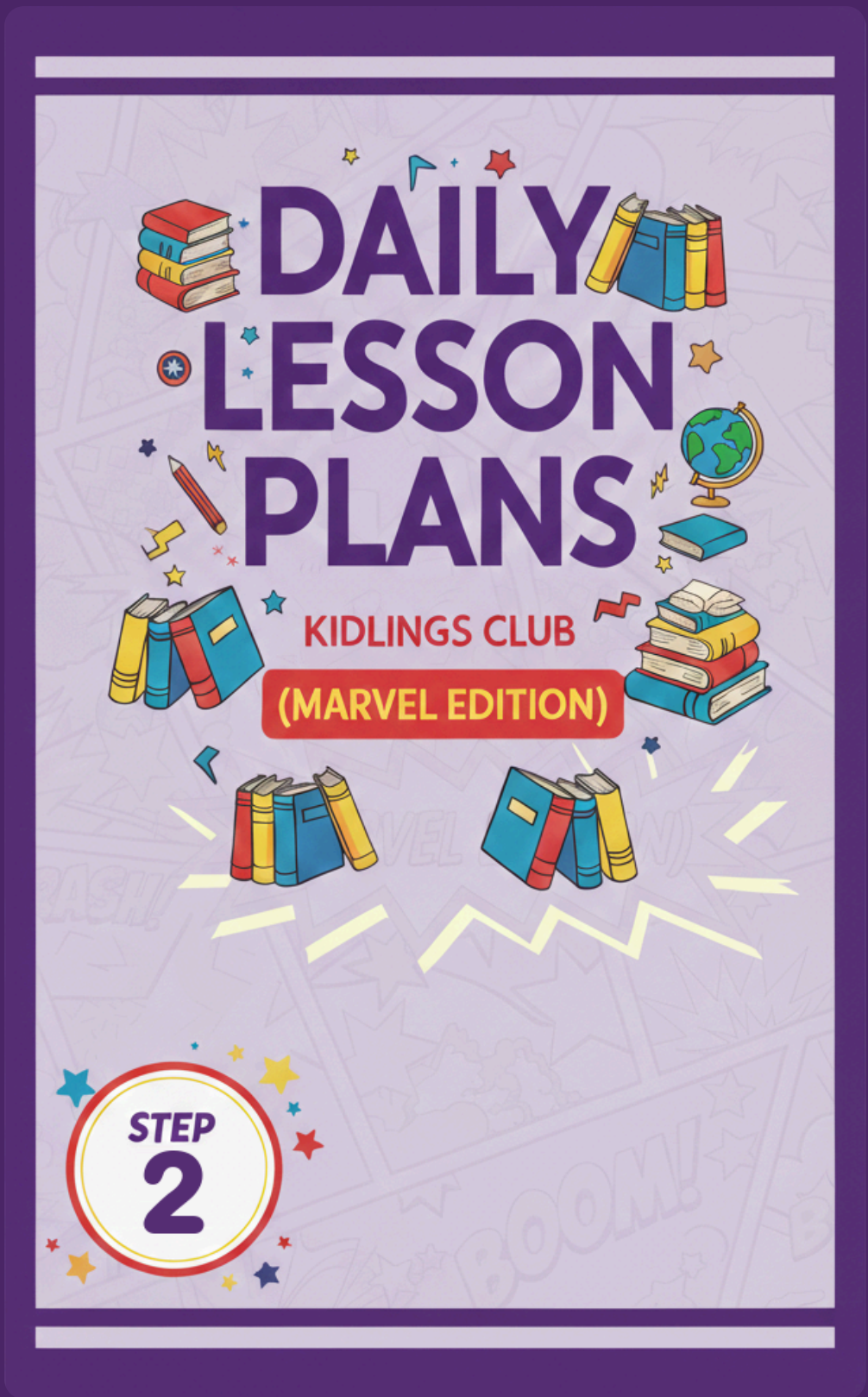


English · Step 2

Daily Lesson Plans for Teachers · Kidlings Club (Marvel Edition)

ALBAKIO INTERNATIONAL PUBLISHERS

KIDLINGS CLUB · MARVEL EDITION · ENGLISH STEP 2

Daily Lesson Plans

Ready-to-teach plans for every unit of the English Step 2 book. Each lesson is taught in two periods, and every activity matches the book page it names.

70
lessons

140
periods of teaching

1–128
book pages covered

How each period is planned

Opening A quick warm-up: song, picture talk or revision to get children ready.

Activity What children do in the book or in class.

Wrap up A short closing routine to recap the lesson.

Method How the teacher models and explains the new idea.

Check How the teacher checks that each child has understood.

Homework Light practice at home, shaded in yellow so it is easy to spot.

Teaching tips

- Open the book page before the lesson and read its **Teacher's Guidelines** box — the plans build on it.
- Say the letter **sound** (shown as **/a/**) as well as its name, and let children air-trace before they use crayons.
- Keep each step short and active; repeat songs and chants often and praise every effort.
- Scan the page's **QR code** where the plan mentions a story or video.

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LESSON 1

Trace the Lines – Straight, Slanting and Zigzag

Book pp. 1–2

YOU WILL NEED

Board, crayons, English book, pictures of a bee, butterfly, ladybird, bird and cars.

SKILLS

Fine Motor Skills · Writing Readiness · Observation

PERIOD 1 — Straight (Sleeping) and Slanting Lines

- **OPENING** Show the children their new English book and let them feel its cover, title and pages.
- **METHOD** Show how to hold a crayon properly, then draw sleeping and slanting lines on the board, moving from left to right.
- **ACTIVITY** Students air-trace, then trace the sleeping lines taking the bee, butterfly, ladybird, bird and grasshopper to their homes, and trace the slanting lines on page 1.
- **CHECK** Teacher checks crayon grip and that each line starts at the dot and stays on the dashes.
- **WRAP UP** Children lie down like a sleeping line and lean like a slanting line.
- **HOMEWORK** Draw three sleeping lines in the notebook.

PERIOD 2 — Curved and Zigzag Lines

- **OPENING** Look at the hill picture on page 2 and say: 'The cars are going up and down the hills!'
- **METHOD** Model the up-and-down zigzag line on the board while children move their fingers in the air; show how to open and turn pages with care.
- **ACTIVITY** Students trace the zigzag lines from each car (blue, purple, orange, red and pickup) across page 2.
- **CHECK** Teacher observes that children keep the crayon on the dashes and do not lift it in the middle of a line.
- **WRAP UP** Children 'drive' their hands up and down like the cars while saying 'up, down'.
- **HOMEWORK** Draw one zigzag line in the notebook.

LESSON 2

Trace the Lines – Curved and Swirl Lines

Book pp. 3–4

YOU WILL NEED

Board, crayons, English book, pictures of a whale, fish, bird and insects.

SKILLS

Fine Motor Skills · Writing Readiness · Observation

PERIOD 1 — Curved Lines

- **OPENING** Show the whales and fish on page 3 and ask, 'Where do fish live?'
- **METHOD** Show how to hold and open the book properly, then draw the wave-like curved lines on the board.
- **ACTIVITY** Students finger-trace and then crayon-trace the curved wave lines across page 3.
- **CHECK** Teacher checks that each curve is smooth and follows the dashes from left to right.
- **WRAP UP** Children move their arms like waves in the sea.
- **HOMEWORK** Draw curved waves in the notebook and colour them blue.

PERIOD 2 — Swirl Lines

- **OPENING** Name the bird, butterfly, bee, dragonfly and ladybird on page 4 and ask how they fly.
- **METHOD** Model the loop-de-loop swirl line slowly on the board; children copy it in the air.
- **ACTIVITY** Students trace the swirl lines to take each flying insect and the bird across page 4.
- **CHECK** Teacher observes whether loops are closed and the child traces without lifting the crayon.
- **WRAP UP** Children point to their English book and say, 'This is my English book.'
- **HOMEWORK** Draw three swirls in the notebook.

LESSON 3

Trace the Lines – Standing Patterns and Sky, Grass and Root Letters

Book p. 5

YOU WILL NEED

Board with four coloured lines, crayons, English book, watering can and flower pictures.

SKILLS

Fine Motor Skills · Writing Readiness · Cognitive Development

PERIOD 1 Standing Line Patterns

- **OPENING** Show the watering cans and flowers on page 5 and ask, 'Who will water the flowers?'
- **METHOD** Model each pattern from top to bottom on the board: square, loop, wavy, curved and zigzag.
- **ACTIVITY** Students trace the five patterns from each watering can down to its flower on page 5.
- **CHECK** Teacher checks that children trace from top to bottom and keep within the dashes.
- **WRAP UP** Children 'pour water' with their hands and say, 'Grow, flowers, grow!'
- **HOMEWORK** Draw one standing zigzag pattern in the notebook.

PERIOD 2 Sky, Fence, Grass and Root Lines

- **OPENING** Draw the four lines on the board and introduce them as the sky line, fence line, grass line and root line.
- **METHOD** Explain that English is written from left to right, and that letters touch the sky, the grass or go down to the roots.
- **ACTIVITY** Students point to and name each line in the 'Sky, Grass and Root Letters' box on page 5, then skim through picture books.
- **CHECK** Teacher calls out a line name and children point to it in their books.
- **WRAP UP** Reach up for the sky, touch the grass and point down for the roots.
- **HOMEWORK** Show the four lines to a family member and name them.

LESSON 4

Letter Aa

Book pp. 6–7

YOU WILL NEED

QR code video, letter Aa flashcard, apple, bowl of water, blocks, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Vocabulary Development · Observation

PERIOD 1 Introducing Aa and /a/

- **OPENING** Scan the QR code and enjoy the story of letter 'A'.
- **METHOD** Show the antelope, apricots and apples, read the sentence and say /a/ /a/ /a/ together.
- **ACTIVITY** Students finger-trace the big Aa and colour the given apple on page 6.
- **CHECK** Teacher listens as each child says /a/ and names one /a/ word from the picture.
- **WRAP UP** Drop an apple in water and let children guess whether it will sink or float.
- **HOMEWORK** Find two things at home that begin with /a/.

PERIOD 2 Writing Aa and Finding /a/ Pictures

- **OPENING** Children build an anthill with blocks and say /a/ for ant.
- **METHOD** Demonstrate the strokes of capital 'A' and small 'a' on the board while children air-trace.
- **ACTIVITY** Students say, trace and write Aa on page 7, then tick the apricot and aeroplane, not the drum and car.
- **CHECK** Teacher checks letter formation and the correct ticks.
- **WRAP UP** Count objects in the class that begin with /a/.
- **HOMEWORK** Trace and write Aa in the notebook.

LESSON 5

Letter Bb

Book pp. 8–9

YOU WILL NEED

QR code video, letter Bb flashcard, buttons, playdough, bubble wand, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Listening Skills · Cognitive Development

PERIOD 1 — Introducing Bb and /b/

- **OPENING** Scan the QR code and enjoy the story of letter 'B'.
- **METHOD** Point to the baker, buns and biscuits, read the sentence and say **/b/ /b/ /b/**.
- **ACTIVITY** Children answer: 'Who was baking the buns?' and 'Who was baking the biscuits?', then sort and count the buttons on page 8 by colour and size.
- **CHECK** Teacher checks answers and counting of the yellow and blue buttons.
- **WRAP UP** Blow bubbles with a bubble wand and observe their round shape.
- **HOMEWORK** Find two things at home that begin with **/b/**.

PERIOD 2 — Writing Bb and Finding /b/ Pictures

- **OPENING** Children make buns with playdough and say 'b-b-bun'.
- **METHOD** Demonstrate the strokes of 'B' and 'b' on the board; children air-trace and finger-trace.
- **ACTIVITY** Students say, trace and write Bb on page 9, then tick the bell, bag and bun, not the hat.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** With the teacher's help, make a bear face mask and say **/b/** for bear.
- **HOMEWORK** Trace and write Bb in the notebook.

LESSON 6

Letter Cc

Book pp. 10–11

YOU WILL NEED

QR code video, letter Cc flashcard, carrot, cabbage, paper cups, paint, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 — Introducing Cc and /c/

- **OPENING** Scan the QR code and enjoy the story of letter 'C'.
- **METHOD** Point to the cat, crown, carrots and cabbage, read the sentence and say **/c/ /c/ /c/**; compare a real cabbage with a carrot.
- **ACTIVITY** Students finger-trace the big Cc and draw a caterpillar in the box on page 10.
- **CHECK** Teacher listens as each child says **/c/** and names one **/c/** word.
- **WRAP UP** Stack paper cups as high as possible and say 'c-c-cup'.
- **HOMEWORK** Find two things at home that begin with **/c/**.

