
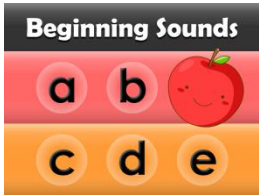










LEVEL 2: LESSON GUIDE

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1.1 Objectives:

- Picture walk and listen to the reader 'Shapes Are Everywhere'
- Learn to identify shapes: circle, square, triangle, rectangle
- Sort and classify shapes
- Make a face with shapes
- Use a yarn to make shapes

1.2 Objectives:

- Echo read 'Shapes Are Everywhere'
- Learn to identify shapes: oval, diamond, crescent, star
- Use a yarn to make shapes

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

Circles, ovals, diamonds, squares

There are many shapes out there

Everywhere you look you'll see

Let's go find some shapes now

1.1

Slide 2: Reader - Picture Walk

- Explore the book's title and cover, then flip through the pages, discussing the pictures and asking questions to spark curiosity and understanding.

Listen

- Students listen to the book being read without interruption.
- The teacher reads the book again, clarifying pronunciation, asking questions, and checking understanding, especially when descriptions differ from the students' picture walk ideas.

Slide 3: Listen and Do

Invite students to listen to the instructions and do the actions.

Slide 4: Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 5: Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 6: Planting Trees

Match the trees to the shapes.

Slide 7: Thematic Worksheets

p2-4

1.2

Slide 2: Echo Reading

- First reading: Invite students to identify the shapes as teacher reads aloud, e.g. *This is a It becomes the* Allow time for students to respond before continuing.
- Second reading: Invite students to read aloud after the pre-recorded voice-over or the teacher's reading.

Slide 8: *Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 9: *Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 10: Thematic Worksheets

p5-7

Home Learning App

Level 2 - Unit 1 (Theme)

**Optional: Select these additional words for revision: circle, square, triangle, rectangle*

2.1 Objectives:

- Shadow read 'Shapes Are Everywhere'
- Review all lessons/ vocabulary words
- Learn to associate shapes with things in the environment: square-house; triangle-roof; rectangle-door; oval-pond; star-starfish; crescent-bench; diamond-kite
- Associate shapes with the things around us
- Count 6 to 8

2.2 Objectives:

- Read 'Shapes Are Everywhere' independently
- Revision: Review the thematic lesson and work on the activities
- Optional: Work on extended learning activities - Shapes

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

2.1

Slide 1: Theme Song

Circles, ovals, diamonds, squares

There are many shapes out there

Everywhere you look you'll see

Let's go find some shapes now

Slide 2: Reader - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 3: *Lesson/ Vocabulary Words

Select all the words for revision.

Slide 4: *Pair Up

Select all the words.
Pair up the pictures with the matching shapes.

Slide 6: Thematic Worksheets

p8-11

2.2

Slide 2: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 6: Revision

Select activities identified by teachers as essential for revision and further practice.

Slide 7: Thematic Worksheets

p12-15

Slide 8: Time to Stretch

Use this stretching activity during or after each lesson.

Optional: Extended Learning

Shapes

Home Learning App

Level 2 - Unit 1 (Theme)

**Optional: Select these additional words for revision: circle, square, triangle, rectangle, oval, star, crescent, diamond*

3.1 Objectives:

- Learn the character song for /a/
- Learn letter sound /a/
- Picture walk, read the eBook and learn words beginning with /a/: apple, ant, arrow, alligator, axe

3.2 Objectives:

- Learn the character songs for /b/ and /c/
- Learn letter sounds /b/ and /c/
- Picture walk, read the eBook and learn words beginning with /b/ and /c/: baby, bottle, boy, bubbles, ball

Materials:

- Multimedia Library
- Phonics Workbook
- Home Learning App

3.1

Slide 1: Let's Sing 'Beginning Sounds'
Angry Adam /a/ /a/ /a/

Slide 2: Reader (1) - 'a' words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Teacher can record student's reading during independent reading.*)

Pre-Activity:

Write 'a' on the whiteboard.

Say: "The letter 'a' makes the sound /a/." Introduce the picture-word cards that start with the beginning sound /a/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /a/.

Slide 3: Flashcards: a, b, c, d, e

Select 'a'. Listen to all the words without interruption. Listen again and invite students to say the words. Highlight and emphasize the beginning sound when reading each word e.g. /a/ /a/ /a/ apple.

Slide 5: What Starts With...?

Listen carefully and identify the picture that begins with the letter sound.

Options:

(i) Play with 'webcam' or 'without webcam' mode

(ii) Click 'Show word' if the teacher wants to make the game easier to play

Slide 4: Listen and Match

(Select option: play with 'webcam' / 'without webcam' mode)

Listen to the letter sound and find its matching letter name.

Slide 6: What's the Beginning Sounds?

(Select option: play with 'webcam' / 'without webcam' mode)

Listen to the word and identify the beginning sound. *(Click 'Show word' if necessary.)*

Slide 7: Phonics Worksheets

p2-3

3.2

Slide 1: Let's Sing 'Beginning Sounds'

Bald Billy /b/ /b/ /b/; Cool Carrie /c/ /c/ /c/

Slide 2: Reader (1) - all /b/ and /c/ words only

Proceed as above.

Pre-Activity:

Write 'b' and 'c' on the whiteboard. Introduce one letter sound at a time.

Say "The letter 'b' makes the sound /b/."

Introduce the picture-word cards that start with the beginning sound /b/ and /c/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /b/ and /c/.

Slide 3: Flashcards: a, b, c, d, e *(Select 'b' and 'c')*

Slide 8: Listen and Match

Slide 9: What Starts With...?

Slide 10: What's the Beginning sound?

