



THE LISTENING AND SPEAKING SKILL

The listening and speaking skill is crucial for social communication at home, at school, as well as in the community. However, this skill is often neglected or given minimal emphasis during English language lessons. In order to develop this skill, teachers have to provide their pupils with various opportunities to listen and to talk about a range of subjects which may include topics on personal interests, school work and even current affairs. It is hoped that the learning standards will offer teachers some ideas on how they could provide opportunities for pupils to engage in various listening and speaking activities at Year One.

The Listening and Speaking Content and Learning Standards for Year 1 are as follows:

Content Standards	Learning Standards
1.1 By the end of the 6-year primary schooling, pupils will be able to pronounce words and speak confidently with the correct stress, rhythm and intonation in accordance to Standard British English (SBE).	1.1.1 Able to listen and respond to stimulus given with guidance : a) environmental sounds b) instrumental sounds c) body percussion d) rhythm and rhyme e) alliteration f) voice sounds g) oral blending and segmenting 1.1.2 Able to listen and enjoy simple stories. 1.1.3 Able to listen to, say aloud and recite rhymes or sing songs with guidance. 1.1.4 Able to talk about a stimulus with guidance.
1.2 By the end of the 6-year primary schooling, pupils will be able to listen and respond appropriately in formal and informal situations for a variety of purposes.	1.2.1 Able to participate in daily conversations: a) exchange greetings b) introduce oneself c) make polite requests d) thank someone e) express a simple apology 1.2.2 Able to listen to and follow: a) simple instructions in the classroom. b) simple directions to places in the school.
1.3 By the end of the 6-year primary schooling, pupils will be able to understand and respond to oral texts in a variety of contexts.	1.3.1 Able to listen to and demonstrate understanding of oral texts by: a) giving Yes/No replies b) answering simple Wh-Questions

In this module, Learning Standards 1.1.1 and 1.1.4 are dealt with extensively. Although, this module does not provide suggested activities for the other learning standards, it is hoped that teachers would be able to plan lessons and activities on their own for the other Learning Standards. The activities provided here are merely suggestions. It is with high expectation and anticipation that teachers of Year 1 English would be able to plan and carry out Listening and Speaking lessons creatively and innovatively.



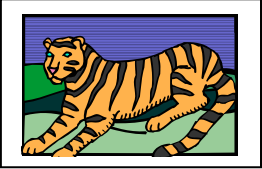
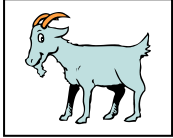
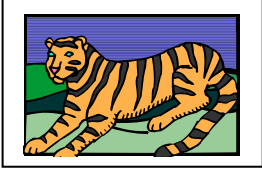
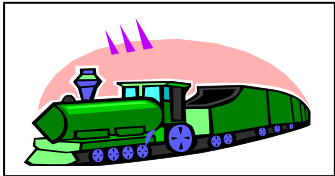


Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(a) environmental sounds





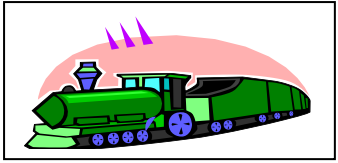
Note: Environmental sounds are sounds heard around us.

Activity	Content	Teacher's Notes
<p>Let's Take A Walk</p> <ol style="list-style-type: none"> 1. Take pupils around the school. 2. Listen and identify the sounds heard. e.g. birds chirping 3. Make the sound and pupils follow. 	<p>Suggested sounds :</p> <ul style="list-style-type: none"> • school bell • running water from tap/hose • a car/ motorcycle • lawn mower • wind • waves • leaves rustling 	<p>Materials:</p> <ul style="list-style-type: none"> • Prepare the 'cut-out' ears (or get the pupils to do it themselves) to be used during the walk. (refer to LS1)
<p>Guessing The Sound</p> <ol style="list-style-type: none"> 1. Listen and guess the sound. 2. Pupils mimic the sound. 3. Pupils make the sound of the picture shown. 	<p>Suggested sounds :</p> <ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> - meow - moo • vehicles <ul style="list-style-type: none"> - vroom - choo • things in the kitchen <ul style="list-style-type: none"> - fork and spoon - pestle and mortar - whistling of the kettle - stirring a drink 	<p>Materials:</p> <ul style="list-style-type: none"> • sounds (recorded) • pictures <div data-bbox="1019 1213 1159 1325"></div> <div data-bbox="1198 1205 1370 1325"></div> <div data-bbox="1019 1360 1334 1528"></div> <div data-bbox="1019 1566 1334 1787"></div>



Activity	Content	Teacher's Notes
<p>Bingo Game</p> <ol style="list-style-type: none"> 1. Distribute Bingo cards to the pupils 2. Show how to play the game. 3. Play a recorded sound. 4. Pupils identify the sound heard and place a marker on the Bingo card. 5. The pupil who has completed the Bingo card will shout out the word 'Bingo'. 	<p>Suggested sounds :</p> <ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> - meow - moo • vehicles <ul style="list-style-type: none"> - vroom - choo • in the kitchen <ul style="list-style-type: none"> - fork and spoon - pestle and mortar - whistling of the kettle - stirring a drink 	<p>Materials:</p> <ul style="list-style-type: none"> • markers : <ul style="list-style-type: none"> - tokens - buttons - erasers • Bingo card (refer to LS2) <p>Activity can be conducted outside the classroom in groups or individually.</p> <p>Every group/ child is given a Bingo card with different pictures.</p> <p>(refer to guessing the sound game)</p>
<p>Guessing Game</p> <ol style="list-style-type: none"> 1. Divide the pupils into groups. 2. A pupil from each group will pick a picture from a box. 3. The pupil will make its sound without showing the picture to the other members. e.g: roar  <ol style="list-style-type: none"> 4. The members of that group will guess what makes the sound 	<p>Suggested sounds :</p> <ul style="list-style-type: none"> • animals • vehicles • objects 	<p>Materials:</p> <ul style="list-style-type: none"> • pictures <p>(Points can be given for correct answers.)</p>   