PERIOD 2 — Writing Cc and Colouring /c/ Pictures

- **OPENING** Make a caterpillar with finger printing on paper.
- **METHOD** Demonstrate the curved stroke of 'C' and 'c' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Cc on page 11, then colour the clock, cup and cow, not the apple.
- **CHECK** Teacher checks letter formation and that the apple is left uncoloured.
- **WRAP UP** Count objects in the class that begin with **/c/**.
- **HOMEWORK** Trace and write Cc in the notebook.

LESSON 7

Letter Dd

Book pp. 12–13

YOU WILL NEED
QR code video, letter Dd flashcard, dice, empty container, glass of water, sugar, salt, pebbles.

SKILLS
Phonics Awareness · Fine Motor Skills · Speaking Skills · Social Skills

PERIOD 1 — Introducing Dd and /d/

- **OPENING** Scan the QR code and enjoy the story of letter 'D'.
- **METHOD** Point to the duck, deer and drink, read the sentence and say **/d/ /d/ /d/**.
- **ACTIVITY** Children name the characters of the story (duck and deer) and take turns to speak about the story, waiting for their turn.
- **CHECK** Teacher notes who names the characters and waits for their turn.
- **WRAP UP** Drop sugar, salt and small pebbles in water and observe what dissolves.
- **HOMEWORK** Find two things at home that begin with **/d/**.

PERIOD 2 — Writing Dd and Matching

- **OPENING** Make a drum from an empty container and beat it saying **/d/ /d/ /d/**.
- **METHOD** Demonstrate the strokes of 'D' and 'd' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Dd on page 13, then match the letter Dd to the duck, not the bag.
- **CHECK** Teacher checks letter formation and the correct match.
- **WRAP UP** Roll a dice and count the dots together.
- **HOMEWORK** Trace and write Dd in the notebook.

LESSON 8

Letter Ee

Book pp. 14–15

YOU WILL NEED
QR code video, letter Ee flashcard, ball, playdough, egg shells, jar of erasers, crayons.

SKILLS
Phonics Awareness · Fine Motor Skills · Cognitive Development · Creativity

PERIOD 1 — Introducing Ee and /e/

- **OPENING** Scan the QR code and enjoy the story of letter 'E'.
- **METHOD** Point to the elephant, envelopes and eggs, read the sentence and say **/e/ /e/ /e/**.
- **ACTIVITY** Students finger-trace the big Ee and count the erasers in the jar on page 14.
- **CHECK** Teacher checks the count and listens to each child say **/e/**.
- **WRAP UP** Make eggs with playdough and say 'e-e-egg'.
- **HOMEWORK** Find two things at home that begin with **/e/**.

PERIOD 2 — Writing Ee and Finding /e/ Pictures

- **OPENING** Show a ball and talk about a mini model of the earth.
- **METHOD** Demonstrate the strokes of 'E' and 'e' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Ee on page 15, then tick the egg, elephant and envelope, not the butterfly.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Draw a big letter 'E' on paper and decorate it with egg shells and googly eyes.
- **HOMEWORK** Trace and write Ee in the notebook.

LESSON 9

Revision – Aa to Ee

Book p. 16

YOU WILL NEED

Board, letter flashcards Aa–Ee, picture cards (egg, duck, apple, cat, elephant, bun, boy, car, bag), storybook.

SKILLS

Phonics Awareness · Writing Readiness · Language

PERIOD 1 Reading Behaviour and Missing Letters

- **OPENING** Show a storybook and model holding it the right way up and running a finger along the text from left to right.
- **METHOD** Say the letters Aa to Ee in order and ask which ones are missing.
- **ACTIVITY** Students trace Aa, Cc and Ee and write the missing letters Bb and Dd on page 16.
- **CHECK** Teacher checks the order and formation of the missing letters.
- **WRAP UP** Sing the letters 'Aa, Bb, Cc, Dd, Ee' with their sounds.
- **HOMEWORK** Write Aa to Ee in the notebook.

PERIOD 2 Beginning Sounds

- **OPENING** Name the pictures together: egg, duck, apple, cat, elephant, bun.
- **METHOD** Say each word slowly and stretch the first sound.
- **ACTIVITY** Students write the beginning letter in capital and small under each picture, then tick boy and bag as having the same beginning sound.
- **CHECK** Teacher listens as each child says one beginning sound.
- **WRAP UP** Clap the first sound of each picture name.
- **HOMEWORK** Tell a family member two words that begin with **/b/**.

LESSON 10

Leadership Habit 1 – Take Charge of Yourself

Book p. 17

YOU WILL NEED

QR code video, picture page, class materials for tidying up.

SKILLS

Values and Character · Listening Skills · Speaking Skills · Emotional Intelligence

PERIOD 1 Story of Noor Bano

- **OPENING** Scan the QR code and watch the video on 'Take Charge of Yourself'.
- **METHOD** Read the story of Noor Bano, who does her best, follows directions and does not blame others.
- **ACTIVITY** Children answer: 'Do you try to do the best at everything you do?' and 'Do you do the right thing without being asked?'
- **CHECK** Teacher listens to each child's answer and praises honest responses.
- **WRAP UP** Say together: 'I take charge of myself.'
- **HOMEWORK** Tell a family member one good thing you did without being asked.

PERIOD 2 Making the Right Choice

- **OPENING** Talk about the pictures: a child who wasted time watching cartoons and a child who broke a decoration piece.
- **METHOD** Discuss each choice and why telling the truth and accepting a mistake is right.
- **ACTIVITY** Students tick 'You will tell the truth to your teacher' and 'You will accept your mistake' on page 17, then help distribute materials or tidy up the class.
- **CHECK** Teacher checks the ticks and observes who helps tidy up.
- **WRAP UP** Praise helpers and say, 'We are responsible like Noor Bano.'
- **HOMEWORK** Help tidy up your room at home.

LESSON 11

Letter Ff

Book pp. 18–19

YOU WILL NEED

QR code video, letter Ff flashcard, cardboard boxes, blocks, cushions, paint, white paper.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 — Introducing Ff and /f/

- **OPENING** Scan the QR code and enjoy the story of letter 'F'.
- **METHOD** Point to the frogs, fish and fountain, read the sentence and say /f/ /f/ /f/.
- **ACTIVITY** Students finger-trace the big Ff, then skim through the book to compare a fish with a frog and talk about them.
- **CHECK** Teacher listens as children say one difference between a fish and a frog.
- **WRAP UP** Hop like a frog while counting.
- **HOMEWORK** Find two things at home that begin with /f/.

PERIOD 2 — Writing Ff and Finding /f/ Pictures

- **OPENING** Draw flowers on white paper using finger printing.
- **METHOD** Demonstrate the strokes of 'F' and 'f' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Ff on page 19, then tick the fish and frog, not the dinosaur and duck.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Build a fort with cardboard, blocks and cushions and say 'f-f-fort'.
- **HOMEWORK** Trace and write Ff in the notebook.

LESSON 12

Letter Gg

Book pp. 20–21

YOU WILL NEED

QR code video, letter Gg flashcard, seeds, small cups, playdough, blocks or sticks.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Vocabulary Development

PERIOD 1 — Introducing Gg and /g/

- **OPENING** Scan the QR code and enjoy the story of letter 'G'.
- **METHOD** Point to the grasshopper, grapes, garden and grass, read the sentence and say /g/ /g/ /g/.
- **ACTIVITY** Students finger-trace the big Gg and make grapes with playdough.
- **CHECK** Teacher listens as each child says /g/ and names one /g/ word.
- **WRAP UP** Plant seeds in small cups; water them daily and observe their growth.
- **HOMEWORK** Find two things at home that begin with /g/.

PERIOD 2 — Writing Gg and Matching

- **OPENING** Build a gate with blocks or sticks.
- **METHOD** Demonstrate the strokes of 'G' and 'g' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Gg on page 21, then match Gg to the grapes, glass and goat, not the ant.
- **CHECK** Teacher checks letter formation and the matching lines.
- **WRAP UP** Count objects in the class that begin with /g/.
- **HOMEWORK** Trace and write Gg in the notebook.

LESSON 13

Letter Hh

Book pp. 22–23

YOU WILL NEED

QR code video, letter Hh flashcard, blocks, paint, paper, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Emotional Intelligence · Creativity

PERIOD 1 — Introducing Hh and /h/

- **OPENING** Scan the QR code and listen to the story of letter 'H'.
- **METHOD** Point to the horse, hill and hat, read the sentence and say /h/ /h/ /h/.
- **ACTIVITY** Children express their feelings about the story with non-verbal gestures (smile, clap, thumbs up), then talk about the materials needed to build a house.
- **CHECK** Teacher observes gestures and listens as children name materials.
- **WRAP UP** Use blocks to construct a house and say 'h-h-house'.
- **HOMEWORK** Find two things at home that begin with /h/.

PERIOD 2 — Writing Hh and Finding /h/ Pictures

- **OPENING** Paint a hand on paper and add eyes, beak and feathers to turn it into a hen.
- **METHOD** Demonstrate the strokes of 'H' and 'h' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Hh on page 23, then tick the horse and house, not the frog and iguana.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Hop like a hare while counting backwards from five.
- **HOMEWORK** Trace and write Hh in the notebook.

LESSON 14

Letter Ii

Book pp. 24–25

YOU WILL NEED

QR code video, letter Ii flashcard, ice cubes, blocks, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 — Introducing Ii and /i/

- **OPENING** Scan the QR code and enjoy the story of letter 'I'.
- **METHOD** Point to the iguana, ink and inkpot, read the sentence and say /i/ /i/ /i/.
- **ACTIVITY** Students finger-trace the big Ii and draw a colourful insect in the box on page 24.
- **CHECK** Teacher listens as each child says /i/ and names their insect.
- **WRAP UP** Hold ice cubes and talk about how they feel.
- **HOMEWORK** Find two things at home that begin with /i/.

PERIOD 2 — Writing Ii and Finding /i/ Pictures

- **OPENING** Use blocks to build an igloo.
- **METHOD** Demonstrate the strokes of 'I' and 'i' on the board, reminding children to add the dot last.
- **ACTIVITY** Students say, trace and write Ii on page 25, then tick the iguana, igloo and inkpot, not the apple.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Count objects in the class that begin with /i/.
- **HOMEWORK** Trace and write Ii in the notebook.

LESSON 15

Letter Jj

Book pp. 26–27

YOU WILL NEED

QR code video, letter Jj flashcard, playdough, toilet paper rolls, paper wings, tape.

SKILLS

Phonics Awareness · Fine Motor Skills · Speaking Skills · Creativity

PERIOD 1 — Introducing Jj and /j/

- **OPENING** Scan the QR code and enjoy the story of letter 'J'.
- **METHOD** Point to Javed, the joker, Jameel and the jeep, read the sentence and say /j/ /j/ /j/.
- **ACTIVITY** Children answer 'How does a jeep move?' and finger-trace the big Jj on page 26.
- **CHECK** Teacher listens to answers and to each child saying /j/.
- **WRAP UP** Jump like Javed and the joker while saying /j/ /j/ /j/.
- **HOMEWORK** Find two things at home that begin with /j/.

PERIOD 2 — Writing Jj and Finding /j/ Pictures

- **OPENING** Make jewellery with playdough.
- **METHOD** Demonstrate the strokes of 'J' and 'j' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Jj on page 27, then tick the jelly and jeep, not the elephant and orange.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Build a simple jet with toilet paper rolls, paper wings and tape.
- **HOMEWORK** Trace and write Jj in the notebook.

LESSON 16

Revision – Ff to Jj and Aa to Jj

Book pp. 28–29

YOU WILL NEED

Board, letter flashcards Aa–Jj, crayons, picture cards (fish, jeep, grapes, horse, inkpot).

SKILLS

Phonics Awareness · Writing Readiness · Fine Motor Skills · Cognitive Development

PERIOD 1 — Revision Ff to Jj

- **OPENING** Show the small letters f, g, h, i, j and ask for their capital partners.
- **METHOD** Say each letter name and sound, then model writing the capital letter beside the small letter.
- **ACTIVITY** Students write the missing capitals F, G, H, I, J; colour the fish, jeep, grapes, horse and inkpot and write their beginning letters; and tick grapes and goat on page 28.
- **CHECK** Teacher checks capital letters and beginning letters.
- **WRAP UP** Clap and say the sound of each picture's first letter.
- **HOMEWORK** Write Ff to Jj in the notebook.