Proceed as above.

Slide 11: Phonics Worksheets

p4-9

Slide 12: Time for Yoga

Use this stretching activity for fun and relaxation during or after the lesson.

Home Learning App

Level 2 - Unit 2 (Phonics)

4.1 Objectives:

- Learn the character songs for /d/ and /e/
- Learn letter sounds /d/ and /e/
- Read the eBook and learn words beginning with /d/ and /e/
- *Optional: *(available 1st quarter of 2025)* Work on extended phonics activities: CVC Words

4.2 Objectives:

- Learn to say: I can ...; Tada;
- Learn to praise or give encouragement: Good job

Materials:

- Multimedia Library
- Phonics Workbook
- Thematic Workbook
- Home Learning App

4.1

Slide 1: Let's Sing 'Beginning Sounds'

Dizzy Daisy /d/ /d/ /d/; Energetic Eric /e/ /e/ /e/

Slide 2: Reader (1) - /d/ and /e/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent readings: Echo Reading, Shadow Reading, Independent Reading (*Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'd' and 'e' on the whiteboard. Introduce each letter sound at a time. Say: "The letter 'd' makes the sound /d/." Introduce the picture-word cards that start with the beginning sounds /d/ and /e/, and invite children to identify the pictures.

Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /d/ and /e/.



Slide 3: Flashcards: a, b, c, d, e (Select 'd' and 'e')

Slide 4: Listen and Match

Slide 5: What Starts With...?

Slide 6: What's the Beginning sound?

Proceed as above.

Slide 7: Phonics Worksheets
p10-15

***Optional: Extended Learning**
(Phonics)
Make CVC Words with /b/, /c/, /d/ and short vowels

4.2

Slide 9: Conversation Song

Learn to sing the song.

Norw: *Explain the meaning of Tada (a playful way to say "look what I did!")*

Slide 10: Conversation

Listen to the conversation. Together with the title and picture clues, help students understand what the conversation is about and the meaning of the words.

Slide 11: Role-Play

Talk about each scene briefly and invite students to complete the lines.

Additional activities (optional):

- Show simple actions like jumping, clapping, or drawing. Say, "I can jump!" then perform the action and exclaim "Tada!" The class responds, "Good job!" Encourage students to repeat the phrase and perform the action themselves. When they succeed, cheer them on with an enthusiastic "Tada!" and affirm their effort with a warm "Good job!" to build their confidence and enthusiasm. Other ideas: balancing a book on the head, singing a high note, skip with one leg,

Slide 12: Thematic Worksheets
p16-20

Home Learning App
Level 2 - Unit 1 ((Alphabet & Theme)

Note: The conversation activities can be found at the end of the thematic activities.

**Note: This section will feature lessons on blending CVC words, along with games. It is to provide teachers with the option to teach blending of CVC words after beginning sounds.*

LEVEL 2 - UNIT 2 THEME		LESSON 1: One More, Please	
1.1 Objectives: <ul style="list-style-type: none"> Picture walk and listen to the reader 'One More, Please' Learn to identify fruit: pear, banana, mango, grape, apple, orange Do actions of picking, washing it, peeling, biting (a fruit) 		1.2 Objectives: <ul style="list-style-type: none"> Echo read 'One More, Please' Listen to instructions and pick the correct fruit Learn descriptions of fruit e.g. banana – long, yellow 	
Materials: <ul style="list-style-type: none"> Multimedia Library Thematic Workbook Home Learning App 			
Slide 1: Theme Song Can I, Can I Can I have mango please? (4x)			
I eat a mango		Can I have one more, please?	
I like it very much		Thank you very much	
<i>Variation: substitute 'mango' with the names of other fruit</i>			
1.1			
Slide 2: Reader - Picture Walk <ul style="list-style-type: none"> Explore the book's title and cover, then flip through the pages, discussing the pictures and asking questions to spark curiosity and understanding. 		Listen <ul style="list-style-type: none"> Students listen to the book being read without interruption. The teacher reads the book again, clarifying pronunciation, asking questions, and checking understanding, especially when descriptions differ from the students' picture walk ideas. 	
Slide 3: Listen and Do Invite students to listen to the instructions and do the actions. <ul style="list-style-type: none"> (apple, pear, grapes) ... pick it, wash it, and take a bite (Yum!) (orange, banana, mango) ... pick it, peel it, and take a bite (Yum!) 		Slide 4: Lesson/ Vocabulary Words Invite students to listen and repeat the words.	
Slide 5: Odd One Out Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.		Slide 6: Thematic Worksheets p22-23	
1.2			
Slide 2: Echo Reading <ul style="list-style-type: none"> First reading: Invite students to identify the fruit as teacher reads aloud, e.g. <i>I eat a ...</i> . Allow time for students to respond before continuing. Second reading: Invite students to read aloud <u>after</u> the pre-recorded voice-over or the teacher's reading. 			
Slide 7: Pair Up Pair up the fruit with their matching shadows.		Slide 8: Thematic Worksheets p24-26	
Home Learning App Level 2 - Unit 2 (Theme)			

2.1 Objectives:

- Shadow read 'One More, Please'
- Draw a favorite fruit
- Learn to count 6 to 8 with fingers

2.2 Objectives:

- Read 'One More, Please' independently
- Revision: Review the thematic lesson and work on the activities
- Optional: Work on extended learning activities - Fruits

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

Can I, Can I	I eat a mango	Can I have one more, please?	<i>Variation: substitute 'mango' with the names of other fruit</i>
Can I have mango please? (4x)	I like it very much	Thank you very much	

2.1

Slide 2: Reader - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 3: Lesson/ Vocabulary Words

Select all the words for revision.