Activity	Content	Teacher's Notes
<p>Let's Sing</p> <ol style="list-style-type: none"> 1. Sing or play the recorded song. 2. Sing with actions and pupils follow. 3. Show pictures. 4. Pupils sing and make their sounds with actions. 	<p>Old Pak Salleh (tune of Old Mac Donald had a farm)</p> <p>Old Pak Salleh has a bus, E,I,E,I,O And a <i>Vroom, Vroom</i> here and a <i>Vroom Vroom</i> there Here a <i>Vroom</i> There a <i>Vroom</i> Everywhere <i>Vroom Vroom</i> Old Pak Salleh has a bus E,I,E,I,O</p>	<p>Materials:</p> <ul style="list-style-type: none"> • picture cards. <p>Teachers can substitute bus with the following:</p> <ul style="list-style-type: none"> • bird - <i>chirp</i> • mouse – <i>squeak</i> • train – <i>choo</i>
<p>My Sounds</p> <ol style="list-style-type: none"> 1. Paste the different pictures on the board. 2. Use two hand puppets fixed with pictures of a big speaker (loud sound) and a small speaker (soft sound) each . 3. Next to the picture, show the big speaker and make a loud sound. e.g. a lion's roar 4. Repeat using the small speaker to make a soft sound like a mouse's squeak. 5. A few pupils are chosen to take the role of the teacher and repeat the same activity. 	<p>Suggested sounds :</p> <ul style="list-style-type: none"> • lion – roars , • mouse –squeaks • bus – vrooms • bee – buzzes • bird – chirps 	<p>Materials:</p> <ul style="list-style-type: none"> • use different sounds suitable for their pupils. • pictures of a big speaker and a small speaker. <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> • a set of pictures e.g.: aeroplane , bee, lion , train , mouse <div style="display: flex; justify-content: space-around;">   </div> <div style="text-align: center; margin-top: 10px;">  </div>



Activity	Content	Teacher's Notes
<p>I Know This Sound</p> <ol style="list-style-type: none">1. Distribute worksheet to the class.2. Play the recorded sounds.3. Pupils listen and tick the correct picture.	<p>Suggested sounds :</p> <ol style="list-style-type: none">1. a kettle whistling2. a monkey chattering3. a cow mooing4. a moving bus5. a bird chirping	<p>Materials:</p> <ul style="list-style-type: none">• recorded sounds• worksheet (refer to LS3)

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William A. Ward



Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(b) instrumental sounds.

Activity	Content	Teacher's Notes
<p>Identifying Sounds</p> <ol style="list-style-type: none">1. Show pupils a musical instrument. (e.g.: <i>a tambourine</i>)2. Play the instrument and pupils listen.3. Ask questions and pupils respond.4. Play the instrument again and pupils make the sound.5. Repeat the activity with other instruments.	<p>Suggested instruments:</p> <ul style="list-style-type: none">• cymbals• triangle• tambourine• castanet• drum	<p>Suggested questions:</p> <ul style="list-style-type: none">• What do you call this?• What sound did you hear? <p>(may work together with the music teacher)</p>
<p>Hear Them Sound</p> <ol style="list-style-type: none">1. Distribute musical instruments to pupils.2. Make sounds produced by the musical instruments vocally and pupils listen.3. Pupils holding the related musical instrument will play the instrument.4. Repeat with other instruments.5. Pupils take turns to play the teacher's role.	<p>Suggested instruments:</p> <ul style="list-style-type: none">• cymbals• triangle• tambourine• castanet• drum	<p>Activity can be carried out in groups or between groups as a competition.</p>



Activity	Content	Teacher's Notes
<p>Match The Sounds</p> <ol style="list-style-type: none">1. Show a few musical instruments.2. Distribute picture cards of musical instruments.3. Play vocal sound of an Instrument.4. Pupils with the related picture cards will show the cards.5. Pupils take turn to play the instrument.6. Pupils take turns to make sounds and their peers will show the related picture cards.	<p>Suggested instruments:</p> <ul style="list-style-type: none">• cymbals• triangle• tambourine• castanet• drum	<p>Materials:</p> <ul style="list-style-type: none">• Picture cards of suggested musical instruments. <p>Instruments can be hidden in a box or behind a screen.</p> <p>Activity can be carried out in groups or between groups as a competition (to increase the fun element).</p>
<p>How They Sound</p> <ol style="list-style-type: none">1. Show a musical instrument and get pupils to make the sound. (e.g.: a tambourine)2. After pupils are familiar with the sound, proceed to another instrument.3. After having done at least three instruments, get pupils to make multiple sounds of musical instruments vocally. <p>e.g : Point to the cymbals, triangle and drum.</p> <p>Pupils will say 'cheng', 'ting' 'boom'</p>	<p>Suggested instruments:</p> <ul style="list-style-type: none">- cymbals- triangle- tambourine- castanet- drum	<p>Materials:</p> <ul style="list-style-type: none">• Get 3 of the suggested musical instruments <p>Activity can be carried out in groups or between groups as a competition.</p>



Activity	Content	Teacher's Notes												
<p>Move With The Sound</p> <ol style="list-style-type: none"> 1. Make sounds related to musical instruments vocally and associate each sound with an action. 2. Pupils listen, repeat the sound and do the actions. 3. After practising, make the sounds of instruments vocally. Pupils listen and carry out the actions. 4. Sing the song and pupils carry out the actions. 	<p>Suggested sounds:</p> <ul style="list-style-type: none"> • ting • cheng • boom <table border="1" data-bbox="641 535 998 751"> <thead> <tr> <th>Instrument</th> <th>Sound</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>Triangle</td> <td>ting</td> <td>sit</td> </tr> <tr> <td>Cymbals</td> <td>cheng</td> <td>stand</td> </tr> <tr> <td>Drum</td> <td>boom</td> <td>jump to the front</td> </tr> </tbody> </table> <p><i>Song</i> (Tune -If you are happy)</p> <p><i>When the triangle tings I sit down When the cymbals cheng I stand up When the drum goes boom I don't know what to do So I jump to the front And look at you</i></p>	Instrument	Sound	Action	Triangle	ting	sit	Cymbals	cheng	stand	Drum	boom	jump to the front	<p>This activity can be carried out in groups or between groups as a competition.</p>
Instrument	Sound	Action												
Triangle	ting	sit												
Cymbals	cheng	stand												
Drum	boom	jump to the front												
<p>Jazz With Instruments</p> <ol style="list-style-type: none"> 1. Pupils make sounds made by musical instruments as shown by the teacher. 2. Display the jazz chant and recite it line by line. 3. Pupils repeat after the teacher. 	<p>Suggested sounds:</p> <table border="1" data-bbox="662 1291 977 1476"> <thead> <tr> <th>Instrument</th> <th>Sound</th> </tr> </thead> <tbody> <tr> <td>Triangle</td> <td>ting</td> </tr> <tr> <td>Drum</td> <td>boom</td> </tr> <tr> <td>Cymbals</td> <td>cheng</td> </tr> <tr> <td>Tambourine</td> <td>ching</td> </tr> </tbody> </table> <p><i>Chant</i></p> <p><i>What tings? The triangle tings What booms? The drum booms What chengs? The cymbals chengs What chings? The tambourine chings</i></p>	Instrument	Sound	Triangle	ting	Drum	boom	Cymbals	cheng	Tambourine	ching			
Instrument	Sound													
Triangle	ting													
Drum	boom													
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Tambourine	ching													



Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(c) body percussion

Note: Body percussion means exploring different ways of producing sounds using parts of the body.