PERIOD 2 — Revision Aa to Jj

- **OPENING** Sing the letters from 'Aa' to 'Jj' with their sounds.
- **METHOD** Show the example on page 29 where 'A' is joined to the apricot and to 'a'.
- **ACTIVITY** Students trace Aa to Jj, then match each capital and small letter A–H to the apricot, bag, car, duck, egg, fish, goat and house.
- **CHECK** Teacher checks the matching lines and letter formation.
- **WRAP UP** Children hold up a flashcard and say its name and sound.
- **HOMEWORK** Tell a family member one word for each letter from 'a' to 'e'.

LESSON 17

Leadership Habit 2 – Know What You Want

Book p. 30

YOU WILL NEED

QR code video, simple treasure map, star sticker or small toy, crayons.

SKILLS

Values and Character · Listening Skills · Creativity · Speaking Skills

PERIOD 1 Story of Mina's Tower

- **OPENING** Scan the QR code and watch the video on 'Know What You Want'.
- **METHOD** Read how Mina looked at a picture and built her tower one block at a time.
- **ACTIVITY** Children answer: 'How did she get success?' and 'Do you plan your work?', then draw what they want to become in the box on page 30.
- **CHECK** Teacher asks each child to tell what they drew and why.
- **WRAP UP** Children build a small block tower one block at a time, like Mina.
- **HOMEWORK** Tell a family member what you want to become.

PERIOD 2 Treasure Hunt – Begin with the End in Mind

- **OPENING** Show a picture of the treasure (a shiny star sticker) and say, 'Let's find the treasure! But we need to follow the map!'
- **METHOD** Show a simple map with 3–4 places (e.g., tree, swing, slide, sandbox) and explain each step.
- **ACTIVITY** Children walk through each step on the map and find the surprise hidden at the last spot.
- **CHECK** Teacher observes whether children follow the steps in order.
- **WRAP UP** Say: 'You did it! You had a goal and followed the steps. That is called beginning with the end in mind.'
- **HOMEWORK** Plan with a parent the steps to tidy your school bag.

LESSON 18

Letter Kk

Book pp. 31–32

YOU WILL NEED

QR code video, letter Kk flashcard, ring of keys, coloured paper, blocks or craft sticks, kangaroo picture.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 Introducing Kk and /k/

- **OPENING** Scan the QR code and enjoy the story of letter 'K'.
- **METHOD** Point to the koala, kangaroo and kites, read the sentence and say /k/ /k/ /k/; observe the body of the kangaroo.
- **ACTIVITY** Students finger-trace the big Kk and count the keys in the ring on page 31.
- **CHECK** Teacher checks the count and listens to each child say /k/.
- **WRAP UP** Make a kite with colourful papers.
- **HOMEWORK** Find two things at home that begin with /k/.

PERIOD 2 Writing Kk and Finding /k/ Pictures

- **OPENING** Use blocks or craft sticks to build a small kennel for a toy dog.
- **METHOD** Demonstrate the strokes of 'K' and 'k' on the board; children air-trace.
- **ACTIVITY** Students say, trace and write Kk on page 32, then tick the kettle and kite, not the chips and crow.
- **CHECK** Teacher checks letter formation and the ticked pictures.
- **WRAP UP** Hop like a kangaroo saying /k/ /k/ /k/.
- **HOMEWORK** Trace and write Kk in the notebook.

LESSON 19

Letter Ll

Book pp. 33–34

YOU WILL NEED

QR code video, Ll flashcard, pictures of leopard and lemon, real lemon, leaves, paint, crayons.

SKILLS

Phonics Awareness · Listening Skills · Fine Motor Skills · Vocabulary Development

PERIOD 1 — Introducing Ll and /l/

- **OPENING** Scan the QR code and watch the story of letter 'L'.
- **METHOD** Read the sentence 'Leopards are licking lemons.' and stress **/l/** in leopard and lemon; children say **/l/ /l/ /l/**.
- **ACTIVITY** Children name the leopards and lemon in the picture on page 33 and finger-trace the big L and l.
- **CHECK** Teacher asks each child to say one word that begins with **/l/**.
- **WRAP UP** Sing an **/l/** song while showing a real lemon.

HOMEWORK Collect two leaves from home and bring them to class.

PERIOD 2 — Writing Ll and Matching

- **OPENING** Show the Ll flashcard and air-trace L (down, across) and l (straight down).
- **METHOD** Demonstrate the numbered strokes on the board before children use pencils.
- **ACTIVITY** Children say, trace and write 'Ll' on page 34, then match 'Ll' with the lemon, leaf and lamp, leaving out the kite.
- **CHECK** Teacher checks stroke direction and correct matching.
- **WRAP UP** Press the collected leaves in paint on paper as a class leaf print.

HOMEWORK Write a row of capital L and small l in the notebook.

LESSON 20

Letter Mm

Book pp. 35–36

YOU WILL NEED

QR code video, Mm flashcard, small mirror, magnet, paper clips, coins, buttons, playdough, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Cognitive Development

PERIOD 1 — Introducing Mm and /m/

- **OPENING** Scan the QR code and watch the story of letter 'M'.
- **METHOD** Read 'Minnie mouse mops the mirror.' and point to mirror, Minnie mouse and mop; children say **/m/ /m/ /m/**.
- **ACTIVITY** Children match the mittens in pairs in the box on page 35 and finger-trace the big M and m.
- **CHECK** Teacher checks that each child finds the matching pair of mittens.
- **WRAP UP** Let children look in a small mirror and say 'mirror'.

HOMEWORK Find two things at home that begin with **/m/**.

PERIOD 2 — Writing Mm and Reading

- **OPENING** Show how a magnet picks up paper clips, coins and buttons (Teacher's Guidelines).
- **METHOD** Model the strokes of M and m on the board; children air-trace first.
- **ACTIVITY** Children say, trace and write 'Mm' on page 36, then tick the monkey and mushroom, not the ink pot or paintbrush.
- **CHECK** Teacher checks letter formation and the correct ticks.
- **WRAP UP** Make a mango shape with playdough and say **/m/** for mango.

HOMEWORK Trace capital M and small m three times in the notebook.

LESSON 21

Letter Nn

Book pp. 37–38

YOU WILL NEED

QR code video, Nn flashcard, twigs, paper, yarn, cotton, beads and string, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Creativity · Vocabulary Development

PERIOD 1 Introducing Nn and /n/

- **OPENING** Scan the QR code and watch the story of letter 'N'.
- **METHOD** Read 'Nine naughty nightingales are in the nest.' and count the nine birds together; children say /n/ /n/ /n/.
- **ACTIVITY** Children point to nightingales, night and nest on page 37, then build a small bird's nest with twigs, paper, yarn and cotton.
- **CHECK** Teacher asks children to count objects in the room that begin with /n/.
- **WRAP UP** Say 'nine', 'nest', 'night' and clap on the /n/.

HOMEWORK Show a family member your nose and say 'n-n-nose'.

PERIOD 2 Writing Nn and Reading

- **OPENING** Thread a few beads to make a short necklace and say /n/ for necklace.
- **METHOD** Demonstrate the strokes of N and n; children trace in the air and on the desk.
- **ACTIVITY** Children say, trace and write 'Nn' on page 38, then tick the net, nose and nest, not the ladder.
- **CHECK** Teacher checks the slanting stroke of N and the ticks.
- **WRAP UP** Children say one /n/ word each in a circle.

HOMEWORK Trace capital N and small n three times in the notebook.

LESSON 22

Letter Oo

Book pp. 39–40

YOU WILL NEED

QR code video, Oo flashcard, orange, playdough, paper cups or paper rolls, crayons.

SKILLS

Phonics Awareness · Observation · Fine Motor Skills · Creativity

PERIOD 1 Introducing Oo and /o/

- **OPENING** Scan the QR code and watch the story of letter 'O'.
- **METHOD** Read 'Orange octopus coming out of the ocean.' and stress /o/ in octopus and orange; children say /o/ /o/ /o/.
- **ACTIVITY** Children observe the octopus on page 39, talk about its body and count its eight legs.
- **CHECK** Teacher asks 'How many legs does an octopus have?' and checks answers.
- **WRAP UP** Roll an orange from playdough and say 'orange'.

HOMEWORK Tell a family member about the orange octopus.

PERIOD 2 Writing Oo and Reading

- **OPENING** Draw a big circle in the air to show how O is made.
- **METHOD** Model O and o starting at the top and going round anticlockwise.
- **ACTIVITY** Children say, trace and write 'Oo' on page 40, then tick the olive and octopus, not the mushroom or hat.
- **CHECK** Teacher checks that each circle starts at the top and closes.
- **WRAP UP** Make a 3D octopus together from paper cups or paper rolls.

HOMEWORK Trace capital O and small o three times in the notebook.

LESSON 23

Revision – Aa to Oo

Book pp. 41–42

YOU WILL NEED
Letter cards a–o, pictures of pencil, hat, lion, mango, kettle, ostrich, dog, fish, girl, man, crayons.

SKILLS
Phonics Awareness · Listening Skills · Writing Readiness · Cognitive Development

PERIOD 1 Beginning Sounds and Matching

- OPENING Show letter cards 'a' to 'o' and say each letter sound together.
- METHOD Say each picture name slowly and stretch its first sound.
- ACTIVITY Children colour the correct beginning sound for pencil (p), hat (h), lion (l) and mango (m), then match K, L, M, N, O with kettle, lamp, monkey, nest and ostrich on page 41.
- CHECK Teacher checks the coloured boxes and matching lines.
- WRAP UP Play 'I spy something beginning with…' using letters a to o.
- HOMEWORK Say the first sound of three things in your kitchen.

PERIOD 2 Writing Letters and Ending Sounds

- OPENING Sing the alphabet song from A to O.
- METHOD Trace one capital and small letter pair on the board; then say dog, fish, girl and man stressing the last sound.
- ACTIVITY Children trace and write Aa to Oo on page 42, then listen and colour the ending sound for dog (g), fish (h), girl (l) and man (n).
- CHECK Teacher listens as children say each ending sound.
- WRAP UP Clap the last sound of each picture name.
- HOMEWORK Write capital and small Kk, Ll and Mm in the notebook.

LESSON 24

Leadership Habit 3 – Handle This First

Book p. 43

YOU WILL NEED
QR code video, page 43 pictures, board, crayons.

SKILLS
Listening Skills · Speaking Skills · Values and Character · Emotional Intelligence

PERIOD 1 Story: Hashim Puts First Things First

- OPENING Scan the QR code and watch the Habit 3 video.
- METHOD Read Hashim's story and explain 'work first, then play' in simple words.
- ACTIVITY Children talk about what Hashim does first and what he does later.
- CHECK Teacher asks each child, 'What does Hashim do before he plays?'
- WRAP UP Repeat together: 'Work first, then play.'
- HOMEWORK Tell a family member one job you finish before playing.

PERIOD 2 Making Good Choices

- OPENING Recall Hashim's story with two quick questions.
- METHOD Discuss each picture choice: doing homework or playing with friends; studying or going out to play before exams.
- ACTIVITY Children tick the better choice for both questions on page 43 (doing homework; focus more on studies).
- CHECK Teacher checks the ticks and asks children why they chose them.
- WRAP UP Children share one thing they do first after school.
- HOMEWORK Finish your homework before play time today and tell the teacher tomorrow.

LESSON 25

Letter Pp

Book pp. 44–45

YOU WILL NEED

QR code video, Pp flashcard, pink paint or crayons, playdough, picture of a pansy, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Creativity · Vocabulary Development

PERIOD 1 — Introducing Pp and /p/

- **OPENING** Scan the QR code and watch the story of letter 'P'.
- **METHOD** Read 'Parveen is picking pumpkin in the park.' and point to parrot, pumpkin and park; children say /p/ /p/ /p/.
- **ACTIVITY** Children colour the pansy in the box on page 44 with pink paint or crayon.
- **CHECK** Teacher asks children to count objects in the room that begin with /p/.
- **WRAP UP** Ask 'What do we get from plants?' and let children share.

HOMEWORK Find two things at home that begin with /p/.

PERIOD 2 — Writing Pp and Reading

- **OPENING** Show the Pp flashcard and air-trace P and p.
- **METHOD** Model the strokes on the board: straight line down, then the curve.
- **ACTIVITY** Children say, trace and write 'Pp' on page 45, then tick the pansy, penguin and pumpkin, not the ring.
- **CHECK** Teacher checks the size of the curve and the ticks.
- **WRAP UP** Make a small pizza with playdough and say 'p-p-pizza'.

HOMEWORK Trace capital P and small p three times in the notebook.