Slide 4: Pair Up

Pair up the fruit with their matching shapes.

Slide 5: Listen and Shop

Listen and drag the fruit into the trolley (accepts random order; click on the boy with the headphones to listen again.) Then, match the fruit with its name with teacher's assistance.

Slide 6: Thematic Worksheets

p27-29

2.2

Slide 2: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 7: Revision

Select activities identified by teachers as essential for revision and further practice.

Slide 8: Thematic Worksheets

p30-33

Slide 9: Time to Stretch

Use this stretching activity for fun and relaxation during or after the lesson.

Optional: Extended Learning

Fruits

Home Learning App

Level 2 - Unit 2 (Theme)

3.1 Objectives:

- Learn the character song for /f/
- Learn letter sound /f/
- Picture walk, read the eBook and learn words beginning with /f/

3.2 Objectives:

- Learn the character songs for /g/ and /h/
- Learn letter sounds /g/ and /h/
- Picture walk, read the eBook and learn words beginning with /g/ and /h/

Materials:

- Multimedia Library
- Alphabet Workbook
- Home Learning App

3.1

Slide 1: Let's Sing 'Beginning Sounds'

Funny Fonzi /f/ /f/ /f/

Slide 2: Reader (2) - /f/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent readings: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'f' on the whiteboard. Say: "The letter 'f' makes the sound /f/." Introduce the picture-word cards that start with the beginning sound /f/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /f/.

Slide 3: Flashcards: f, g, h, i, j

Select 'f'. Listen to all the words without interruption. Listen again and invite students to say the words. Highlight and emphasize the beginning sound when reading each word e.g. /f/ /f/ /f/ finger.

Slide 5: What Starts With...?

Listen carefully and identify the picture that begins with the letter sound.

Options:

- (i) Play with 'webcam' or 'without webcam' mode
- (ii) Click 'Show word' if the teacher wants to make the game easier to play

Slide 4: Listen and Match

(Select option: play iwith 'webcam' / 'without webcam' mode)
Listen to the letter sound and find its matching letter name.

Slide 6: What's the Beginning sound?

(Select option: play iwith 'webcam' / 'without webcam' mode)
Listen to the word and identify the beginning sound. *(Click 'Show word' if necessary.)*

Slide 7: Phonics Worksheets

p18-19

3.2

Slide 1: Let's Sing 'Beginning Sounds'

Gorgeous Gaby /g/ /g/ /g/; Helpful Harry /h/ /h/ /h/

Slide 2: Reader (2) - all /g/ and /h/ words only

Slide 3: Flashcards: f, g, h, i, j (Select 'g' and 'h')

Proceed as above

Pre-Activity:

Write 'g' and 'h' on the whiteboard. Say: "The letter 'g' makes the sound /g/." Introduce the picture-word cards that start with the beginning sounds



/g/ and /h/ and invite children to identify the pictures.

Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /g/ and /h/.

Slide 8: Listen and Match

Slide 9: What Starts With...?

Slide 10: What's the Beginning sound?

Proceed as above.

Slide 12: Time for Yoga

Use this stretching activity for fun and relaxation during or after the lesson.

Slide 11: Phonics Worksheets

p20-25

Home Learning App

Level 2 - Unit 2 (Phonics)

4.1 Objectives:

- Learn the character songs for /i/ and /j/
- Learn letter sounds /i/ and /j/
- Read the eBook and learn words beginning with /i/ and /j/
- *Optional: (*available 1st quarter of 2025*) Work on extended phonics activities: CVC Words

4.2 Objectives:

- Learn to ask: Can I have ...?; Can I go ...?
- Learn to answer positively: Sure
- Learn to express gratitude: Thank you

Materials:

- Multimedia Library
- Phonics Workbook
- Thematic Workbook
- Home Learning App

4.1

Slide 1: Let's Sing 'Beginning Sounds'

Itchy Igor /i/ /i/ /i/; Jolly Jessie /j/ /j/ /j/

Slide 2: Reader (2) - /i/ and /j/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'i' and 'j' on the whiteboard. Say: "The letter 'i' makes the sound /i/." Introduce the picture-word cards that start with the beginning sound /i/ and /e/, and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /i/ and /j/.

Slide 3: Flashcards: f, g, h, i, j (Select 'i' and 'j')

Slide 4: Listen and Match

Slide 5: What Starts With...?

Slide 6: What's the Beginning sound?

Proceed as above.

Slide 7: Phonics Worksheets

p26-31

***Optional: Extended Learning (Phonics)**
Make CVC Words with /f/, /g/, /h/, /j/ and short vowels

4.2

Slide 9: Conversation Song

Learn to sing the song.

Slide 10: Conversation

Listen to the conversation. Together with the title and picture clues, help students understand what the conversation is about and the meaning of the words.

Slide 11: Role-Play

Talk about each scene briefly and invite students to complete the lines. The teacher can ask the students to add gestures for "Can I...?" (hands up) and "Thank you" (hands together or take a bow).

Additional activities (optional):

- For "Can I have ...?", create a pretend shop with small items (cards, toys, or snacks). Students role-play as customers and shopkeepers. For "Can I go ...?", prepare some word cards of places, like the rest room, playground, library, and/or home.
- One child or one group will ask, "Can I have...?" while holding or pointing at an item, and the other will respond, "Sure," followed by "Thank you." Do the same for "Can I go...?" to request to go to different places.

Slide 12: Thematic Worksheets

p34-37

Home Learning App

Level 2 - Unit 2 ((Alphabet & Theme)

Note: The conversation activities can be found at the end of the thematic activities.