Activity	Content	Teacher's Notes
<p>Listen and Do</p> <ol style="list-style-type: none"> 1. Say and show the actions. 2. Pupils repeat after the Teacher. 3. Pupils can take the role of the teacher. 	<p>Suggested actions:</p> <ul style="list-style-type: none"> • clap your hands • stamp your feet • slap your thighs • snap your fingers • tap your feet • pat your shoulders • click your tongue 	<p>Can be done in smaller groups.</p>
<p>Simon Says</p> <ol style="list-style-type: none"> 1. Give the instruction. 2. Pupils listen and do the actions. 3. Play 'Simon Says' with the pupils. 	<p>Game: <i>Simon Says</i></p> <p><i>Simon says,</i> 'Clap your hands.' <i>Simon says,</i> 'Touch your nose.' 'Close your eyes.' <i>Simon says,</i> 'Stamp your feet.' 'Touch your ears.'</p> <p><u>A suggested variety:</u> (refer to Year 1 SK Textbook)</p> <p><i>Simon says,</i> 'Clap your hands slowly.' (The pupils clap their hands slowly.) <i>Simon says,</i> 'Clap your hands fast' (Pupils clap their hands fast.) <i>Simon says,</i> 'Stamp your feet fast.' (Pupils stamp their feet fast) <i>Simon says,</i> 'Stamp your feet slow.' (Pupils stamp their feet slow.) 'Snap your fingers.' (Pupils should not snap their fingers.)</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Pupils listen to teacher's instructions. • When teacher says 'Simon says clap your hands slowly.' pupils clap their hands slowly. • When teacher says 'Snap your fingers.', pupils must not do the action as teacher did not say 'Simon says...' <p>Teachers can vary the actions.</p> <p>(refer to Yr 1 SK English Textbook - page 29)</p>



Activity	Content	Teacher's Notes
<p>Sing A Song</p> <ol style="list-style-type: none">1. Play a recorded song.2. Pupils sing along.3. Sing and do the action.	<p>Song 1 (Tune: Here We Go Round the Mulberry Bush)</p> <p><i>This is the way we clap our hands, clap our hands, clap our hands. This is the way we clap our hands early in the morning.</i></p> <p>Song 2 (Tune: If You're Happy and You Know It)</p> <p><i>If you're happy and you know it clap your hands (2x) If you're happy and you know it and you really want to show it If you're happy and you know it clap your hands.</i></p>	<p>Teacher may vary the actions.</p> <p>Song 1:</p> <ul style="list-style-type: none">• clap our hands• snap our fingers• slap our thighs• stamp our feet <p>Song 2:</p> <ul style="list-style-type: none">• clap your hands• stamp your feet• snap your fingers• slap your thighs• say Hello• do all five
<p>Imitate the Actions</p> <ol style="list-style-type: none">1. Sit in a circle on chairs.2. Begin by doing an action.3. The pupil sitting next to the teacher repeats the same action.4. The activity continues until it completes the circle.5. Begin another action.	<p>Suggested actions:</p> <ul style="list-style-type: none">• clap hands• snap fingers• slap the thighs• stamp the feet• tap the feet	<ul style="list-style-type: none">• Introduce a simple sequence of sounds for the pupils to do. e.g.: clap, stamp, clap• Do the activity in groups.






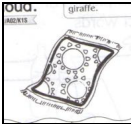


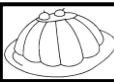


Activity	Content	Teacher's Notes								
<p>.Listen To The Music</p> <ol style="list-style-type: none"> 1. Show a musical instrument. 2. Allow a pupil to play the instrument. 3. Give instruction to pupils. 4. Pupils perform an action when the instrument is played. 	<p>Suggested actions:</p> <ul style="list-style-type: none"> • clap hands • stamp feet • slap thighs • d snap fingers • tap feet • pat shoulders <p>Suggested musical instrument : triangle</p> <table border="1" data-bbox="680 846 956 1102"> <thead> <tr> <th>No. of Beats</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>one</td> <td>clap</td> </tr> <tr> <td>two</td> <td>snap fingers</td> </tr> <tr> <td>three</td> <td>clap & snap fingers</td> </tr> </tbody> </table>	No. of Beats	Action	one	clap	two	snap fingers	three	clap & snap fingers	<p>Instructions:</p> <ul style="list-style-type: none"> • When your friend beats the triangle once, clap your hands. • When your friend beats two times, snap your fingers. • When your friend beats three times, clap your hands and snap your fingers.
No. of Beats	Action									
one	clap									
two	snap fingers									
three	clap & snap fingers									
<p>Follow The Leader</p> <ol style="list-style-type: none"> 1. Introduce an action. 2. Play a musical instrument and pupils do the action. 3. Play the instrument faster and pupils do the action faster. 4. Play the instrument slowly, pupils do the action slowly. 5. Mix the beats (e.g. fast – slow – fast) 	<p>Suggested actions:</p> <ul style="list-style-type: none"> • clap hands • stamp feet • slap thighs • snap fingers • tap feet • pat shoulders 	<p>Can use pre-recorded sounds</p>								



Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(d) rhythm and rhyme

Note:

1. Rhythm and rhyme means using songs or rhymes to help them tune into the rhythm and sound of English.
2. Some of the following activities should be matched with the respective letter sounds taught during the Reading lessons.

Activity	Content	Teacher's Notes
<p>Let's Sing</p> <ol style="list-style-type: none"> 1. Sing while pupils listen. 2. Sing together with pupils. 3. Pupils sing on their own with teacher's guidance. 4. Stress words with medial phoneme /æ/ and pupils repeat. 5. Distribute picture cards and say the words. 6. Pupils with the correct picture card say the word aloud. 7. Sing the song together. 	<p>Suggested words:</p> <ul style="list-style-type: none"> • fat • cat • rat • mat • bag <p>Song: (Tune of 'Are you Sleeping?') <i>I saw a <u>fat</u> <u>cat</u>, (2x)</i> <i>On the <u>ma</u>t. (2x)</i> <i>It's looking at the <u>fat</u> <u>ra</u>t, (2x)</i> <i>Near the <u>ba</u>g. (2x)</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> • picture cards    
<p>Come Sing With Me</p> <ol style="list-style-type: none"> 1. Sing a song. 2. Pupils sing along. 3. Pupils sing with teacher's guidance. 4. Stress words with initial phoneme /dʒ/ and pupils repeat. 5. Put a box of pictures in the middle of the classroom. 6. Call a pupil to choose a picture. 7. The pupil says the word aloud and others repeat. 	<p>Suggested words:</p> <ul style="list-style-type: none"> • jar • jam • jump • joy • jug • jelly 	<p>Materials:</p> <ul style="list-style-type: none"> • picture cards     

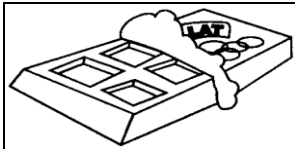

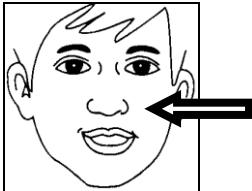
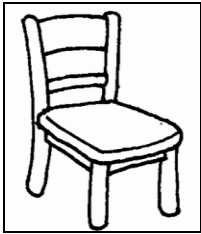
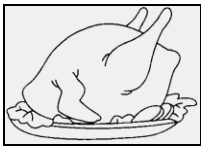