LESSON 26

Letter Qq

Book pp. 46–47

YOU WILL NEED

QR code video, Qq flashcard, a feather (quill), coloured paper squares, glue, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Creativity · Observation

PERIOD 1 — Introducing Qq and /q/

- **OPENING** Scan the QR code and watch the story of letter 'Q'.
- **METHOD** Read 'Queen is quietly writing with a quill.' and point to queen, quill and quail; children say /q/ /q/ /q/.
- **ACTIVITY** Children draw a colourful quilt in the box on page 46.
- **CHECK** Teacher checks each drawing and asks the child to say 'quilt'.
- **WRAP UP** Pass a feather around and say 'quill'.

HOMEWORK Tell a family member the queen sentence.

PERIOD 2 — Writing Qq and Reading

- **OPENING** Paste coloured paper squares together to make a class quilt.
- **METHOD** Model Q and q on the board; children air-trace first.
- **ACTIVITY** Children say, trace and write 'Qq' on page 47, then tick the quail and quill, not the lemon or vase.
- **CHECK** Teacher checks the tail of Q and the ticks.
- **WRAP UP** Whisper 'quiet queen' around the circle.

HOMEWORK Trace capital Q and small q three times in the notebook.

LESSON 27

Letter Rr

Book pp. 48–49

YOU WILL NEED

QR code video, Rr flashcard, ribbon, coloured playdough, pictures of rat and rabbit, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Cognitive Development · Vocabulary Development

PERIOD 1 Introducing Rr and /r/

- **OPENING** Scan the QR code and watch the story of letter 'R'.
- **METHOD** Read 'Rabbit is running with a ring on the road.' and point to rabbit, ring and road; children say /r/ /r/ /r/.
- **ACTIVITY** Children draw a ribbon in the box on page 48.
- **CHECK** Teacher asks, 'What is the difference between a rat and a rabbit?' and listens to answers.
- **WRAP UP** Run on the spot like the rabbit, saying /r/ /r/ /r/.
- **HOMEWORK** Find two things at home that begin with /r/.

PERIOD 2 Writing Rr and Matching

- **OPENING** Make a rainbow with coloured playdough.
- **METHOD** Model the strokes of R and r on the board before children use pencils.
- **ACTIVITY** Children say, trace and write 'Rr' on page 49, then match 'Rr' with the rose, not the duck.
- **CHECK** Teacher checks letter formation and the matching line.
- **WRAP UP** Children count objects in the room that begin with /r/.
- **HOMEWORK** Trace capital R and small r three times in the notebook.

LESSON 28

Letter Ss

Book pp. 50–51

YOU WILL NEED

QR code video, Ss flashcard, yellow paint, white paper, paper for a sailboat, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Creativity · Listening Skills

PERIOD 1 Introducing Ss and /s/

- **OPENING** Scan the QR code and watch the story of letter 'S'.
- **METHOD** Read 'The snowman is singing songs to stop the sun.' and point to snowman and sun; children hiss /s/ /s/ /s/ like a snake.
- **ACTIVITY** Children dip a hand in yellow paint and print the sun on white paper.
- **CHECK** Teacher asks each child to tell one good thing the sun gives us.
- **WRAP UP** Sing a short song like the snowman.
- **HOMEWORK** Find two things at home that begin with /s/.

PERIOD 2 Writing Ss and Reading

- **OPENING** Fold a simple paper sailboat with the class.
- **METHOD** Model S and s as a curvy snake line from the top.
- **ACTIVITY** Children say, trace and write 'Ss' on page 51, then tick the star and sun, not the horse or tree.
- **CHECK** Teacher checks the curve of S and the ticks.
- **WRAP UP** Children count objects in the room that begin with /s/.
- **HOMEWORK** Trace capital S and small s three times in the notebook.

LESSON 29

Leadership Habit 4 – We All Win Together

Book p. 52

YOU WILL NEED
QR code video, page 52 pictures, board.

SKILLS
Listening Skills · Social Skills · Values and Character · Emotional Intelligence

PERIOD 1 — Story: Saad Thinks of Others

- **OPENING** Scan the QR code and watch the Habit 4 video.
- **METHOD** Read Saad's story and explain 'win-win' as 'everyone is happy'.
- **ACTIVITY** Children talk about how Saad helps everyone be happy.
- **CHECK** Teacher asks, 'What does Saad think about?'
- **WRAP UP** Repeat together: 'We all win together.'
- **HOMEWORK** Tell a family member what 'win-win' means.

PERIOD 2 — Choosing Win-Win

- **OPENING** Act out two friends who want to do different things.
- **METHOD** Discuss each picture pair on page 52 and ask which choice keeps both friends happy.
- **ACTIVITY** Children tick the win-win answers: watch the cartoon first, then play football; help the others clean up.
- **CHECK** Teacher asks each child to explain one tick.
- **WRAP UP** Clean up the classroom together after the lesson.
- **HOMEWORK** Help a family member tidy one place at home.

LESSON 30

Letter Tt

Book pp. 53–54

YOU WILL NEED
QR code video, Tt flashcard, shoe boxes, paper, crayons, objects of different textures.

SKILLS
Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 — Introducing Tt and /t/

- **OPENING** Scan the QR code and watch the story of letter 'T'.
- **METHOD** Read 'Tahir is tickling the turtle's tail on top of a tree.' and point to Tahir, turtle, tail, tree and tiger; children say **/t/ /t/ /t/**.
- **ACTIVITY** Children name the **/t/** pictures on page 53, then draw a tree on paper and decorate it.
- **CHECK** Teacher asks children to count objects in the room that begin with **/t/**.
- **WRAP UP** Touch different objects and say how they feel: soft, hard, smooth.
- **HOMEWORK** Find two things at home that begin with **/t/**.

PERIOD 2 — Writing Tt and Reading

- **OPENING** Line up shoe boxes to make a train and say 'train'.
- **METHOD** Model T and t: straight line down, then across.
- **ACTIVITY** Children say, trace and write 'Tt' on page 54, then tick the turtle, tomato and tiger, not the watermelon.
- **CHECK** Teacher checks the crossing line and the ticks.
- **WRAP UP** Chug like a train saying **/t/ /t/ /t/**.
- **HOMEWORK** Trace capital T and small t three times in the notebook.

LESSON 31

Revision – Pp to Tt and Aa to Tt

Book pp. 55–56

YOU WILL NEED
Letter cards a–t, pictures from page 55, crayons, pencils.

SKILLS
Phonics Awareness · Writing Readiness · Cognitive Development · Creativity

PERIOD 1 — Writing and Circling Pp to Tt

- **OPENING** Say the sounds /p/ /q/ /r/ /s/ /t/ with letter cards.
- **METHOD** Model writing Pp to Tt on the board and say each picture name slowly.
- **ACTIVITY** Children write Pp to Tt in capital and small case, then trace each capital letter, circle the parrot, quail, rose, sun and turtle, and write the small letter on page 55.
- **CHECK** Teacher checks the circled pictures and the small letters.
- **WRAP UP** Play 'stand up if the word starts with /s/'.
- **HOMEWORK** Write capital and small Pp, Rr and Tt in the notebook.

PERIOD 2 — Missing Letters and Drawing

- **OPENING** Sing the alphabet song from A to T.
- **METHOD** Show how to trace the dotted letter and write its missing partner.
- **ACTIVITY** Children trace and write the missing capital and small letters from Aa to Tt, then draw pictures starting with 'b' and 's' on page 56.
- **CHECK** Teacher checks the letters and asks children to name their drawings.
- **WRAP UP** Children show their 'b' and 's' drawings to a partner.
- **HOMEWORK** Draw one more thing that begins with /b/ in the notebook.

LESSON 32

Leadership Habit 5 – Listen With Your Heart

Book p. 57

YOU WILL NEED
QR code video, page 57 pictures, a favourite toy from each child.

SKILLS
Listening Skills · Speaking Skills · Social Skills · Values and Character

PERIOD 1 — Story: Rida Listens

- **OPENING** Scan the QR code and watch the Habit 5 video.
- **METHOD** Read Rida's story and show how to raise a hand to speak.
- **ACTIVITY** Children look at the two pictures and tick 'You listen to them without interrupting' on page 57.
- **CHECK** Teacher asks, 'What do you do when someone shares their experiences with you?'
- **WRAP UP** Practise raising hands before speaking.
- **HOMEWORK** Listen to a family member's story without interrupting.

PERIOD 2 — Listening Games

- **OPENING** Revise Rida's story and the 'raise your hand' rule.
- **METHOD** Explain whispering and taking turns in pairs.
- **ACTIVITY** Children play the whisper game (activity a), then talk about a favourite toy while a partner listens, and switch (activity b).
- **CHECK** Teacher observes turn-taking and good listening.
- **WRAP UP** Discuss how the whispered message changed.
- **HOMEWORK** Tell your family about your favourite toy and listen to theirs.

LESSON 33

Letter Uu

Book pp. 58–59

YOU WILL NEED

QR code video, Uu flashcard, real umbrella, paper, bright paints or crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Creativity · Speaking Skills

PERIOD 1 — Introducing Uu and /u/

- **OPENING** Scan the QR code and watch the story of letter 'U'.
- **METHOD** Read 'Uncle is under the umbrella until the rain stops.' and stress **/u/**; children say **/u/ /u/ /u/**.
- **ACTIVITY** Children paint or colour an umbrella shape in bright colours and talk about the uses of an umbrella.
- **CHECK** Teacher asks each child one use of an umbrella.
- **WRAP UP** Stand under a real umbrella and say 'under the umbrella'.
- **HOMEWORK** Tell a family member the uncle sentence.

PERIOD 2 — Writing Uu and Reading

- **OPENING** Make a simple paper umbrella with the class.
- **METHOD** Model U and u: down, round and up.
- **ACTIVITY** Children say, trace and write 'Uu' on page 59, then tick the umbrella, not the key or rose.
- **CHECK** Teacher checks the round bottom of U and the ticks.
- **WRAP UP** Children count objects in the room that begin with **/u/**.
- **HOMEWORK** Trace capital U and small u three times in the notebook.

LESSON 34

Letter Vv

Book pp. 60–61

YOU WILL NEED

QR code video, Vv flashcard, shoe boxes, vegetables cut for printing (potato, okra), paint, spinach, vinegar, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Creativity

PERIOD 1 — Introducing Vv and /v/

- **OPENING** Scan the QR code and watch the story of letter 'V'.
- **METHOD** Read 'A boy is bringing vases and a violin in his van.' and point to vases, violin and van; children say **/v/ /v/ /v/**.
- **ACTIVITY** Children make vegetable prints on paper, and with the teacher soak spinach in vinegar to watch it change over time.
- **CHECK** Teacher asks children to count objects beginning with **/v/** around them.
- **WRAP UP** Make a buzzing **/v/** sound like a van's engine.
- **HOMEWORK** Name two vegetables at home and tell the teacher tomorrow.

PERIOD 2 — Writing Vv and Matching

- **OPENING** Make a van from shoe boxes.
- **METHOD** Model V and v: slant down, slant up.
- **ACTIVITY** Children say, trace and write 'Vv' on page 61, then match 'Vv' with the violin, vase and van, not the mat.
- **CHECK** Teacher checks the sharp point of V and the matching lines.
- **WRAP UP** Check the spinach in vinegar and talk about the change.
- **HOMEWORK** Trace capital V and small v three times in the notebook.

LESSON 35

Letter Ww

Book pp. 62–63

YOU WILL NEED

QR code video, Ww flashcard, wristwatch, playdough, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Vocabulary Development

PERIOD 1 — Introducing Ww and /w/

- **OPENING** Scan the QR code and watch the story of letter 'W'.
- **METHOD** Read 'Waheed has lost his watch in the warm water.' and point to Waheed, watch, whale and water; children say **/w/ /w/ /w/**.
- **ACTIVITY** Children observe the bodies of the worms in the picture on page 62 and talk about them.
- **CHECK** Teacher asks children to count objects around them beginning with **/w/**.
- **WRAP UP** Act like a whale swimming and say 'whale'.

HOMEWORK Find two things at home that begin with **/w/**.

PERIOD 2 — Writing Ww and Reading

- **OPENING** Make a wheel with playdough.
- **METHOD** Model W and w as down-up-down-up zigzag strokes.
- **ACTIVITY** Children say, trace and write 'Ww' on page 63, then tick the watch and watermelon, not the monkey or aeroplane.
- **CHECK** Teacher checks the four strokes of W and the ticks.
- **WRAP UP** Show a real watch and say 'w-w-watch'.

HOMEWORK Trace capital W and small w three times in the notebook.

LESSON 36

Letter Xx

Book pp. 64–65

YOU WILL NEED

QR code video, Xx flashcard, picture of an x-ray, sticks or blocks, toy box, crayons, pencils.