**Note: This section will feature lessons on blending CVC words, along with games. It is to provide teachers with the option to teach blending of CVC words after beginning sounds.*

1.1 Objectives:

- Picture Walk and listen to the reader 'Let's Eat'
- Learn to identify food: rice, soup, meat, fish, vegetables, orange, food
- Listen to instructions and pick the correct food

1.2 Objectives:

- Echo Read 'Let's Eat'
- Learn action words related to the preparation of food: cook, boil, grill, steam, fry, cut, eat
- Associate kitchen equipment/ utensils to types of food

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

Get some meat	Get some vegetables	Yummy food	Get some soup	Get some oranges	Yummy food
Grill the meat	Fry the vegetables	Time to eat	Boil the soup	Cut the oranges	Time to eat
Toss the meat	Add some salt	Come and eat with me	Stir the soup	Eat the fruit	Come and eat with me
(Tss ... tss ...)	(Tchar ... tchar ...)		(Bloop ... bloop ...)	(Mmm ... mmm ...)	

1.1

Slide 2: Reader - Picture Walk

- Explore the book's title and cover, then flip through the pages, discussing the pictures and asking questions to spark curiosity and understanding.

Listen

- Students listen to the book being read without interruption.
- The teacher reads the book again, clarifying pronunciation, asking questions, and checking understanding, especially when descriptions differ from the students' picture walk ideas.

Slide 3: Listen and Do

Turn to Workbook p40-41. Listen to the instructions and paste the correct food item.

Slide 4: Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 5: Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 6: Thematic Worksheets

p40-42

1.2

Slide 2: Echo Reading

- First reading: Invite students to identify the food and how it is to be prepared as teacher reads aloud, e.g. *Get some ... the ...*. Allow time for students to respond before continuing.
- Second reading: Invite students to read aloud after the pre-recorded voice-over or the teacher's reading.

Slide 7: *Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 8: *Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 9: Pair Up

Pair up the food and the way it is prepared (refer to the book if necessary).

Slide 10: Thematic Worksheets

p43-46

Home Learning App

Level 2 - Unit 3 (Theme)

*Optional: *Select these additional words for revision: rice, soup, meat, fish, vegetables, orange, food.*

2.1 Objectives:

- Shadow Read 'Let's Eat'
- Review all lessons/ vocabulary words
- Count 6 to 10 (revision)
- Count the food items

2.2 Objectives:

- Read 'Let's Eat' independently
- Revision: Review the thematic lesson and work on the activities
- Optional: Work on extended learning activities - In the Kitchen

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

Get some meat	Get some vegetables	Yummy food	Get some soup	Get some oranges	Yummy food
Grill the meat	Fry the vegetables	Time to eat	Boil the soup	Cut the oranges	Time to eat
Toss the meat	Add some salt	Come and eat with me	Stir the soup	Eat the fruit	Come and eat with me
(Tss ... tss ...)	(Tchar ... tchar ...)		(Bloop ... bloop ...)	(Mmm ... mmm ...)	

2.1

Slide 2: Reader - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 3: Lesson/ Vocabulary Words

Select all the words for revision.

Slide 4: Listen and Shop

Listen and drag the items into the trolley (accepts random order; click on the boy with the headphones to listen again.)
Then, match the item with its name with teacher's assistance.

Slide 5: Thematic Worksheets

p47-49

2.2

Slide 2: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 6: Revision

Select activities identified by teachers as essential for revision and further practice.

Slide 7: Thematic Worksheets

p50-53

Slide 8: Time to Stretch

Use this stretching activity for fun and relaxation during or after the lesson.

Optional: Extended Learning

In the Kitchen

Home Learning App

Level 2 - Unit 3 (Theme)

3.1 Objectives:

- Learn the character song for /k/
- Learn letter sound /k/
- Picture walk, read the eBook and learn words beginning with /k/

3.2 Objectives:

- Learn the character songs for /l/ and /m/
- Learn letter sounds /l/ and /m/
- Picture walk, read the eBook and learn words beginning with /l/ and /m/

Materials:

- Multimedia Library
- Phonics Workbook
- Home Learning App

3.1

Slide 1: Let's Sing 'Beginning Sounds'

Kind Karla /k/ /k/ /k/

Slide 2: Reader (3) - /k/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'k' on the whiteboard. Say: "The letter 'k' makes the sound /k/." Introduce the picture-word cards that start with the beginning sound /k/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /k/.

Slide 3: Flashcards: k, l, m, n, o

Select 'f'. Listen to all the words without interruption. Listen again and invite students to say the words. Highlight and emphasize the beginning sound when reading each word e.g. /k/ /k/ /k/ kitten.

Slide 5: What Starts With...?

Listen carefully and identify the picture that begins with the letter sound.

Options:

(i) Play with 'webcam' or 'without webcam' mode

(ii) Click 'Show word' if the teacher wants to make the game easier to play

Slide 4: Listen and Match

(Select option: play with 'webcam' / 'without webcam' mode)

Listen to the letter sound and find its matching letter name.

Slide 6: What's the Beginning sound?

(Select option: play with 'webcam' / 'without webcam' mode)

Listen to the word and identify the beginning sound. *(Click 'Show word' if necessary.)*

Slide 7: Phonics Worksheets

p34-35

3.2

Slide 1: Let's Sing 'Beginning Sounds'

Lazy Larry /l/ /l/ /l/; Messy Martin /m/ /m/ /m/

Slide 2: Reader (3) - /l/ and /m/ words only

Slide 3: Flashcards: k, l, m, n, o *(Select 'l' and 'm')*

Proceed as above

Pre-Activity:

Write 'l' and 'm' on the whiteboard. Say: "The letter 'l' makes the sound /l/." Introduce the picture-word cards that start with the beginning sound /l/ and /m/, and invite children to identify the pictures.

Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /l/ and /m/.



Slide 8: Listen and Match

Slide 9: What Starts With...?

Slide 10: What's the Beginning sound?

Proceed as above.

Slide 12: Time for Yoga

Use this stretching activity for fun and relaxation during or after the lesson.

Slide 11: Phonics Worksheets

p36-41

Home Learning App

Level 2 - Unit 3 (Phonics)

4.1 Objectives:

- Learn the character songs for /n/ and /o/
- Learn letter sounds /n/ and /o/
- Learn words beginning with /n/ and /o/
- *Optional: (*available 1st quarter of 2025*) Work on extended phonics activities: CVC Words

4.2 Objectives:

- Learn to express needs/ feelings: I'm thirsty; I'm tired; I'm hungry; I'm bored
- Learn to offer help/ suggestion: Would you like ...?
- Learn to answer: Yes, please.; No, thank you.

Materials:

- Multimedia Library
- Phonics Workbook
- Thematic Workbook
- Home Learning App

4.1

Slide 1: Let's Sing 'Beginning Sounds'

Noisy Noelle /n/ /n/ /n/; Orderly Oliver /o/ /o/ /o/

Slide 2: Reader (3) - /n/ and 'o' words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'n' and 'o' on the whiteboard. Say: "The letter 'n' makes the sound /n/." Introduce the picture-word cards that start with the beginning sounds /n/ and /o/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /n/ and /o/.

Slide 3: Flashcards: k, l, m, n, o (Select 'n' and 'o')

Slide 4: Listen and Match

Slide 5: What Starts With...?

Slide 6: What's the Beginning sound?

Proceed as above.

Slide 7: Phonics Worksheets

p42-47

***Optional: Extended Learning (Phonics)**

Make CVC Words with /k/, /l/, /m/, /n/ and short vowels

4.2

Slide 9: Conversation Song

Learn to sing the song.

Slide 10: Conversation

Listen to the conversation. Together with the title and picture clues, help students understand what the conversation is about and the meaning of the words.

Slide 11: Role-Play

Talk about each scene briefly and invite students to complete the lines. Describe the needs / feelings of being thirsty, tired, hungry and bored. Add actions like rubbing the stomach to show hunger, pant to show tired or thirsty.

Additional activities (optional):

- Prepare props like a water bottle, toy snacks, a small pillow, or a game or act out a need/ feeling. For example, when a student holds up a water bottle, the rest of the class shall guess the need/ feeling and respond, "Would you like some water?"

Slide 12: Thematic Worksheets

p54-57

Home Learning App

Level 2 - Unit 3 ((Alphabet & Theme)

Note: The conversation activities can be found at the end of the thematic activities.

**Note: This section will feature lessons on blending CVC words, along with games. It is to provide teachers with the option to teach blending of CVC words after beginning sounds.*

1.1 Objectives:

- Picture Walk and listen to the reader 'Fun in the Park'
- Learn to identify things at a park/ playground: park, swing, slide, sandpit, seesaw
- Learn actions: walk, tiptoe, jog, run, cycle, spin, jump, rollerblade

1.2 Objectives:

- Echo Read 'Fun in the Park'
- Learn about things one can do at a park/ playground: rollerblade, walk, jog, cycle, play, fun
- Learn to associate clothes/ accessories/ equipment that go with each activity (e.g. running – shoes)
- Talk about a favorite activity at the park
- Play charade

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

I want to walk, walk, walk

I want to swing, swing, swing

I want to talk, talk, talk

I want to sing, sing, sing

I want to play, play, play

Throughout the day, day, day

I want to have fun in the park

1.1

Slide 2: Reader - Picture Walk

- Explore the book's title and cover, then flip through the pages, discussing the pictures and asking questions to spark curiosity and understanding.

Listen

- Students listen to the book being read without interruption.
- The teacher reads the book again, clarifying pronunciation, asking questions, and checking understanding, especially when descriptions differ from the students' picture walk ideas.

Slide 3: Listen and Do

Listen to the instructions and do the actions.

Slide 4: Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 5: Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 6: Thematic Worksheets

p60-61

1.2

Slide 2: Echo Reading

- First reading: Invite students to identify the playground equipment/ activity as teacher reads aloud, e.g. *I want to I want to play on the* Allow time for students to respond before continuing.
- Second reading: Invite students to read aloud after the pre-recorded voice-over or the teacher's reading.

Slide 7: *Lesson/ Vocabulary Words

Invite students to listen and repeat the words.

Slide 8: *Odd One Out

Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.

Slide 9: What Is Missing?

Select the missing items.

Slide 10: Thematic Worksheets

p62-64

Slide 11: iPlay - Fun in the Park

Play this game for some fun and relaxation during or after the lesson. Make sure to turn on the webcam and read the instructions (?).

Home Learning App

Level 2 - Unit 4 (Theme)

*Optional: Select these additional words for revision: park, swing, slide, seesaw, sandpit.

2.1 Objectives:

- Shadow Read 'Fun in the Park'
- Review all lessons/ vocabulary words
- Count 1 to 10
- Count the number of children

2.2 Objectives:

- Read 'Fun in the Park' independently
- Revision: Review the thematic lesson and work on the activities
- Optional: Work on extended learning activities - At a Park

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

I want to walk, walk, walk

I want to swing, swing, swing

I want to talk, talk, talk

I want to sing, sing, sing

I want to play, play, play

Throughout the day, day, day

I want to have fun in the park

2.1

Slide 2: Reader - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 3: Lesson/ Vocabulary Words

Select all the words for revision.

