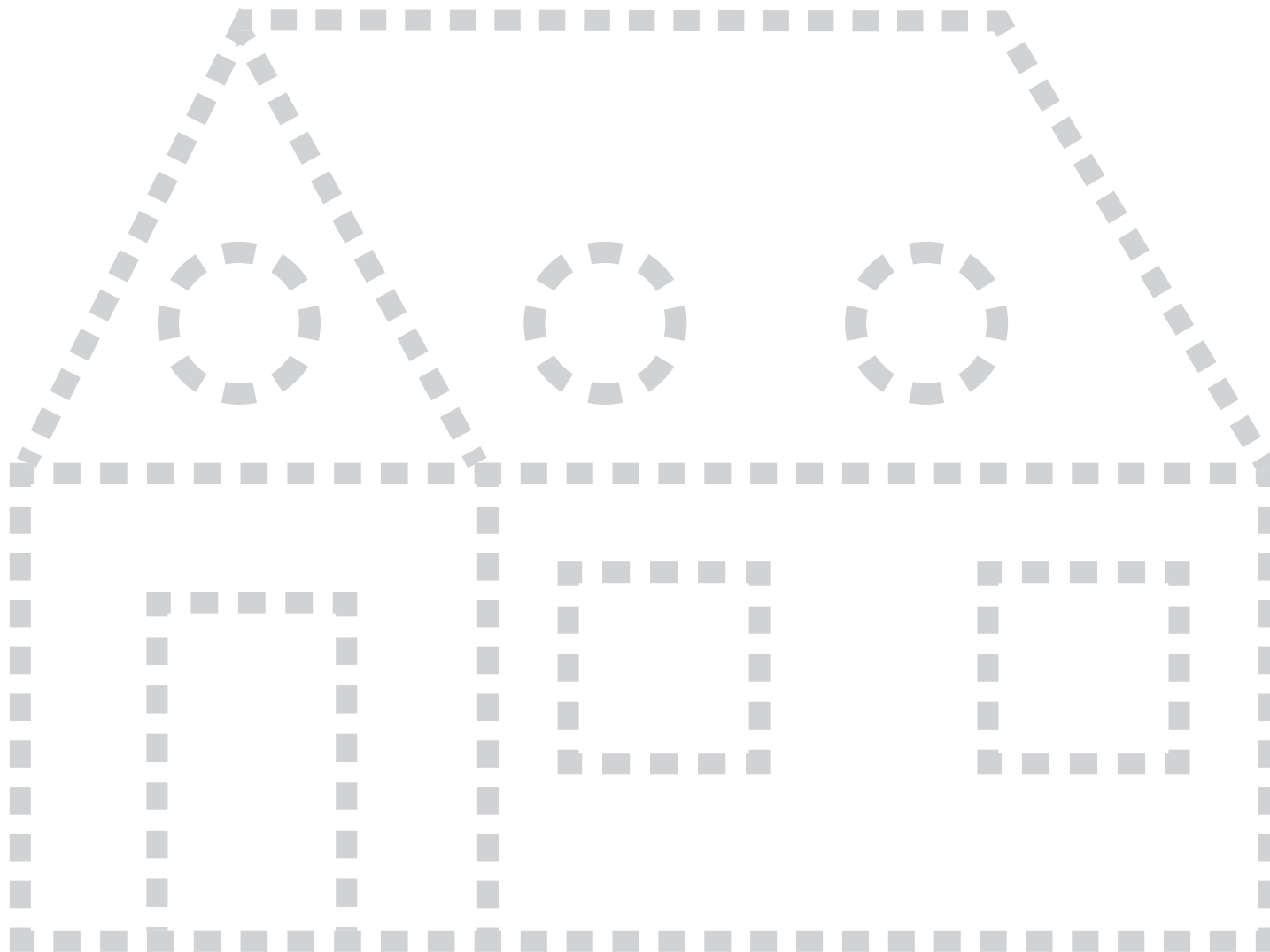
Name: _____

Colour and cut. Glue.   



Name: _____

Trace and colour. Count.   1 2 3



Name: _____

Trace and colour. Count.   1 2 3