SKILLS

Phonics Awareness · Fine Motor Skills · Vocabulary Development · Observation

PERIOD 1 — Introducing Xx and /x/

- **OPENING** Scan the QR code and watch the video of letter Xx; read 'Max is putting the fox in the box.'
- **METHOD** Point to Max, fox and box and stretch the ending sound **/x/**; show that 'x' is at the end of these words.
- **ACTIVITY** Students say **/x/ /x/ /x/**, look at the x-ray picture on page 64 and name parts of the body, then make a big X on the floor with sticks or blocks.
- **CHECK** Teacher asks each child to say the **/x/** sound and point to the fox and the box.
- **WRAP UP** Pretend to play a xylophone and sing 'x, x, **/x/**'.

HOMEWORK Tell a family member the sentence 'Max is putting the fox in the box.'

PERIOD 2 — Writing Xx and Picture Tick

- **OPENING** Air-trace capital X and small x, following strokes 1 and 2.
- **METHOD** Demonstrate on the board: two slanting lines that cross in the middle, for capital X and small x.
- **ACTIVITY** Students say, trace and write 'Xx' on page 65, then read the letter and tick the x-ray picture (not the apple, orange or rabbit).
- **CHECK** Teacher checks that the two lines cross in the middle and that the correct picture is ticked.
- **WRAP UP** Children cross their arms in an X and say **/x/** together.

HOMEWORK Trace and write one line of capital X and small x in the notebook.

LESSON 37

Letter Yy

Book pp. 66–67

YOU WILL NEED

QR code video, Yy flashcard, yoyo, ball of yarn, yellow, red and blue paint, cups, crayons.

SKILLS

Phonics Awareness · Fine Motor Skills · Vocabulary Development · Creativity

PERIOD 1 Introducing Yy and /y/

- **OPENING** Scan the QR code and watch the video; read 'Yawar is playing with the yellow yoyo.'
- **METHOD** Show a real yoyo and yarn; say Yawar, yellow, yoyo, yarn and stress the beginning sound /y/.
- **ACTIVITY** Students say /y/ /y/ /y/, colour the ball of yarn in the box on page 66, and find and count yellow objects in the classroom.
- **CHECK** Teacher asks each child to name one /y/ word from the picture.
- **WRAP UP** Teacher mixes yellow paint with red and then blue so children see orange and green appear.

HOMEWORK Find two yellow things at home and tell a family member their names.

PERIOD 2 Writing Yy and Picture Tick

- **OPENING** Air-trace capital Y and small y, following the numbered strokes.
- **METHOD** Demonstrate capital Y (two short slants meeting, then a line down) and small y (dropping below the line).
- **ACTIVITY** Students say, trace and write 'Yy' on page 67, then read the letter and tick the yarn and the yoyo (not the snail or kite).
- **CHECK** Teacher checks that the tail of small y goes below the line and the correct pictures are ticked.
- **WRAP UP** Children stretch their arms up in a Y shape and say /y/.

HOMEWORK Trace and write one line of capital Y and small y in the notebook.

LESSON 38

Letter Zz

Book pp. 68–69

YOU WILL NEED

QR code video, Zz flashcard, picture of a zebra, a zip (on a bag or jacket), paper, crayons, pencils.

SKILLS

Phonics Awareness · Fine Motor Skills · Observation · Speaking Skills

PERIOD 1 Introducing Zz and /z/

- **OPENING** Scan the QR code to watch the story of letter Zz; read 'Zebra is moving zigzag in the zoo.'
- **METHOD** Point to the zebra, the zigzag path and the zoo and stress the beginning sound /z/; children retell the story in their own words.
- **ACTIVITY** Students say /z/ /z/ /z/, observe the zebra's stripes, count the zoo animals on page 68 and draw zigzag lines on paper.
- **CHECK** Teacher listens as children take turns to share, waiting for their turn, and checks the animal count.
- **WRAP UP** Show how a zip opens and closes, and buzz like a bee: /z/ /z/ /z/.

HOMEWORK Find a zip at home and show a family member how it works.

PERIOD 2 Writing Zz and Matching

- **OPENING** Air-trace capital Z and small z, following strokes 1, 2 and 3.
- **METHOD** Demonstrate on the board: across, slant down, across again, for both Z and z.
- **ACTIVITY** Students say, trace and write 'Zz' on page 69, then match the letter Zz with the zebra and the zip (not the jug or watch).
- **CHECK** Teacher checks the three strokes and the correct matching lines.
- **WRAP UP** Children walk in a zigzag line around the class saying /z/.

HOMEWORK Trace and write one line of capital Z and small z in the notebook.

LESSON 39

Revision – Beginning Sounds and Letters Aa–Zz

Book pp. 70–71

YOU WILL NEED
Alphabet chart, pictures of vase, umbrella, zip, watch, elephant, van, ladder, hat, crayons, pencils.

SKILLS
Phonics Awareness · Listening Skills · Writing Readiness · Vocabulary Development

PERIOD 1 Beginning Sounds

- **OPENING** Show the pictures and say each name together: vase, umbrella, zip, watch.
- **METHOD** Say each word slowly and stretch the first sound, then ask which letter makes it.
- **ACTIVITY** Students colour the box with the correct beginning sound (v, u, z, w) on page 70, then listen to the teacher, circle the correct picture (e.g. umbrella, van, ladder, zip) and write its letter.
- **CHECK** Teacher checks the coloured boxes and the letters written in each box.
- **WRAP UP** Play 'I spy something beginning with /v/…' using classroom objects.
- **HOMEWORK** Find two objects at home and tell a family member their beginning sounds.

PERIOD 2 Writing Aa–Zz and Vocabulary Recall

- **OPENING** Sing the alphabet song while pointing to the alphabet chart.
- **METHOD** Write a few capital–small pairs on four-line board as a model and remind children to start at the dot.
- **ACTIVITY** Students say and write the letters Aa–Zz on page 71, then recall the new words they have learned this year with the teacher.
- **CHECK** Teacher checks letter order and formation and listens as each child says one new word.
- **WRAP UP** Each child says one letter and a word that begins with it.
- **HOMEWORK** Say the alphabet to a family member and name one word for any five letters.

LESSON 40

Sky, Grass and Root Letters

Book p. 72

YOU WILL NEED
Board with four lines (sky, fence, grass, root lines), coloured chalk or markers, pencils.

SKILLS
Writing Readiness · Fine Motor Skills · Observation · Cognitive Development

PERIOD 1 Learning the Four Lines

- **OPENING** Draw four lines on the board and name them: sky line, fence line, grass line, root line.
- **METHOD** Write letters on the lines and show that sky letters (b d f h k l t) go up to the sky, grass letters stay between the fence and grass, and root letters (g j p q y) go down to the root line.
- **ACTIVITY** Students read the sky, grass and root letters in the clouds on page 72 and come to the board to write one letter each in the right place.
- **CHECK** Teacher checks whether each child places the letter on the correct lines.
- **WRAP UP** Teacher calls a letter; children stretch up for sky, touch knees for grass and touch toes for root.
- **HOMEWORK** Tell a family member two sky letters and two root letters.

PERIOD 2 Writing Sky, Grass and Root Letters

- **OPENING** Play the stretch-up, knees, toes game with a few letters.
- **METHOD** Model writing b, a and g on the four lines, saying where each one starts and stops.
- **ACTIVITY** Students write the sky letters, grass letters and root letters in the rows on page 72.
- **CHECK** Teacher checks letter height and that root letters go below the grass line.
- **WRAP UP** Children sort a few letter cards into three groups: sky, grass and root.
- **HOMEWORK** Write the root letters g, j, p, q and y once each in the notebook.

LESSON 41

Leadership Habit 6 – Work Together

Book p. 73

YOU WILL NEED
QR code video, building blocks, page 73 pictures, board.

SKILLS
Social Skills · Values and Character · Listening Skills · Speaking Skills

PERIOD 1 Story and Discussion

- **OPENING** Scan the QR code and listen to the story of Hashim, who works well in groups.
- **METHOD** Discuss how Hashim values other people's strengths, learns from them and gets along with others.
- **ACTIVITY** Students share their views about the story and say when they have worked together with a friend or sibling.
- **CHECK** Teacher listens for each child's idea of working together.
- **WRAP UP** Say together: 'We work together, we help each other.'
- **HOMEWORK** Help a family member with one small job at home and tell the class tomorrow.

PERIOD 2 Think and Select

- **OPENING** Read the two situations: building a house with blocks in pairs, and wanting ice cream while father is washing the car.
- **METHOD** Talk about each picture and ask which choice is kind and helpful.
- **ACTIVITY** Students tick the right choices on page 73 (share ideas and work together; help father finish quickly), then build a block house in pairs.
- **CHECK** Teacher checks the ticks and watches how pairs share and take turns while building.
- **WRAP UP** Pairs show their block houses and the class claps for good teamwork.
- **HOMEWORK** Tell a family member about the house you built together.

LESSON 42

Vowels and Consonants

Book p. 74

YOU WILL NEED
Alphabet chart, red and blue coloured pencils, letter cards, board.

SKILLS
Phonics Awareness · Observation · Cognitive Development · Fine Motor Skills

PERIOD 1 Introducing Vowels

- **OPENING** Write the 26 letters on the board and count them together.
- **METHOD** Explain that five letters are vowels (a, e, i, o, u) and say their sounds **/a/ /e/ /i/ /o/ /u/**; the other 21 letters are consonants.
- **ACTIVITY** Students circle the vowels a, e, i, o and u in the letter box on page 74 using a red-coloured pencil.
- **CHECK** Teacher checks that all five vowels, and only vowels, are circled in red.
- **WRAP UP** Sing a vowel song: 'a, e, i, o, u, these are vowels, me and you.'
- **HOMEWORK** Tell a family member the five vowels.

PERIOD 2 Finding Consonants

- **OPENING** Children say the five vowels and show five fingers.
- **METHOD** Read the consonant list on page 74 together and say a few consonant sounds such as **/b/**, **/m/**, **/s/**.
- **ACTIVITY** As the Teacher's Guidelines suggest, students come to the board and encircle consonants on the written alphabet; then sort letter cards into vowels and consonants.
- **CHECK** Teacher asks each child: 'Is this letter a vowel or a consonant?'
- **WRAP UP** Stand up for a vowel, sit down for a consonant as the teacher calls letters.
- **HOMEWORK** Write the five vowels in the notebook.

LESSON 43

Leadership Habit 7 – Healthy Body, Happy Minds

Book p. 75

YOU WILL NEED

Page 75 pictures, pictures or real samples of healthy food (fruit, vegetables) and junk food, board.

SKILLS

Values and Character · Speaking Skills · Listening Skills · Emotional Intelligence

PERIOD 1 Story and Discussion

- **OPENING** Read the story of Noor, who eats right, exercises and gets enough sleep.
- **METHOD** Discuss how Noor balances her time between school, games, family and friends.
- **ACTIVITY** Students share their views about the story and tell one healthy thing they do every day.
- **CHECK** Teacher listens for each child's example of a healthy habit.
- **WRAP UP** Do a short exercise together: stretch, jump and march.
- **HOMEWORK** Tell a family member what time you go to sleep.

PERIOD 2 Think and Select

- **OPENING** Ask: 'What do you prefer to eat? How do you spend your time at home?'
- **METHOD** Talk about the pictures: junk food or healthy food; watching cartoons or time with family.
- **ACTIVITY** Students tick their choices on page 75 and practise saying 'I need to eat healthy food.'
- **CHECK** Teacher checks the ticks and asks each child why healthy food is good.
- **WRAP UP** Sort food pictures into 'healthy' and 'junk' on the board.
- **HOMEWORK** Eat one fruit at home and tell the class its name tomorrow.

LESSON 44

'at' Words

Book pp. 76–77

YOU WILL NEED

QR code story, word cards (hat, rat, bat, cat, mat, fat), letter cards h r b c m f, picture cards, crayons.

SKILLS

Phonics Awareness · Listening Skills · Emotional Intelligence · Writing Readiness

PERIOD 1 Story and Reading 'at' Words

- **OPENING** Scan the QR code and listen to the story of 'at'; children retell it in their own words.
- **METHOD** Introduce 'at' as a blend; add h, r, b, c, m and f one by one before it and blend: **/h/**-at, hat.
- **ACTIVITY** Students read hat, rat, bat, cat, mat and fat and match each word with its picture on page 76.
- **CHECK** Teacher listens as each child reads two 'at' words.
- **WRAP UP** Clap and chant: 'hat, rat, bat, cat, mat, fat, they all end in at!'
- **HOMEWORK** Read the six 'at' words to a family member.