Slide 4: Listen and Shop

Listen and drag the items into the trolley (accepts random order; click on the boy with the headphones to listen again.)
Then, match the item with its name with teacher's assistance.

Slide 5: Thematic Worksheets

p65-69

2.2

Slide 2: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 6: Revision

Select activities identified by teachers as essential for revision and further practice.

Slide 7: Thematic Worksheets

p70-73

Slide 8: Time to Stretch

Take a break to stretch during or after each lesson.

Optional: Extended Learning

At a Park

Home Learning App


Level 2 - Unit 4 (Theme)

<p>3.1 Objectives:</p> <ul style="list-style-type: none"> ● Learn the character song for /p/ ● Learn letter sound /p/ ● Picture walk, read the eBook and learn words beginning with /p/ 	<p>3.2 Objectives:</p> <ul style="list-style-type: none"> ● Learn the character songs for /q/ and /r/ ● Learn letter sounds /q/ and /r/ ● Picture walk, read the eBook and learn words beginning with /q/ and /r/ 	<p>Materials:</p> <ul style="list-style-type: none"> ● Multimedia Library ● Phonics Workbook ● Home Learning App
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3.1

<p>Slide 1: Let's Sing 'Beginning Sounds' Petite Peggy /p/ /p/ /p/</p>	<p>Slide 2: Reader (4) - /p/ words only</p> <ul style="list-style-type: none"> ● Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture. ● First reading: Click 'Read to Me' to listen to the reading. ● Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (<i>Note: Teacher can record student's reading during independent reading time.</i>)
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Pre-Activity:
Write 'p' on the whiteboard. Say: "The letter 'p' makes the sound /p/." Introduce the picture-word cards that start with the beginning sound /p/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /p/.

Slide 3: Flashcards: p, q, r, s, t
Select 'p'. Listen to all the words without interruption. Listen again and invite students to say the words. Highlight and emphasize the beginning sound when reading each word e.g. /p/ /p/ /p/ parrot.

Slide 5: What Starts With...?
Listen carefully and identify the picture that begins with the letter sound.
Options:
(i) Play with 'webcam' or 'without webcam' mode
(ii) Click 'Show word' if the teacher wants to make the game easier to play

Slide 4: Listen and Match
(*Select option: play with 'webcam' / 'without webcam' mode*)
Listen to the letter sound and find its matching letter name.

Slide 6: What's the Beginning sound?
(*Select option: play with 'webcam' / 'without webcam' mode*)
Listen to the word and identify the beginning sound. (*Click 'Show word' if necessary.*)

Slide 7: Phonics Worksheets
p50-51

3.2

<p>Slide 1: Let's Sing 'Beginning Sounds' Quiet Queenie /q/ /q/ /q/; Rich Remy /r/ /r/ /r/</p>	<p>Slide 2: Reader (4) - /q/ and /r/ words only Slide 3: Flashcards: p, q, r, s, t (<i>Select 'q' and 'r'</i>) Proceed as above</p>
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Pre-Activity:
Write 'q' and 'r' on the whiteboard. Say: "The letter 'q' makes the sound /q/." Introduce the picture-word cards that start with the beginning sound /q/ and /r/, and invite children to identify the pictures.

Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /q/ and /r/.



Slide 8: Listen and Match
Slide 9: What Starts With...?
Slide 10: What's the Beginning sound?
Proceed as above.

Slide 12: Time for Yoga
Use this stretching activity for fun and relaxation during or after the lesson.

Slide 11: Phonics Worksheets
p52-57

Home Learning App
Level 2 - Unit 4 (Phonics)

4.1 Objectives:

- Learn the character songs for /s/ and /t/
- Learn letter sounds /s/ and /t/
- Learn words beginning with /s/ and /t/
- *Optional: *(available 1st quarter of 2025)* Work on extended phonics activities: CVC Words

4.2 Objectives:

- Learn to say: Let's share; Let's take turns; Let's line up; Let's play together
- Learn to give a positive reply: Sure
- Learn to give a negative reply: Sorry, maybe next time

Materials:

- Multimedia Library
- Phonics Workbook
- Thematic Workbook
- Home Learning App

4.1

Slide 1: Let's Sing 'Beginning Sounds'

Silly Simon /s/ /s/ /s/; Tall Tomas /t/ /t/ /t/

Slide 2: Reader (4) - /s/ and /t/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 's' and 't' on the whiteboard. Say: "The letter 's' makes the sound /s/." Introduce the picture-word cards that start with the beginning sound /s/ and /t/ and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /s/ and /t/.

Slide 3: Flashcards p, q, r, s, t (Select 's' and 't')

Slide 4: Listen and Match

Slide 5: What Starts With...?

Slide 6: What's the Beginning sound?

Proceed as above.

Slide 7: Phonics Worksheets

p58-63

***Optional: Extended Learning (Phonics)**

Make CVC Words with /p/, /q/, /r/, /s/, /t/ and short vowels

4.2

Slide 9: Conversation Song

Learn to sing the song.

Slide 10: Conversation

Listen to the conversation. Together with the title and picture clues, help students understand what the conversation is about and the meaning of the words.

Slide 11: Role-Play

Talk about each scene briefly and invite students to complete the lines.

Additional activities (optional):

- Prepare props: For sharing and taking turns: crayons, markers, or toys for students to share. For taking turns: a ball, jump rope, or board game. For lining up: create signs like "Bus Stop," "Burgers," or "Tickets". For playing together: building blocks or a group puzzle.
- The teacher can say, "Let's pretend to stand in line, like we're waiting for a cab or snack time. I'll say, 'Let's line up,' and you can say, 'Sure!' We can also pretend we're at a bus stop or store, where everyone needs to line up. Let's practice saying 'Let's line up!' and 'Sure!' with big smiles! And remember, if you don't want to do something or don't agree, you can be polite and say, "Sorry, maybe next time!"
- Do the same for "Let's share; Let's take turns; Let's play together."