Activity	Content	Teacher's Notes
	<p>Song:</p> <p>(Tune: Old Mac Donald had a farm)</p> <p><i>Mother buys a jar of jam,</i> <i>j, j, j, j, j (/dʒ/)</i> <i>I see the jam, I jump with</i> <i>joy,</i> <i>j, j, j, j, j (/dʒ/)</i> <i>jam here, jar there,</i> <i>jug here, jelly there,</i> <i>Everywhere jam, jam,</i> <i>Mother buys a jar of jam</i> <i>j, j, j, j, j (/dʒ/)</i></p>	
<p>Story Time</p> <ol style="list-style-type: none"> Put up a composite picture. Teacher tells a story while pupils listen. Pick words with initial phoneme /m/. Display word cards on the board. Say the words. Pupils come to the front and identify the words. Pupils put the words on the picture. Pupils listen and repeat. 	<p>Suggested words:</p> <ul style="list-style-type: none"> mother milk mug mat <p>Story:</p> <p>Mother has a mug. She is sitting on a mat. She wants to drink milk. The milk is in the mug.</p>	<p>Materials:</p> <ul style="list-style-type: none"> the story word cards a composite picture (refer to LS4)
<p>Jazz, anyone?</p> <ol style="list-style-type: none"> Recite a jazz chant. Pupils repeat. Stress on words with initial phoneme /s/. Pupils say the words aloud. Put up a chart of pictures. Point to a picture and name the pictures. 	<p>Suggested words:</p> <ul style="list-style-type: none"> snake sack sister school sun sky 	<p>Materials:</p> <ul style="list-style-type: none"> a chart of pictures (refer to LS5) <p>Pupils chant in groups or individually.</p>



Activity	Content	Teacher's Notes
4. Pupils point to a picture and others say the word.	Jazz Chant: <i>Where is the snake? In the sack. (2x)</i> <i>Where is your sister? In her school. (2x)</i> <i>Where is the sun? In the sky. (2x)</i> <i>Up in the sky so blue.</i>	
A Poem For You 1. Play a recorded poem. 2. Recite and pupils repeat. The stress is on words with final consonant phoneme /t/. 3. Pupils say the words aloud.	Suggested words: <ul style="list-style-type: none">• cat• hat• mat• rat• pat• bat• fat• out Poem: <i>A cat with a hat, Sitting on a mat, Waiting for the rat, Hoping for a pat.</i> <i>Out flew a bat, That was big and fat, That bat ate the rat, The cat ate the bat.</i>	This activity is also suitable for teaching the medial phoneme /æ/.



Activity	Content	Teacher's Notes
<p>Action , Action, Action</p> <ol style="list-style-type: none"> 1. Sing song with actions. Pupils follow. 2. Stress on words with initial phoneme /t/ 3. Pupils say the words aloud. 4. Put a big bag of pictures in the middle of the classroom. 5. Say the word and pupils choose the correct picture. 	<p>Suggested words:</p> <ul style="list-style-type: none"> • chalk • cheek • chicken • chair • chocolate <p>Song: (Tune: Here we go round the mulberry bush.)</p> <p><i>This is the way We use the <u>ch</u>alk (3x) This is the way We use the <u>ch</u>alk Early Monday morning.</i></p> <p><i>This is the way We eat <u>ch</u>icken (3x) This is the way We eat <u>ch</u>icken Early Tuesday morning.</i></p> <p><i>This is the way We sit on the <u>ch</u>air (3x) This is the way We sit on the <u>ch</u>air Early Wednesday morning.</i></p> <p><i>This is the way We touch our <u>ch</u>eeks (3x) This is the way We touch our <u>ch</u>eeks Early Thursday morning.</i></p> <p><i>This is the way We eat <u>ch</u>ocolate (3x) This is the way We eat <u>ch</u>ocolate Early Friday morning.</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> • picture cards     



Activity	Content	Teacher's Notes
<p>Pink Panther</p> <ol style="list-style-type: none">1. Recite a rhyme. Pupils repeat.2. Stress on words with initial phoneme /p/.3. Pupils say the words aloud.4. Ask pupils for other words that begin with the /p/ sound.	<p>Suggested words:</p> <ul style="list-style-type: none">• pen• pail• pin• pink• pot• panther <p>Rhyme:</p> <p><i>Pink Panther sits on a pot Pink Panther has a big pail In the pail, he has a pin and a pen The pin and the pen are pink.</i></p>	

**A good education is like a savings account: the more
you put into it, the richer you are.**

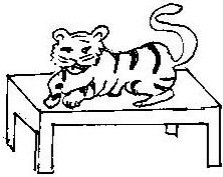
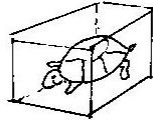
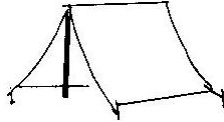
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Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(e) alliteration

Note:

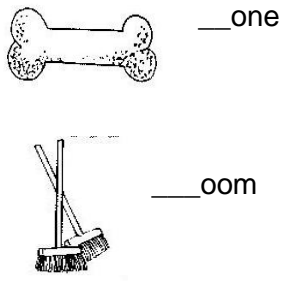
- Alliteration means the repetition of the same kinds of sounds at the beginning or in stressed syllables.
- Some of the following activities should be matched with the respective letter sounds taught during the Reading lessons.

Activity	Content	Teacher's Notes
<p>Where's Your Tongue</p> <ol style="list-style-type: none"> Put up a composite picture or picture cards. Emphasize on the objects with initial phoneme /t/. e.g.: t – t – t – top t – t – t – tap t – t – t – toe t – t – t – ten t – t – t – tent t – t – t – tank t – t – t – table t – t – t – tiger t – t – t – turtle Recite the jingle or jazz chant. Clap in rhythm. Say 't-t-t' and tell the pupils to look at each other's mouth as they say 't-t-t'. Point to the picture and ask the pupils to name the objects starting with 't'. Say the words and pupils repeat. 	<p>Suggested word list :</p> <ul style="list-style-type: none"> • top • tap • toe • tip • ten • tent • tank • table • tiger • turtle <p>Jingle:</p> <p><i>Ten tops turning, Ten tops turning, Turning, turning, turning.</i></p> <p>Jazz chant:</p> <p><i>Tiger, tiger, on the table. On the table, on the table. Turtle, turtle in the tank, In the tank, in the tank. Where to see? Where to see? In the tent, In the tent.</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> • a composite picture • picture cards <p>10</p>   