PERIOD 2 Feelings, Completing and Unscrambling

- **OPENING** Ask the questions on page 77: Why was the cat sad? Who brought the bat and the ball? Do you like to make others happy?
- **METHOD** Show how to choose the right first letter (c or s, r or m, b or f) to make the picture's name.
- **ACTIVITY** Students complete the names cat, mat and bat, then unscramble the letters to write hat and bat on page 77.
- **CHECK** Teacher checks the first letters chosen and the order of the unscrambled letters.
- **WRAP UP** Children say one thing they can do to make a friend happy.
- **HOMEWORK** Write cat, hat and bat in the notebook.

LESSON 45

'an' Words

Book pp. 78–79

YOU WILL NEED

QR code story, word cards (fan, pan, van, man), letter cards f p v m, picture cards, pencils.

SKILLS

Phonics Awareness · Vocabulary Development · Emotional Intelligence · Speaking Skills

PERIOD 1 Story and Reading 'an' Words

- **OPENING** Scan the QR code and listen attentively to the story of 'an'; children take turns to say what they liked most.
- **METHOD** Introduce 'an' as a blend; add f, p, v and m one by one before it and blend the words.
- **ACTIVITY** Students read fan, pan, van and man and match them with the pictures on page 78 (the van, the man with the pan, the paper fan).
- **CHECK** Teacher listens as each child reads and points to one word.
- **WRAP UP** Recall the new words together and use one in a sentence: 'The man has a pan.'
- **HOMEWORK** Find a fan and a pan at home and tell a family member their names.

PERIOD 2 Generosity, Matching and Read-Check-Write

- **OPENING** Ask: Do you like the man in the story of 'an'? Why? Are you a generous person?
- **METHOD** Read fan, man and pan with the class and show how to look at a picture and find its word.
- **ACTIVITY** Students match fan, man and pan with their pictures, then read, check and write 'pan' and 'fan' for the two pictures on page 79.
- **CHECK** Teacher checks the matching lines, ticks and written words.
- **WRAP UP** Children share one time they shared something with a friend.
- **HOMEWORK** Write fan, pan and man in the notebook.

LESSON 46

'ad' Words

Book pp. 80–81

YOU WILL NEED

QR code story, word cards (bad, sad, dad, mad, had), letter cards b s d m h, emotion faces, pencils.

SKILLS

Phonics Awareness · Emotional Intelligence · Listening Skills · Speaking Skills

PERIOD 1 Story and Reading 'ad' Words

- **OPENING** Scan the QR code and listen to the story of 'ad'; children describe the picture in their own words.
- **METHOD** Introduce 'ad' as a blend; add b, s, d, m and h one by one before it and blend the words.
- **ACTIVITY** Students read bad, sad, dad, mad and had and match them with the picture on page 80 (the sad boy, the mad dad).
- **CHECK** Teacher listens as each child reads two 'ad' words.
- **WRAP UP** Show a sad face and a mad face and say the words together.
- **HOMEWORK** Read the five 'ad' words to a family member.

PERIOD 2 Feelings, Completing and Listening

- **OPENING** Ask: Who was mad in the story? Did Tim help his dad feel better? Was dad happy at the end?
- **METHOD** Show how to choose m or d, s or b to complete each picture's name.
- **ACTIVITY** Students complete the names dad and sad on page 81, then listen and tick the correct picture for 'Who was mad?' (dad) and 'Who was sad?' (Tim).
- **CHECK** Teacher checks the letters written and the ticks.
- **WRAP UP** Children say what they do to make someone feel better.
- **HOMEWORK** Write dad, sad and mad in the notebook.

LESSON 47

'et' Words

Book pp. 82–83

YOU WILL NEED

QR code story, word cards (net, pet, jet, vet), letter cards n p j v, letter bank cards, pencils.

SKILLS

Phonics Awareness · Vocabulary Development · Emotional Intelligence · Writing Readiness

PERIOD 1 Story and Reading 'et' Words

- OPENING Scan the QR code and listen to the story of 'et'; children share examples from their own life, such as a pet.
- METHOD Introduce 'et' as a blend; add n, p, j and v one by one before it and blend the words.
- ACTIVITY Students read net, pet, jet and vet and match them with the picture on page 82 (the net in the tree, the pet dog, the jet, the vet).
- CHECK Teacher listens as each child reads and points to one word.
- WRAP UP Fly like a jet and say 'jet, jet, jet'.
- HOMEWORK Tell a family member what a vet does.

PERIOD 2 Responsibility, Completing and Ending Sounds

- OPENING Ask: Why did Tim take the pet to the vet? Why did Tim help the cat? Are you a responsible person?
- METHOD Show how to choose a letter from the letter bank (n v m w p j) to complete each picture's word.
- ACTIVITY Students complete pet, net and jet on page 83, then tick the objects with the same ending sound (wet and pet, not fan).
- CHECK Teacher checks the letters chosen and the ticks.
- WRAP UP Children say one way they look after a pet, plant or younger sibling.
- HOMEWORK Write net, pet and jet in the notebook.

LESSON 48

'ig' Words

Book pp. 84–85

YOU WILL NEED

QR code story, word cards (fig, dig, wig, jig, twig), letter cards f d w j t, a real twig, picture of a fig, pencils.

SKILLS

Phonics Awareness · Vocabulary Development · Emotional Intelligence · Fine Motor Skills

PERIOD 1 Story and Reading 'ig' Words

- OPENING Scan the QR code and listen to the story of 'ig' in the park.
- METHOD Introduce 'ig' as a blend; add f, d, w, j and t one by one before it and blend the words.
- ACTIVITY Students read fig, dig, wig, jig and twig and match them with the picture on page 84 (the man digging, the flying wig, the twig).
- CHECK Teacher listens as each child reads two 'ig' words.
- WRAP UP Pretend to dig, then do a happy jig on the spot.
- HOMEWORK Bring a small twig from the garden to class.

PERIOD 2 Kindness, Matching and Unscrambling

- OPENING Ask: Why shouldn't we laugh at others? How do you feel when someone laughs at you?
- METHOD Show a real twig and a fig picture; read the names and model unscrambling g-i-d into d-i-g.
- ACTIVITY Students match the fig, twig, jig and dig pictures with their names, then unscramble the letters to write dig and fig on page 85.
- CHECK Teacher checks the matching lines and the order of the letters.
- WRAP UP Children say one kind word to a friend.
- HOMEWORK Write fig, dig and twig in the notebook.

LESSON 49

'ag' Words

Book pp. 86–87

YOU WILL NEED
QR code story, word cards (wag, tag, bag), letter cards w t b, a school bag with a name tag, crayons, pencils.

SKILLS
Phonics Awareness · Speaking Skills · Emotional Intelligence · Fine Motor Skills

PERIOD 1 — Predicting the Story and Reading 'ag' Words

- **OPENING** Look at the picture on page 86 and ask children what will happen in the story; then listen to the 'ag' story with the QR code.
- **METHOD** Introduce 'ag' as a blend; add w, t and b one by one before it and blend the words.
- **ACTIVITY** Students read wag, tag and bag and match them with the picture (the dog's wagging tail, the name tag, the school bag).
- **CHECK** Teacher listens as each child reads the three words.
- **WRAP UP** Show a real bag with a tag and wag your hand like a dog's tail.
- **HOMEWORK** Show a family member the tag on your school bag.

PERIOD 2 — Feelings, Matching and Unscrambling

- **OPENING** Ask: Is it good to enjoy our life? Do you stay calm in all situations?
- **METHOD** Read bag, tag and wag and show that some pictures (bat, tap, cap) do not match any word.
- **ACTIVITY** Students match bag, tag and wag with the backpack, the tag and the wagging dog and colour them, then unscramble the letters to write bag and wag on page 87.
- **CHECK** Teacher checks the matching lines, colouring and unscrambled words.
- **WRAP UP** Take three deep breaths together to practise staying calm.
- **HOMEWORK** Write bag, tag and wag in the notebook.

LESSON 50

'op' Words

Book pp. 88–89

YOU WILL NEED
QR code story, word cards (mop, top, hop, pop, cop), letter cards m t h p, a spinning top, popcorn picture, pencils.

SKILLS
Phonics Awareness · Vocabulary Development · Values and Character · Writing Readiness

PERIOD 1 — Story and Reading 'op' Words

- **OPENING** Scan the QR code and listen to the story of 'op'; children link it to their life, e.g. helping to mop or eating popcorn.
- **METHOD** Introduce 'op' as a blend; add m, t, h and p one by one before it and blend the words.
- **ACTIVITY** Students read mop, top, hop and pop and match them with the picture on page 88 (the girl hopping, the spinning top, the mop, the popcorn).
- **CHECK** Teacher listens as each child reads and points to one word.
- **WRAP UP** Spin a real top, then hop on one foot saying 'hop, hop, hop'.
- **HOMEWORK** Read the four 'op' words to a family member.

PERIOD 2 — Clean Surroundings and Naming Pictures

- **OPENING** Ask: Is it good to keep your surroundings clean? Do you do the same?
- **METHOD** Read the word bank (top, pop, cop, hop) and model how to find the word for a picture.
- **ACTIVITY** Students name the pictures on page 89 using the word bank and write cop, top, pop and hop, then 'pop like popcorn' by jumping up.
- **CHECK** Teacher checks that each word is written under the right picture.
- **WRAP UP** Tidy the classroom together for one minute.
- **HOMEWORK** Write top, hop and pop in the notebook.

LESSON 51

'ot' Words

Book pp. 90–91

YOU WILL NEED
QR code story, word cards (cot, hot, pot, dot, cat), letter cards c h p, a small clay pot, drawing paper, crayons.

SKILLS
Phonics Awareness · Speaking Skills · Values and Character · Creativity

PERIOD 1 — Describing the Picture and Reading 'ot' Words

- **OPENING** Children describe the picture on page 90 (the baby in a cot, the hot soup, the plant pot), then listen to the 'ot' story with the QR code.
- **METHOD** Introduce 'ot' as a blend; add c, h and p one by one before it and blend the words, accepting sound-it-out attempts.
- **ACTIVITY** Students read cot, hot and pot and match them with the pictures on page 90.
- **CHECK** Teacher listens as each child reads the three words.
- **WRAP UP** Pretend to blow on hot soup and say 'hot, hot, hot!'
- **HOMEWORK** Tell a family member about something hot in the kitchen that we must not touch.

PERIOD 2 — Respect, Drawing and Rhyming

- **OPENING** Ask: Is it good to respect others? Is it good to admit our mistakes?
- **METHOD** Say pot, cot, dot, cat and ask which word sounds different at the end.
- **ACTIVITY** Students draw something hot (e.g. sun, tea, tandoor) in the box on page 91, then read and cross 'cat' as the word that does not rhyme.
- **CHECK** Teacher checks the drawing and asks each child to name their hot thing.
- **WRAP UP** Say a rhyming chain: pot, cot, dot, hot.
- **HOMEWORK** Write pot, cot and hot in the notebook.

LESSON 52

Revision – Word Families

Book p. 92

YOU WILL NEED
Pictures of hat, cot, fan, jet, bag, pan, word cards, crayons.

SKILLS
Phonics Awareness · Vocabulary Development · Speaking Skills · Cognitive Development

PERIOD 1 — Colour the Matching Word

- **OPENING** Show the pictures on page 92 and name them together: hat, cot, fan, jet, bag, pan.
- **METHOD** Read the three words under each picture and blend each one slowly.
- **ACTIVITY** Students colour the word that matches each picture on page 92 (hat, cot, fan, jet, bag, pan).
- **CHECK** Teacher checks that the correct word is coloured under each picture.
- **WRAP UP** Children hold up a word card when the teacher shows its picture.
- **HOMEWORK** Read the six coloured words to a family member.

PERIOD 2 — Rhyming Words

- **OPENING** Say 'cat, hat, mat' and ask what sounds the same.
- **METHOD** Explain that rhyming words end with the same sound, and model one rhyme for each family.
- **ACTIVITY** Students say rhyming words for van, hat, net and hot, as page 92 asks (e.g. van–man, hat–cat, net–pet, hot–pot).
- **CHECK** Teacher listens as each child gives one rhyming word.
- **WRAP UP** Play a rhyming clap game: teacher says a word, children clap and say a rhyme.
- **HOMEWORK** Find two rhyming words with a family member and say them in class.

LESSON 53

Sight Words

Book pp. 93–95

YOU WILL NEED
Sight word flashcards (a, is, I, with, the), crayons, board, pictures of cat, rat, man and pan.