Slide 12: Thematic Worksheets

p74-77

Home Learning App

Level 2 - Unit 4 ((Alphabet & Theme)

Note: The conversation activities can be found at the end of the thematic activities.

**Note: This section will feature lessons on blending CVC words, along with games. It is to provide teachers with the option to teach blending of CVC words after beginning sounds.*

**LEVEL 2 - UNIT 5
THEME**

LESSON 1: Welcome to My Classroom

<p>1.1 Objectives:</p> <ul style="list-style-type: none"> ● Picture Walk and listen to the reader 'Welcome to My Classroom' ● Learn to identify things in a classroom: desk, chair, book, pencil, sharpener, computer ● Listen to instructions and look for the correct items in the classroom 		<p>1.2 Objectives:</p> <ul style="list-style-type: none"> ● Echo Read 'Welcome to My Classroom' ● Learn about words to describe things: new, old, clean, dirty, big, small, long, short, round, square, working, broken ● Learn about opposites 		<p>Materials:</p> <ul style="list-style-type: none"> ● Multimedia Library ● Thematic Workbook ● Home Learning App 							
<p>Slide 1: Theme Song</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Let me show you my classroom</td> <td style="width: 25%;">One working computer, two broken ones</td> <td style="width: 25%;">Let me show you my classroom</td> <td style="width: 25%;">One round sharpener, two square ones</td> </tr> <tr> <td>One new desk, two old ones</td> <td>What can you see in your classroom?</td> <td>One clean chair, two dirty ones</td> <td>What can you see in your classroom?</td> </tr> </table>				Let me show you my classroom	One working computer, two broken ones	Let me show you my classroom	One round sharpener, two square ones	One new desk, two old ones	What can you see in your classroom?	One clean chair, two dirty ones	What can you see in your classroom?
Let me show you my classroom	One working computer, two broken ones	Let me show you my classroom	One round sharpener, two square ones								
One new desk, two old ones	What can you see in your classroom?	One clean chair, two dirty ones	What can you see in your classroom?								
1.1											
<p>Slide 2: Reader - Picture Walk</p> <ul style="list-style-type: none"> ● Explore the book's title and cover, then flip through the pages, discussing the pictures and asking questions to spark curiosity and understanding. 		<p>Listen</p> <ul style="list-style-type: none"> ● Students listen to the book being read without interruption. ● The teacher reads the book again, clarifying pronunciation, asking questions, and checking understanding, especially when descriptions differ from the students' picture walk ideas. 									
<p>Slide 3: Listen, Look and Say</p> <p>Listen to the instructions and play a scavenger hunt.</p>		<p>Slide 4: Lesson/ Vocabulary Words</p> <p>Invite students to listen and repeat the words.</p>									
<p>Slide 5: Odd One Out</p> <p>Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.</p>		<p>Slide 6: Thematic Worksheets</p> <p>p80-83</p>									
1.2											
<p>Slide 2: Echo Reading</p> <ul style="list-style-type: none"> ● First reading: Invite students to identify the classroom items as teacher reads aloud, e.g. One and two Allow time for students to respond before continuing. ● Second reading: Invite students to read aloud <u>after</u> the pre-recorded voice-over or the teacher's reading. 											
<p>Slide 7: *Lesson/ Vocabulary Words</p> <p>Invite students to listen and repeat the words.</p>		<p>Slide 8: *Odd One Out</p> <p>Invite students to name all the pictures from left to right first, and then click on the picture that is the odd one out.</p>									
<p>Slide 9: Thematic Worksheets</p> <p>p84-87</p>	<p>Slide 10: iPlay - Let's Clean the Board</p> <p>Play this activity during or after each lesson.</p>		<p>Home Learning App</p> <p>Level 2 - Unit 5 (Theme)</p>								

*Optional: Select these additional words for revision: desk, chair, book, pencil, sharpener, computer.

**LEVEL 2 - UNIT 5
THEME/ REVISION**

LESSON 2: Welcome to My Classroom

2.1 Objectives:

- Review all lessons/ vocabulary words
- Count 1 to 10 (revision)
- Count the things in the classroom

2.2 Objectives:

- Read 'Welcome to My Classroom' independently
- Revision: Review the thematic lesson and work on the activities
- Optional: Work on extended learning activities - My Classroom

Materials:

- Multimedia Library
- Thematic Workbook
- Home Learning App

Slide 1: Theme Song

Let me show you my classroom
One new desk, two old ones

One working computer, two broken ones
What can you see in your classroom?

Let me show you my classroom
One clean chair, two dirty ones

One round sharpener, two square ones
What can you see in your classroom?

2.1

Slide 2: Reader - Shadow Reading

Invite students to read aloud along with the pre-recorded voice-over or the teacher's reading.

Slide 3: Lesson/ Vocabulary Words

Select all the words for revision.

Slide 4: Pair Up

Select all the words. Pair up the opposites.
Say out the opposites e.g. long and short

Slide 5: Thematic Worksheets

p88-91

2.2

Slide 2: Independent Reading

Invite students to read aloud in a group, in pairs, or individually.

Note: Teacher can record student's reading during independent reading time.

Slide 6: Revision

Select activities identified by teachers as essential for revision and further practice.

Slide 7: Thematic Worksheets

p92-95

Slide 8: Time to Stretch

Use this stretching activity for fun and relaxation during or after the lesson.