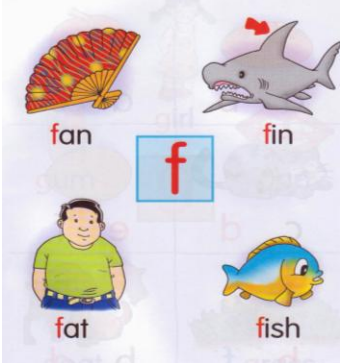



Activity	Content	Teacher's Notes
<p style="text-align: center;">Taking A Train</p> <ol style="list-style-type: none"> 1. Ask pupils to imagine they are in a train. They move their arms back and forth and say 'ch – ch- ch – choo – choo – choo - choo'. 2. Emphasize on the words with initial phoneme /tʃ/. e.g.: ch – ch – ch – chair ch – ch – ch – chalk 3. Say 'ch – ch – ch' and tell the pupils to look at each other's mouth as they say 'ch – ch – ch' 4. Say the rhyme or tongue twister. 5. Point to the pictures and ask the pupils to name the objects starting with 'ch'. 6. Riddles are given to the pupils. 	<p>Suggested word list:</p> <ul style="list-style-type: none"> • chair • chalk • chin • cheese • chick • church • cheek • chain • chocolate • chicken <p>Rhyme:</p> <p><i>Cheek and chin</i> <i>Chalk and chair</i> <i>Chocolate and cheese</i> <i>What a feast.</i></p> <p>Tongue twister:</p> <p><i>Choose and chew your cheese chicken sandwich.</i></p> <p>Riddles :</p> <ol style="list-style-type: none"> a. Teachers use me to write on the board. What am I? b. People sit on me. What am I? 	<p>Materials:</p> <ul style="list-style-type: none"> • pictures <p>Teacher prepares pictures as suggested in the word list.</p>



Activity	Content	Teacher's Notes
<p>'Br' or 'b'; Take Your Pick</p> <ol style="list-style-type: none"> Put up a picture. Emphasize on the objects beginning with 'b' and 'br' e.g.: b – b – b – bag br – br – br – broom Recite the jazz chant. Ask pupils to snap their fingers to the jazz chant. Say 'b – b – b' and tell the pupils to watch each other's mouth as they say 'b – b – b'. Say 'br – br – br' and tell the children to watch each other's mouth as they say 'br – br – br'. Show pictures and pupils have to say 'b' or 'br'. 	<p>Suggested word list :</p> <ul style="list-style-type: none"> bag book ball bottle bed box bear banana boat bee bone bread broom brush brick brow <p>1. Jazz chant :</p> <p><i>A boy with a ball. A boy with a ball in a bag. A boy with a ball in a bag in a box.</i></p> <p>2. Jazz chant:</p> <p><i>There's a bee in my boat. There's a bear in my boat. Get a broom, get a broom. Get some bread. Get some bread. See the bee near the broom. Give the bread to the bear. The bee and the bear in my boat.</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> pictures <p>Teacher prepares pictures as suggested in the word list.</p> <p>(Step 7)</p> <div data-bbox="1027 810 1382 1146" style="border: 1px solid black; padding: 10px;">  </div>



Activity	Content	Teacher's Notes
<p>Fox Gets A Fish</p> <ol style="list-style-type: none"> Put up a picture. Emphasize on the initial phoneme 'f'. e.g.: f – f – fish f – f – fin Recite the jazz chant and pupils repeat. Ask pupils to clap in rhythm. Say 'f – f – f' and tell the pupils to look at each other's mouth as they say 'f – f – f'. Say the words and pupils show the correct picture. Ask a pupil to show a picture. Another pupil picks out the correct word card and says it aloud. 	<p>Suggested word list :</p> <ul style="list-style-type: none"> fish fin field fat fox four fan fed fur, fork <p>Jazz chant:</p> <p><i>Fox gets a fish, A fish, a fish Fox gets a fish With a big, big fin.</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> pictures word cards  <p>Teacher prepares pictures as suggested in the word list.</p>
<p>Getting The 'mmmm' Sound Out</p> <ol style="list-style-type: none"> Put up a picture. Emphasize on the initial phoneme 'm'. e.g.: m – m – mouse m – m – milk Sing a song and pupils repeat. Ask pupils to snap their fingers in rhythm. Say 'm – m – m' and tell the pupils to look at each other's mouth as they say 'm – m – m'. Point to a picture and ask the pupils to name the object. e.g.: mouse, milk 	<p>Suggested word list :</p> <ul style="list-style-type: none"> milk mug man mouth mop mat <p>Song: (Tune: Are You Sleeping?)</p> <p><i>See my mother. See my mother, Drinking milk, Drinking milk, Sitting on the mat, Sitting on the mat, With a mug, With a mug.</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> pictures  <p>Teacher prepares pictures as suggested in the word list</p>



Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(f) voice sounds

Activity	Content	Teacher's Notes
<p>Wake-up</p> <ol style="list-style-type: none">1. Show pupils a sleeping doll and ask what the doll is doing.2. Do the action of 'sleeping' and get pupils to follow.3. Say 'ssssshhh' softly with finger on lips and pupils follow. Make the sound from low to high.4. Pupils take turns to do the action of sleeping and others say, "Sssshhh! Nora is sleeping"5. Put on the alarm clock and get the pupils to voice out the sound, ' kring, kring, kring! '(low to high).6. Ask pupils to stretch and yawn in three different modulations 'aaah, aaaaah, aaaaaah'!7. Get a pupil to do the actions of sleeping and stretching while others voice out the sounds learnt.		<p>Materials:</p> <ul style="list-style-type: none">• doll – realia or picture <p>Pupils say out the name of their friend who is sleeping.</p>

**The basic idea behind teaching is to teach people
what they need to know.**

Carl Rogers



Activity	Content	Teacher's Notes
<p>Match Me</p> <ol style="list-style-type: none"> 1. Ask a few pupils their names and the sound they start with. 2. Say the initial sound of a pupil's name, followed by the name. e.g.: /s/ /s/ /s/ /s/ Siti /t/ /t/ /t/ /t/ Tan 3. Pupils take turns to voice out the initial sound of their friend's name. 4. Ask pupils to point to or bring objects which match the sound vocalized. e.g.: / b / - bag / t / - table 5. Pupils take turn to say a chosen phoneme and other pupils match it with objects. 	<p>Suggested sounds:</p> <ul style="list-style-type: none"> • Various sounds of letters. 	<p>Materials:</p> <ul style="list-style-type: none"> • Objects in the classroom e.g.: books, blackboard, basket <p>Vary initial sounds of pupils' names.</p> <p>Teacher chooses her/his own phonemes.</p>
<p>Blow Wind Blow</p> <ol style="list-style-type: none"> 1. Show pupils how to blow balloons. 2. Get pupils to blow like the wind 'whoooo'! 3. Explain how to play the game, 'Blow Wind Blow'. 4. Pupils are divided into groups and given a phoneme each. 5. The group with the /b/ sound shouts aloud 'bbbbbbbb!' and falls down. 	<p>Suggested phonemes:</p> <ul style="list-style-type: none"> • phonemes that have been taught 	<p>Can be done indoors or outdoors.</p> <p>Teacher makes the sound from low to high.</p> <p>Instructions:</p> <p>Teacher : " The big wind blows." Pupils: " Whooo! Blow what ?" Teacher : " Blows the group with the sound /b/. "</p> <p>Pupils blow loudly.</p> <p>Repeat the activity.</p>