SKILLS
Language · Vocabulary Development · Observation · Fine Motor Skills

PERIOD 1 — Finding Sight Words

- **OPENING** Show the flashcards a, is, I, with and the, and read each one together.
- **METHOD** Hold up one card at a time; children clap when they spot the same word on the board.
- **ACTIVITY** Students read and colour the sight words 'a' in the clouds and 'is' in the apples on page 93, then 'I' in the clouds, 'with' in the balloons and 'the' in the oranges on page 94.
- **CHECK** Teacher checks that only the correct word is coloured in each box.
- **WRAP UP** Play 'Flash and Say': children read each card as it is flashed.
- **HOMEWORK** Read the five sight word cards to a family member.

PERIOD 2 — Reading Simple Sentences

- **OPENING** Show the four pictures on page 95 and name them: cat on a mat, rat with a bat, sad cat, man with a pan.
- **METHOD** Teacher reads each sentence with a finger under each word, then children echo-read.
- **ACTIVITY** Students read the sentences 'A cat is on the mat.', 'A rat with a bat.', 'A sad cat.' and 'A man with a pan.' and point to the sight words in them.
- **CHECK** Teacher listens to each child read one sentence.
- **WRAP UP** Act out 'a sad cat' and 'a man with a pan' together.
- **HOMEWORK** Read one sentence from page 95 at home.

LESSON 54

'am' Words

Book pp. 96–97

YOU WILL NEED
QR code audio/video, 'am' blend card, letter cards j, d, r, S, pictures of jam, dam, ram, a boy (Sam), crayons.

SKILLS
Phonics Awareness · Listening Skills · Emotional Intelligence · Writing Readiness

PERIOD 1 — The 'am' Story and Blend

- **OPENING** Scan the QR code and listen to the story of Sam, the ram and the jam.
- **METHOD** Introduce 'am' as a blend; add j, d, r and s one by one in front of it and blend the words.
- **ACTIVITY** Students read jam, dam, ram and Sam and match each word to the picture in the story scene on page 96.
- **CHECK** Teacher asks children to blend one 'am' word aloud.
- **WRAP UP** Chant together: 'j-am, jam; d-am, dam; r-am, ram'.
- **HOMEWORK** Tell a family member the story of Sam and the ram.

PERIOD 2 — Sharing and 'am' Words

- **OPENING** Ask the questions: Who had the jam? What did the ram want? Why did Sam share the jam?
- **METHOD** Talk about sharing; then model putting scrambled letters in the right order on the board.
- **ACTIVITY** Students unscramble the letters to write jam and ram, then match the names Sam, jam, dam and ram with their pictures on page 97.
- **CHECK** Teacher checks the spelling of jam and ram and the matching lines.
- **WRAP UP** Children say one thing they will share with a friend.
- **HOMEWORK** Write jam and ram in the notebook.

LESSON 55

'ap' Words

Book pp. 98–99

YOU WILL NEED

QR code audio/video, 'ap' blend card, letter cards l, m, t, n, c, a cap, a map, pictures of a tap and a sleeping baby, crayons.

SKILLS

Phonics Awareness · Listening Skills · Vocabulary Development · Observation

PERIOD 1 The 'ap' Story and Blend

- **OPENING** Scan the QR code and listen to the 'ap' story about the boy, the map and his grandfather.
- **METHOD** Introduce 'ap' as a blend; add l, m, t, n and c one by one and blend each word.
- **ACTIVITY** Students read lap, map, tap, nap and cap and match each word to the picture in the story scene on page 98.
- **CHECK** Teacher points to a picture and the child reads the matching word.
- **WRAP UP** Act out the words: take a nap, turn the tap, put on a cap.
- **HOMEWORK** Find a cap or a tap at home and say its name.

PERIOD 2 Reading and Ticking 'ap' Words

- **OPENING** Ask: Do you like the 'ap' story? What was funny in the story?
- **METHOD** Show a real cap and map; read the word, then point to the picture it names.
- **ACTIVITY** Students read cap and tap and colour the correct picture in each box, then tick the correct word for the map, tap and cap pictures on page 99.
- **CHECK** Teacher checks that the right picture is coloured and the right word is ticked.
- **WRAP UP** Children say all five 'ap' words in a row.
- **HOMEWORK** Draw a cap and write 'cap' under it.

LESSON 56

'ed' Words

Book pp. 100–101

YOU WILL NEED

QR code audio/video, 'ed' blend card, letter cards r, f, b, a red flower picture, pictures of a bed, cat and car, crayons.

SKILLS

Phonics Awareness · Listening Skills · Emotional Intelligence · Values and Character

PERIOD 1 The 'ed' Story and Blend

- **OPENING** Scan the QR code and listen to the story of Ted and the cat; identify and name the characters.
- **METHOD** Introduce 'ed' as a blend; add r, f and b one by one and blend red, fed and bed.
- **ACTIVITY** Students read red, fed and bed and match each word to the picture in the story scene on page 100.
- **CHECK** Teacher asks each child to name one character and read one 'ed' word.
- **WRAP UP** Point to something red in the classroom and say 'red'.
- **HOMEWORK** Show a family member your bed and say 'bed'.

PERIOD 2 Caring and Colouring 'ed' Words

- **OPENING** Ask: Why was the cat in the bed? Why did Ted help the cat? Is Ted a caring boy? Are you a caring person?
- **METHOD** Read each word in the picture set and ask, 'Does it end with ed?'
- **ACTIVITY** Students read and colour the 'ed' words red, fed and bed on page 101, leaving cat and car uncoloured.
- **CHECK** Teacher checks that only the three 'ed' words are coloured.
- **WRAP UP** Children share one way they can care for a pet or a friend.
- **HOMEWORK** Write red, fed and bed in the notebook.

LESSON 57

'en' Words

Book pp. 102–103

YOU WILL NEED

QR code audio/video, 'en' blend card, letter cards d, h, p, t, a pen, number card 10, pictures of a hen and a den, crayons.

SKILLS

Phonics Awareness · Listening Skills · Writing Readiness · Social Skills

PERIOD 1 The 'en' Story and Blend

- **OPENING** Scan the QR code and listen to the story of the ten men and the lion in the den.
- **METHOD** Introduce 'en' as a blend; add d, h, p and t one by one and blend each word.
- **ACTIVITY** Students read den, ten, pen and hen and match each word to the picture in the story scene on page 102.
- **CHECK** Teacher asks children to find the hen, the pen and the den in the picture.
- **WRAP UP** Count to ten together on fingers.
- **HOMEWORK** Count ten pens or pencils at home.

PERIOD 2 Naming and Rhyming 'en' Words

- **OPENING** Ask: Why were the ten men scared? Should we help others?
- **METHOD** Read the word bank hen, ten, pen, men, den and say each one slowly with the children.
- **ACTIVITY** Students write the names of the hen, 10, den, pen and men pictures using the word bank, then tick the rhyming words ben, pen, men and den (not cat) on page 103.
- **CHECK** Teacher checks the written words and that 'cat' is not ticked.
- **WRAP UP** Clap and say a rhyming chain: hen, ten, pen, men, den.
- **HOMEWORK** Write hen and pen in the notebook.

LESSON 58

'in' Words

Book pp. 104–105

YOU WILL NEED

QR code audio/video, 'in' blend card, letter cards p, f, b, a drawing pin, a tin, a bin, picture of a fish fin, crayons.

SKILLS

Phonics Awareness · Listening Skills · Values and Character · Creativity

PERIOD 1 The 'in' Story and Blend

- **OPENING** Scan the QR code and listen to the 'in' story about the two boys, the pins and the toy fish.
- **METHOD** Introduce 'in' as a blend; add p, f and b one by one and blend pin, fin and bin.
- **ACTIVITY** Students read pin, fin and bin and match each word to the picture in the story scene on page 104.
- **CHECK** Teacher asks each child to point to the pin, the fin and the bin.
- **WRAP UP** Put a paper ball 'in the bin' while saying 'bin'.
- **HOMEWORK** Find a bin at home and say 'b-in, bin'.

PERIOD 2 Honesty and 'in' Words

- **OPENING** Ask: What mistake did the boy make? Is it good to admit our mistakes? Do you always tell the truth?
- **METHOD** Show the four pictures and read both word choices next to each one.
- **ACTIVITY** Students colour the correct word for each picture (bin, tin, pin, fin) and draw something with the 'in' sound on page 105.
- **CHECK** Teacher checks the coloured words and asks each child to name their drawing.
- **WRAP UP** Children say 'I will tell the truth' together.
- **HOMEWORK** Write pin, fin, bin and tin in the notebook.

LESSON 59

'ip' Words

Book pp. 106–107

YOU WILL NEED
QR code audio/video, 'ip' blend card, letter cards d, s, h, a straw, a zip, jigsaw word cards, decodable reader 'Ola'.

SKILLS
Phonics Awareness · Listening Skills · Observation · Writing Readiness

PERIOD 1 — The 'ip' Story and Blend

- **OPENING** Scan the QR code and listen to the 'ip' story about the bunny, the chick and the frog at the pond.
- **METHOD** Introduce 'ip' as a blend; add d, s and h one by one and blend dip, sip and hip.
- **ACTIVITY** Students read dip, sip and hip and match each word to the picture in the story scene on page 106.
- **CHECK** Teacher asks children to show 'sip', 'dip' and 'hip' with actions.
- **WRAP UP** Sip water from a cup and say 'sip'.
- **HOMEWORK** Show your hip and lip to a family member and name them.

PERIOD 2 — Matching and Unscrambling 'ip' Words

- **OPENING** Ask: Why were all the animals happy? Who was not able to hop like a frog? Why was the bunny not scared?
- **METHOD** Show two matching jigsaw word cards and join them; then unscramble one word on the board.
- **ACTIVITY** Students match the same words dip, lip, hip and sip, then unscramble the letters to write zip and tip on page 107.
- **CHECK** Teacher checks the matching lines and the spelling of zip and tip.
- **WRAP UP** Read the decodable reader 'Ola' (Level two, Book 1) together.
- **HOMEWORK** Write zip, tip and sip in the notebook.

LESSON 60

'it' Words

Book pp. 108–109

YOU WILL NEED
QR code audio/video, 'it' blend card, letter cards p, k, s, a toy kit, blank word cards, crayons.

SKILLS
Phonics Awareness · Listening Skills · Social Skills · Writing Readiness

PERIOD 1 — The 'it' Story and Blend

- **OPENING** Scan the QR code and listen to the 'it' story about the children playing in the sand pit.
- **METHOD** Introduce 'it' as a blend; add p, k and s one by one and blend pit, kit and sit.
- **ACTIVITY** Students read pit, kit and sit and match each word to the picture in the story scene on page 108.
- **CHECK** Teacher asks each child to read one 'it' word and point to its picture.
- **WRAP UP** Play 'Stand and Sit': children sit when they hear an 'it' word.
- **HOMEWORK** Sit calmly for one minute at home and say 'sit'.

PERIOD 2 — Vocabulary Kit and Ticking 'it' Words

- **OPENING** Ask: Is it good to sit calmly? Is it good to help others?
- **METHOD** Brainstorm 'it' words on the board (sit, kit, pit, bit, fit, hit, lit).
- **ACTIVITY** Students write 'it' words on the cards of their vocabulary kit, then tick the 'it' words bit, fit, sit, hit and lit (not bat) on page 109.
- **CHECK** Teacher checks the words on the cards and that 'bat' is not ticked.
- **WRAP UP** Children read their kit cards to a partner.
- **HOMEWORK** Write three 'it' words in the notebook.

LESSON 61

'ub' Words

Book pp. 110–111

YOU WILL NEED

QR code audio/video, 'ub' blend card, letter cards c, t, s, r, a small tub, toy submarine, pictures of a bear cub.

SKILLS

Phonics Awareness · Listening Skills · Vocabulary Development · Writing Readiness

PERIOD 1 The 'ub' Story and Blend

- **OPENING** Scan the QR code and listen to the story of the bear cub in the tub; identify and name the characters.
- **METHOD** Introduce 'ub' as a blend; add c, t, s and r one by one and blend each word.
- **ACTIVITY** Students read cub, tub, sub and rub and match each word to the picture in the story scene on page 110.
- **CHECK** Teacher asks children to find the cub, tub and sub in the picture.
- **WRAP UP** Rub hands together and say 'rub'.
- **HOMEWORK** Tell a family member what the cub did in the tub.

PERIOD 2 Checking and Matching 'ub' Words

- **OPENING** Ask: What sound did the sub make? Do you like to take a bath?
- **METHOD** Show each picture, read the three words beside it and choose the right one together.
- **ACTIVITY** Students check and write the correct word for the cub and tub pictures, then match the names cub, rub, sub and tub with their pictures on page 111.
- **CHECK** Teacher checks the ticks, the written words and the matching lines.
- **WRAP UP** Sing a short 'rub-a-dub' bath-time chant with actions.
- **HOMEWORK** Write cub and tub in the notebook.