Optional: Extended Learning

My Classroom

Home Learning App

Level 2 - Unit 5 (Theme)

3.1 Objectives:

- Learn the character songs for /u/ and /v/
- Learn letter sounds /u/ and /v/
- Picture walk, read the eBook and learn words beginning with /u/ and /v/

3.2 Objectives:

- Learn the character songs for /w/ and /x/
- Learn letter sounds /w/ and /x/
- Picture walk, read the eBook and learn words beginning with /w/ and /x/

Materials:

- Multimedia Library
- Phonics Workbook
- Home Learning App

3.1

Slide 1: Let's Sing 'Beginning Sounds'

Upset Uggie /u/ /u/ /u/; Vain Violet /v/ /v/ /v/

Slide 2: Reader (2) - /u/ and /v/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'u' and /v/ on the whiteboard. Say: "The letter 'u' makes the sound /u/." Introduce the picture-word cards that start with the beginning sounds /u/ and /v/, and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /u/ and /v/.



Slide 3: Flashcards: u, v, w, x, y, z

Select 'u' and 'v'. Listen to all the words without interruption. Listen again and invite students to say the words. Highlight and emphasize the beginning sound when reading each word e.g. /u/ /u/ /u/uncle.

Slide 5: What Starts With...?

Listen carefully and identify the picture that begins with the letter sound.

Options:

- (i) Play with 'webcam' or 'without webcam' mode
- (ii) Click 'Show word' if the teacher wants to make the game easier to play

Slide 4: Listen and Match

(Select option: play with 'webcam' / 'without webcam' mode)
Listen to the letter sound and find its matching letter name.

Slide 6: What's the Beginning sound?

(Select option: play with 'webcam' / 'without webcam' mode)
Listen to the word and identify the beginning sound. *(Click 'Show word' if necessary.)*

Slide 7: Phonics Worksheets

p66-69

3.2

Slide 1: Let's Sing 'Beginning Sounds'

Watson /w/ /w/ /w/; Excited Xander /x/, /x/, /x/

Slide 2: Reader (1) - /w/ and /x/ words only

Slide 3: Flashcards: u, v, w, x, y, z (Select 'w' and 'x')

Proceed as above

Pre-Activity:

Write 'w' and 'x' on the whiteboard. Say: "The letter 'w' makes the sound /w/."

Introduce the picture-word cards that start with the beginning sounds /w/ and /x/, and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /w/ and /x/.

Slide 8: Listen and Match

Slide 9: What Starts With...?

Slide 10: What's the Beginning sound?

Proceed as above.

Slide 12: Time for Yoga

Take a break to stretch during or after each lesson.

Slide 11: Phonics Worksheets

p70-75

Home Learning App

Level 2 - Unit 5 (Phonics)

4.1 Objectives:

- Learn the character songs for /y/ and /z/
- Learn letter sounds /y/ and /z/
- Read the eBook and learn words beginning with /y/ and /z/
- *Optional: *(available 1st quarter of 2025)* Work on extended phonics activities: CVC Words

4.2 Objectives:

- Learn to express an achievement: I did it! You did it! We did it!
- Learn to respond in agreement: Yes, you did it! Yes, I did it! Hooray! High five!

Materials:

- Multimedia Library
- Phonics Workbook
- Thematic Workbook
- Home Learning App

4.1

Slide 1: Let's Sing 'Beginning Sounds'

Yawning Yuki /y/ /y/ /y/

Slide 2: Reader (2) - /y/ and /z/ words only

- Picture Walk: Invite students to name the objects or pictures they see on each page and create a story based on the final picture.
- First reading: Click 'Read to Me' to listen to the reading.
- Subsequent reading: Echo Reading, Shadow Reading, Independent Reading (*Note: Teacher can record student's reading during independent reading time.*)

Pre-Activity:

Write 'y' and 'z' on the whiteboard. Say: "The letter 'y' makes the sound /y/." Introduce the picture-word cards that start with the beginning sounds /y/ and /z/, and invite children to identify the pictures.



Suggestion: Teachers can bring objects or cut out pictures from magazines or newspapers that start with /y/ and /z/.

Slide 3: Flashcards: u, v, w, x, y, z (Select 'y' and 'z')

Slide 4: Listen and Match

Slide 5: What Starts With...?

Slide 6: What's the Beginning sound?

Proceed as above.

Slide 7: Phonics Worksheets

p76-81

***Optional: Extended Learning (Phonics)**

Make CVC Words with /v/, /w/, /s/, /y/, /z/ (and /ck/, /ff/, /tt/, /ll/, /ss/) and short vowels

4.2

Slide 8: Conversation Song

Learn to sing the song.

Slide 9: Conversation

Listen to the conversation. Together with the title and picture clues, help students understand what the conversation is about and the meaning of the words.

Slide 10: Role-Play

Talk about each scene briefly and invite students to complete the lines. Encourage students to show how happy they are by giving a big thumbs up or holding their hands up high when they say "I did it!" or "We did it!". When they shout "Hooray!" they can jump in the air and pump your fists, pretending to celebrate their achievements.

Slide 11: Thematic Worksheets

p96-99

Home Learning App

Level 2 - Unit 5 ((Alphabet & Theme)

Note: The conversation activities can be found at the end of the thematic activities.

Additional activities (optional):

- Group students into groups. Provide blocks and challenge them to build the tallest tower.
- Arrange hoops at various distances and let students try tossing beanbags into them. Encourage them to celebrate their success and cheer for each other.

**Note: This section will feature lessons on blending CVC words, along with games. It is to provide teachers with the option to teach blending of CVC words after beginning sounds.*