Activity	Content	Teacher's Notes								
<p>Feelings</p> <ol style="list-style-type: none"> 1. Take out a box and ask pupils to guess its content. 2. Call out a pupil to pick a mask from the box. 3. Pupil puts on the mask and others guess the expression. 4. Repeat with the other masks. 5. Ask pupils to demonstrate the sound they make when they are happy, sad, angry or scared. 6. A pupil comes out in front and puts on a mask and says a sentence. 7. The other pupils make the laughing sound 'ha! ha! ha!'. 8. The activity is repeated with the other expressions. 9. Sing a song with actions. Pupils follow. 	<p>Suggested sounds:</p> <ul style="list-style-type: none"> • happy: 'hahahaha!' • sad: 'wha,wha,wha!' • angry : 'grrrrr!' • scared: 'ooohhhh!' <p>Suggested responses:</p> <table border="1" data-bbox="630 705 987 915"> <thead> <tr> <th>Sentence</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td>I am happy.</td> <td>Ha! Ha!</td> </tr> <tr> <td>I am angry.</td> <td>Grrrr!</td> </tr> <tr> <td>I am scared.</td> <td>Ooohhhh!</td> </tr> </tbody> </table> <p>Song:</p> <p>(Tune: If You Are Happy)</p> <p><i>If you are <u>happy</u> and you know it, Say '<u>ha! ha!</u>'</i></p> <p>(Use other feelings and expressions)</p>	Sentence	Response	I am happy.	Ha! Ha!	I am angry.	Grrrr!	I am scared.	Ooohhhh!	<p>Materials:</p> <ul style="list-style-type: none"> • Prepare masks or pictures with facial expressions: <ul style="list-style-type: none"> ○ happy ○ sad ○ angry ○ scared
Sentence	Response									
I am happy.	Ha! Ha!									
I am angry.	Grrrr!									
I am scared.	Ooohhhh!									

Where there is an open mind there will always be a frontier.

Charles F. Kettering



Activity	Content	Teacher's Notes
<p>Move Your Mouth</p> <ol style="list-style-type: none"> 1. Ask pupils to observe your mouth movement and say the sound that will be formed. 2. Open your mouth wide. 3. Pupils respond by saying 'aaaaah!'. 4. Do other sound movements and pupils identify them. 5. Call a pupil to shape his/her mouth according to the sound and other pupils produce the sound. 6. Do the mouth movement without pausing and pupils follow by voicing them aloud. 	<p>Shaping the mouth for the sounds:</p> <ul style="list-style-type: none"> • /ɑ:/ - as in <u>a</u>rm • /ɒ/ - as in <u>o</u>ld • /ʌ/ - as in p<u>u</u>t • /aɪ/ - as in <u>e</u>ye • /ɪ/ - as in p<u>i</u>n <p>Teacher can make mouth movements in a tune e.g.: 'Are you sleeping'</p> <p>/ɑ://ɑ://ɑ://ɑ:/ /ɒ// ɒ//ɒ//ɒ/ /ʌ//ʌ//ʌ/ /ɪ//ɪ//ɪ/</p> <p>/ɑ://ɑ://ɑ://ɑ:/ /ɒ// ɒ//ɒ//ɒ/ /ʌ//ʌ//ʌ/ /ɪ//ɪ//ɪ/</p> <p>e.g.:</p> <p>/ɑ://ɑ://ɑ://ɑ:/ /ɒ// ɒ//ɒ// / /ʌ//ʌ//ʌ// /ɪ//ɪ//ɪ/</p>	



Activity	Content	Teacher's Notes
<p>Follow Me</p> <ol style="list-style-type: none">1. Show some pictures or toys.2. Pupils make sounds according to the picture or toy shown.3. Pupils make the sound 'choo,choo,choo' and move in a circle like a train.4. Repeat with other pictures or toys.5. Pupils are divided into groups and each group is given a picture.6. The groups come out and make the sound and do the movement or sound based on the picture.	<p>Suggested words:</p> <ul style="list-style-type: none">• train• chick• bird• dog• ambulance, <p>Sounds of animals and objects:</p> <ul style="list-style-type: none">• train - ' choo, choo'• bird - ' chirp, chirp '• dog - ' woof, woof '	<p>Materials:</p> <ul style="list-style-type: none">• picture cards,• toys• LCD



Learning Standard: 1.1.1 Able to listen and respond to stimulus given with guidance:
(g) oral blending and segmenting

Note:

Oral blending: blending separate sounds / phonemes together to say a word.

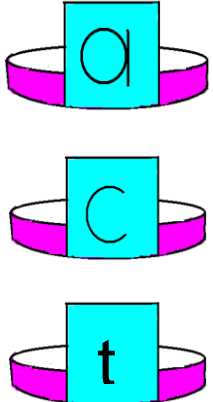
c- a -t → **cat**

Segmenting: breaking up a word into their separate sounds / phonemes and this is the reverse of blending.