LESSON 62

'ug' Words

Book pp. 112–113

YOU WILL NEED

QR code audio/video, 'ug' blend card, letter cards d, b, m, j, r, a mug, a jug, a small rug, crayons.

SKILLS

Phonics Awareness · Speaking Skills · Emotional Intelligence · Creativity

PERIOD 1 The 'ug' Story and Blend

- **OPENING** Scan the QR code and listen to the 'ug' story about the boys, the bugs and the picnic rug.
- **METHOD** Introduce 'ug' as a blend; add d, b, m, j and r one by one and blend each word.
- **ACTIVITY** Students read dug, bug, mug, jug and rug, match each word to the picture on page 112, and retell the story in their own words.
- **CHECK** Teacher listens as children retell one part of the story.
- **WRAP UP** Show a real mug and jug and name them.
- **HOMEWORK** Find a mug and a jug at home.

PERIOD 2 Forgiving and Writing 'ug' Words

- **OPENING** Ask: Is it good to forgive others? Do you forgive others? Should we control our anger?
- **METHOD** Read the word bank mug, rug, hug, bug, jug, dug and match one word to a picture as a model.
- **ACTIVITY** Students write the names of the mug, rug, bug, hug, dug and jug pictures using the word bank, then draw something with the 'ug' sound on page 113.
- **CHECK** Teacher checks the written names and asks each child to name their drawing.
- **WRAP UP** Children give a friend a hug and say 'hug'.
- **HOMEWORK** Write mug, rug and bug in the notebook.

LESSON 63

'un' Words

Book pp. 114–115

YOU WILL NEED

QR code audio/video, 'un' blend card, letter cards b, f, g, r, s, a bun, picture of the sun, decodable reader 'A big dog'.

SKILLS

Phonics Awareness · Listening Skills · Vocabulary Development · Writing Readiness

PERIOD 1 The 'un' Story and Blend

- **OPENING** Scan the QR code and listen to the 'un' story about the bunny running with a bun.
- **METHOD** Introduce 'un' as a blend; add b, f, g, r and s one by one and blend each word; help children recognise the stories in this book.
- **ACTIVITY** Students read bun, fun, gun, run and sun and match each word to the picture in the story scene on page 114.
- **CHECK** Teacher asks each child to read one 'un' word and point to it in the picture.
- **WRAP UP** Run on the spot and say 'run'.

HOMEWORK Tell a family member which earlier story in the book you liked best.

PERIOD 2 Naming 'un' Pictures

- **OPENING** Ask: Why was the bunny happy? Why was the bunny not scared?
- **METHOD** Read the word bank sun, bun, gun, nun, fun, run and name each picture together first.
- **ACTIVITY** Students name and write the bun, sun, run, fun, toy gun and nun pictures using the word bank on page 115.
- **CHECK** Teacher checks each written word against its picture.
- **WRAP UP** Read the decodable reader 'A big dog' (Level two, Book 2) together.

HOMEWORK Write sun, bun and run in the notebook.

LESSON 64

'og' Words

Book pp. 116–117

YOU WILL NEED

QR code audio/video, 'og' blend card, letter cards d, f, l, a toy dog, a small log or stick, decodable reader 'Om yum'.

SKILLS

Phonics Awareness · Listening Skills · Emotional Intelligence · Writing Readiness

PERIOD 1 The 'og' Story and Blend

- **OPENING** Scan the QR code and listen to the 'og' story about the dog sitting on the log.
- **METHOD** Introduce 'og' as a blend; add d, f and l one by one and blend dog, fog and log; help children recognise the stories in this book.
- **ACTIVITY** Students read dog, fog and log and match each word to the picture in the story scene on page 116.
- **CHECK** Teacher asks children to point to the dog, the log and the fog.
- **WRAP UP** Bark like a dog and say 'd-og, dog'.

HOMEWORK Tell a family member where the dog was sitting.

PERIOD 2 Writing 'og' Words

- **OPENING** Ask: Why was the dog sad? Where was the dog sitting? Have you seen the fog?
- **METHOD** Read the word bank jog, dog, log and act out 'jog' together.
- **ACTIVITY** Students write the names of the dog, log and jogging child pictures using the word bank on page 117.
- **CHECK** Teacher checks the spelling of dog, log and jog.
- **WRAP UP** Read the decodable reader 'Om yum' (Level two, Book 3) together.

HOMEWORK Write dog and log in the notebook.

LESSON 65

Revision – Word Families and Sentences

Book pp. 118–119

YOU WILL NEED

Pictures of a price tag, cat, jet, top, fig, hen, pen and net, word cards, board.

SKILLS

Phonics Awareness · Observation · Vocabulary Development · Language

PERIOD 1 Circling the Correct Word

- **OPENING** Show the six pictures on page 118 and name them together: tag, laughing boy, cat, jet, top, fig.
- **METHOD** Read the three words under each picture and ask, 'Which word names the picture?'
- **ACTIVITY** Students circle the correct word for each picture: tag, gag, cat, jet, top and fig on page 118.
- **CHECK** Teacher checks each circled word.
- **WRAP UP** Children say the word family of each answer (ag, at, et, op, ig).
- **HOMEWORK** Write tag, cat and top in the notebook.

PERIOD 2 Reading Sentences

- **OPENING** Name the pictures on page 119: hen in a pen, Ben with a pen, pet in a net, cat on a bed.
- **METHOD** Teacher reads each sentence with a finger under each word; children echo-read.
- **ACTIVITY** Students read the sentences 'A hen in the pen.', 'Ben with a pen.', 'A pet in the net.' and 'A cat on the bed.' on page 119.
- **CHECK** Teacher listens to each child read one sentence.
- **WRAP UP** Children find the 'en' and 'et' words in the sentences.
- **HOMEWORK** Read the four sentences to a family member.

LESSON 66

Sight Words

Book p. 120

YOU WILL NEED

Sight word flashcards (this, my, says), crayons, board.

SKILLS

Language · Vocabulary Development · Observation · Fine Motor Skills

PERIOD 1 Colouring Sight Words

- **OPENING** Show the flashcards this, my and says and read them together.
- **METHOD** Use each word in a short sentence: 'This is my bag.', 'Ali says hello.'
- **ACTIVITY** Students read and colour 'this' in the clouds, 'my' in the balloons and the oranges with 'says' on page 120.
- **CHECK** Teacher checks that only the correct word is coloured in each box.
- **WRAP UP** Play 'Flash and Say' with the three cards.
- **HOMEWORK** Read the three sight word cards to a family member.

PERIOD 2 Using Sight Words in Speech

- **OPENING** Revise the earlier sight words a, is, I, with and the with flashcards.
- **METHOD** Model sentences pointing to classroom objects: 'This is my book.'
- **ACTIVITY** Children hold up an object and say 'This is my ___.'; the class then plays 'Teacher says' using the word 'says' (oral follow-up to page 120).
- **CHECK** Teacher listens for correct use of this, my and says.
- **WRAP UP** Read all eight sight words together.
- **HOMEWORK** Say 'This is my ___' about three things at home.

LESSON 67

Revision – Common Sounds and Vocabulary

Book pp. 121–122

YOU WILL NEED

Pictures of fin, pin, tin, bin, lips, wig, girl sitting, bowl of dip, word cards, board.

SKILLS

Phonics Awareness · Vocabulary Development · Speaking Skills · Language

PERIOD 1 Common Sounds and Matching

- OPENING Read fin, pin, tin and bin together and ask what sound is the same.
- METHOD Say each word slowly and stretch the ending **/in/**.
- ACTIVITY Students read the words and circle the common sound 'in', then match dip, sit, bin, wig and lips with their pictures on page 121.
- CHECK Teacher checks the circled 'in' and the matching lines.
- WRAP UP Children say another word that ends in 'in'.
- HOMEWORK Write fin, pin, tin and bin in the notebook.

PERIOD 2 Recalling Vocabulary and Reading Sentences

- OPENING Children recall the new words they have learned so far; the teacher writes them on the board.
- METHOD Teacher reads each sentence with a finger under each word; children echo-read.
- ACTIVITY Students read the sentences 'A fig in the bin.', 'A hen in the pit.', 'A pin on the tin.' and 'This is a can.' on page 122.
- CHECK Teacher listens to each child read one sentence.
- WRAP UP Children point to the sight word 'this' in the last sentence.
- HOMEWORK Read the four sentences to a family member.

LESSON 68

Revision – Correct Words and Naming

Book pp. 123–124

YOU WILL NEED

Pictures of mop, cot, pin, dig, bed, wet mop, can, sun, rug, runner, mug, jet, pot and bun, crayons.

SKILLS

Phonics Awareness · Vocabulary Development · Writing Readiness · Speaking Skills

PERIOD 1 Colouring the Correct Word

- OPENING Name the pictures on page 123 together: mop, cot, pin, dig, bed, wet floor, can.
- METHOD Read the two words beside each picture and ask which one names it.
- ACTIVITY Students colour the correct word for each picture on page 123: mop, cot, pin, dig, bed, wet and can.
- CHECK Teacher checks each coloured word.
- WRAP UP Children say the rhyming partner of each answer (mop–top, cot–dot).
- HOMEWORK Write mop, cot and bed in the notebook.

PERIOD 2 Naming Objects and Sharing Feelings

- OPENING Name the sun, rug, running boy and mug pictures on page 124.
- METHOD Read the word choices beside each picture and model choosing one.
- ACTIVITY Students colour the correct word for sun, rug, run and mug, then name and write cot, jet, pot and bun on page 124, and talk to friends about their feelings about this book.
- CHECK Teacher checks the written words and listens to each child share one feeling.
- WRAP UP Children say their favourite page in the book.
- HOMEWORK Tell a family member what you liked most in this book.

LESSON 69

Revision – Reading Sentences and Retelling

Book pp. 125–127

YOU WILL NEED
Pictures of bug, rug, mug, bed, gun, bun, dog, top, ant, cot, fig, tub and bin, board.

SKILLS
Language · Speaking Skills · Vocabulary Development · Listening Skills

PERIOD 1 — Reading Sentences and Retelling

- **OPENING** Name the pictures on page 125: a bug on a rug, a mug on a bed, a man with a water gun, Ben with a bun.
- **METHOD** Teacher reads each sentence with a finger under each word; children echo-read.
- **ACTIVITY** Students read 'A bug on the rug.', 'A mug on the bed.', 'The man with a gun.' and 'Ben with a bun.', then retell their favourite story in their own words (page 125).
- **CHECK** Teacher listens to each child read one sentence and retell a story briefly.
- **WRAP UP** Children name the word families in the sentences (ug, un).
- **HOMEWORK** Retell your favourite story to a family member.

PERIOD 2 — Reading 'This is a...' Sentences

- **OPENING** Show a toy top or a fig and say 'This is a top.'
- **METHOD** Point out the pattern 'This is a...' and read it together before each picture.
- **ACTIVITY** Students read 'This is a dog.', 'This is a top.', 'This is an ant.', 'This is a bug.' on page 126 and 'This is a cot.', 'This is a fig.', 'This is a tub.', 'This is a bin.' on page 127.
- **CHECK** Teacher listens to each child read two sentences.
- **WRAP UP** Children point to classroom objects and say 'This is a ___.'
- **HOMEWORK** Read pages 126 and 127 to a family member.

LESSON 70

Myself

Book p. 128

YOU WILL NEED
Each child's photograph, glue, name cards, pencils, board.

SKILLS
Speaking Skills · Writing Readiness · Phonics Awareness · Social Skills

PERIOD 1 — My Picture and My Name

- **OPENING** Encourage each child to stand and say, 'My name is ___.'
- **METHOD** Show a name card (e.g. Ayesha) and help children notice the sound of each letter in their names.
- **ACTIVITY** Students paste their picture in the box and write their name in small letters on page 128.
- **CHECK** Teacher checks that the picture is pasted neatly and the name is written in small letters.
- **WRAP UP** Children say the first sound of their name, e.g. /a/ for Ayesha.
- **HOMEWORK** Practise writing your name in small letters in the notebook.

PERIOD 2 — Capital Letters and Counting Letters

- **OPENING** Write a child's name in small letters and then in capital letters on the board.
- **METHOD** Show how each small letter changes to its capital letter, then count the letters together.
- **ACTIVITY** Students write their name in capital letters and complete 'I have ___ letters in my name.' on page 128.
- **CHECK** Teacher checks the capital letters and the letter count.
- **WRAP UP** Children clap once for each letter in their name.
- **HOMEWORK** Count the letters in a family member's name.