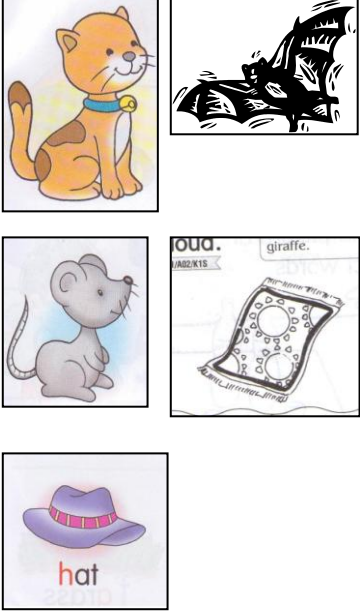
cat → **c-a-t**

Activity	Content	Teacher's Notes																				
<p>Banana Split (oral blending & segmenting)</p> <ol style="list-style-type: none"> 1. Introduce a soft toy or puppet that can speak in *'sound-talk'. 2. Pretend that the toy is whispering to her/him. 3. As the toy 'whispers', show pupils a picture of a <u>bat</u>. 4. Breakup the word according to the separate sounds (/b/ - /æ/ - /t/) and then say the word as a whole (bat). 5. Repeat the sounds several times and pupils follow. 6. Ask pupils to segment other words like <u>cat</u> /k/ /æ/ /t/ and then blend as a whole word to <u>cat</u>. 7. Repeat with the help of the soft toy using other words and picture cards. 	<p>Suggested words :</p> <ul style="list-style-type: none"> • bat • cat • fat • hat • mat • pat • rat • sat. <table border="1" data-bbox="639 1381 977 1722"> <thead> <tr> <th>Grapheme</th> <th>Phoneme</th> </tr> </thead> <tbody> <tr><td>a</td><td>/æ/</td></tr> <tr><td>b</td><td>/b/</td></tr> <tr><td>c</td><td>/k/</td></tr> <tr><td>f</td><td>/f/</td></tr> <tr><td>h</td><td>/h/</td></tr> <tr><td>m</td><td>/m/</td></tr> <tr><td>p</td><td>/p/</td></tr> <tr><td>r</td><td>/r/</td></tr> <tr><td>s</td><td>/s/</td></tr> </tbody> </table>	Grapheme	Phoneme	a	/æ/	b	/b/	c	/k/	f	/f/	h	/h/	m	/m/	p	/p/	r	/r/	s	/s/	<p>Materials:</p> <ul style="list-style-type: none"> • Soft toy / puppet • Picture cards / realia • Year 1 textbooks of SK and SJK • Power point presentation <p>'Sound talk' means to speak by breaking up a word into their separate sounds</p> <p>(Refer to SK textbook pg 9 and SJK textbook – Pg 16 & 35 to look at the pictures of cat, rat, mat)</p>
Grapheme	Phoneme																					
a	/æ/																					
b	/b/																					
c	/k/																					
f	/f/																					
h	/h/																					
m	/m/																					
p	/p/																					
r	/r/																					
s	/s/																					



Activity	Content	Teacher's Notes
<p>Keep Us Together (oral blending)</p> <ol style="list-style-type: none">1. The toy whispers into the teacher's ear.2. Teacher repeats what the toy says.3. Blend phonemes taught earlier. e.g.: /b/ /æ/ /t/ - ba)4. Pupils pick and show the correct picture card and say the word aloud as a whole (bat).5. Activity is repeated with the other words taught earlier.	<p>Suggested words:</p> <p>Use words that pupils have learnt.</p>	
<p>Let's Hold Hands (oral blending)</p> <ol style="list-style-type: none">1. Distribute 3 headbands with a letter on each headband to 3 pupils.2. Call out a phoneme according to their separate sounds (/k/ /æ/ /t/).3. Pupils listen carefully, come to the front of the classroom and arrange themselves with the help of the other pupils to form the word. After completing the task, they hold hands.4. The others say the phonemes (/k/ /æ/ /t/) and say the word (cat) by looking at the 3	<p>Suggested words:</p> <p>Use words that pupils have learnt.</p>	<p>Materials:</p> <ul style="list-style-type: none">• headbands 








<p>pupils in front of the class.</p> <p>5. Repeat the activity with other pupils to form new words.</p>		<p>This activity can be used for other phonemes as well.</p>
Activity	Content	Teacher's Notes
<p>Who Will Win? (oral blending & segmenting)</p> <ol style="list-style-type: none"> 1. Divide pupils into groups. 2. Group members sit in a circle. 3. Distribute equally a pack of picture cards with words taught earlier among the group members. 4. A pupil starts the game by choosing a picture and segments the word aloud. e.g.: /r/ - /æ/ - /t/ 5. Any member of the group with the picture of a rat will throw the card to the centre. As the card is thrown down, he/she has to blend the word. e.g.: /r/ /æ/ - /t/ - <u>rat</u>. 6. Pupils take turn to repeat the activity until there is no more cards left. 	<p>Suggested words</p> <ul style="list-style-type: none"> • cat • bat • rat • mat • hat 	<p>Materials:</p> <ul style="list-style-type: none"> • Prepare a pack of five picture cards for each group : 



Activity	Content	Teacher's Notes
<p>What's In? (oral segmenting)</p> <ol style="list-style-type: none">1. Put realia or picture cards into boxes.2. Divide pupils into groups.3. Pupils sit in a circle.4. Give each group a box.5. Pass the box to one of the pupils in the group while the music is played. The box is passed around until the music stops.6. Pupil takes out an object from the box and shows it to the rest of the group.7. The rest of the group members name the object and segment the word.8. The pupil then puts aside the object used and then passes the box to the next person when the music starts.9. Repeat the activity until all the pupils have had their turn.	<p>Suggested words:</p> <ul style="list-style-type: none">• nouns that pupils have learnt	<p>Materials:</p> <ul style="list-style-type: none">• boxes or bags• realia• picture cards• music <p>This is similar to the 'poison box' game.</p> <p>Teacher may use this activity for other phonemes.</p>



Activity	Content	Teacher's Notes
<p>Pat and Nat (oral blending & segmenting)</p> <ol style="list-style-type: none"> Say aloud the rhyme 'Pat and Nat'. As teacher recites, show pictures that describe lines in the rhyme. Reinforce oral blending and segmenting of phrases by showing various pictures. e.g.: fat cat, fat rat, cat with a bat, rat with a hat. Look at the picture (e.g.: fat cat) and say aloud what pupils see (e.g.: fat cat). Pupils then segment the words said aloud earlier (e.g.: f-a-t fat, c-a-t cat). Repeat the activity using various pictures shown. 	<p>Rhyme: Pat and Nat</p> <p><i>I am Pat, P-a-t, I am a cat, c-a-t, I am a fat cat, f-a-t fat c-a-t cat With a bat, b-a-t.</i></p> <p><i>I am Nat, N-a-t, I am a rat, r-a-t, I am a fat rat f-a-t fat r-a-t rat With a hat, h-a-t hat</i></p>	<p>Materials:</p> <ul style="list-style-type: none"> Prepare picture cards for each group : <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"></div> <div style="text-align: center;"> hat</div> </div>



Learning Standard: 1.1.4 Able to talk about a stimulus with guidance.

Note: The activities below can be carried out together or individually.

Activity	Content	Teacher's Notes
<p>It's Going To Rain</p> <ol style="list-style-type: none"> 1. Play a recorded sound of 'thunder'. 2. Ask the pupils to guess and imitate the sound. 3. Repeat step 1 & 2 for 'strong wind' and 'door slamming'. <p>Let's Make the Rain</p> <ol style="list-style-type: none"> 1. Introduce picture cards of different types of rain. 2. Teacher claps and says the words. 3. Pupils practise producing the sound. <p>Story Telling Session</p> <ol style="list-style-type: none"> 1. Group pupils according to the different sounds-thunder, sound of door slamming, strong wind. 2. Get pupils to practise their respective sounds and actions. 3. Narrate the story and the particular group of pupils respond when they hear their sound being mentioned. 	<p>Suggested Word List:</p> <ul style="list-style-type: none"> • thunder • wind • door <p>Instructions:</p> <ul style="list-style-type: none"> • drizzle (clap repeatedly using one finger, then two fingers) • heavy rain (clap repeatedly using all five fingers) <p>Suggested sounds:</p> <ul style="list-style-type: none"> • drizzle • heavy rain • door slamming • strong wind • thunder 	<p>Materials:</p> <ul style="list-style-type: none"> • Recorded sounds e.g. <ul style="list-style-type: none"> ○ thunder ○ strong wind ○ door slamming <p>Replay if necessary.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Picture cards of different types of rain. (refer to LS 6) <p>Sounds:</p> <ul style="list-style-type: none"> • drizzle • heavy rain <p>Materials:</p> <ul style="list-style-type: none"> • recorded sound in brainstorming session could be utilised. • Story (refer to LS 7)



Activity	Content	Teacher's Notes
<p>Rhyming Time</p> <p>1. End the lesson with rhyme.</p>	<p>Rhyme:</p> <p><i>Rain, rain, go away, Come again another day, Little children want to play.</i></p>	

Learning Standard: 1.1.4 Able to talk about a stimulus with guidance.

Note: The activities below can be carried out together or individually.

Activity	Content	Teacher's Notes
<p>Let's Talk</p> <ol style="list-style-type: none"> Show pictures of rain and the sun. Encourage pupils to talk about the pictures. Put up a chart with the picture of the sun on the left and picture of the rain on the right. Distribute pictures of activities. Prompt pupils to talk about the pictures. Call pupils at random to come forward and pick a picture and paste it on the correct column. The activity is repeated. 	<p>Suggested words:</p> <ul style="list-style-type: none"> hot cold yellow blue <p>Suggested questions for Step 1:</p> <ul style="list-style-type: none"> What is this? What colour is the sun? How does it feel? Can you touch the sun? Can you see the sun? Can you feel the sun? Where is the sun? <p>(Teacher may substitute 'sun' with 'rain'.)</p> <p>Suggested questions for Step 4:</p> <ul style="list-style-type: none"> What can you do when it rains? Where would you be when it rains? What are the things you can do when the sun shines? 	<p>Materials:</p> <ul style="list-style-type: none"> chart/ worksheet (refer to LS 8) picture cards (refer to LS 9)
<p>Jazz chant</p> <p>7. Chant the jazz chant</p>	<p><i>Sunshine and Rain</i></p>	<p>Group A reads text in italic</p>



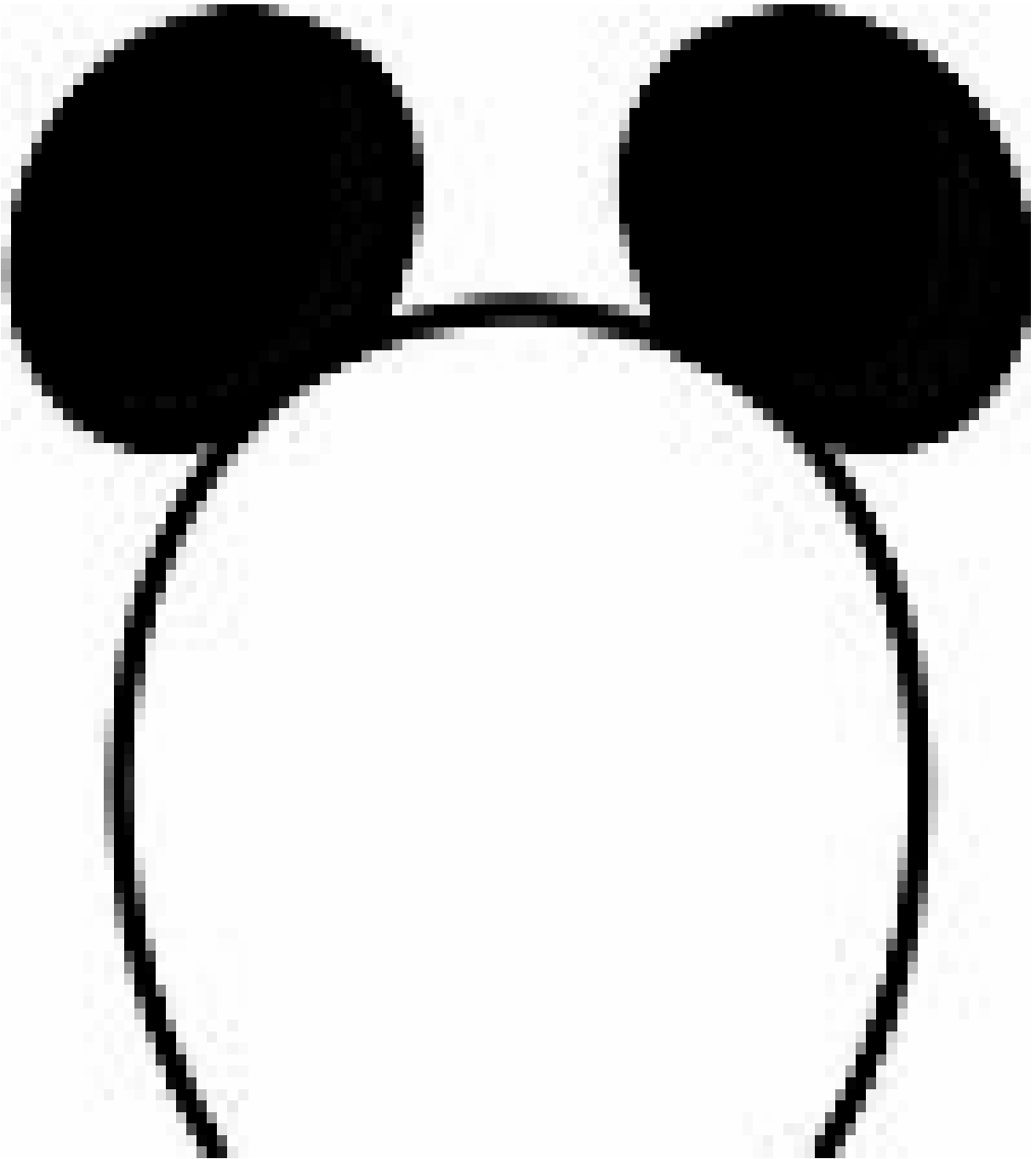
Activity	Content	Teacher's Notes
and pupils listen. 8. Pupils repeat after the teacher. 9. Divide the class into two groups-A & B. Pupils to chant the jazz chant when cued.	<i>The sun shines. (2x)</i> Shining, shining bright. <i>I love the sun.(2x)</i> Playing, playing in the sun. <i>It is going to rain. (2x)</i> Raining, raining heavily. <i>Let us play in the rain.(2x)</i> Playing, playing in the rain	while group B reads the rest.

Learning Standard: 1.1.4 Able to talk about a stimulus with guidance.

Note: The activities below can be carried out together or individually.



Activity	Content	Teacher's Notes
<p>Talk about Me</p> <ol style="list-style-type: none">1. Paste pictures on the board.2. Pupils name each picture.3. Pupils respond to questions based on the pictures.	<p>Suggested word list:</p> <ul style="list-style-type: none">• house• field• ball• boy• rain	<p>Materials:</p> <ul style="list-style-type: none">• pictures (refer to LS 10)
<p>Let's Listen To a Story</p> <ol style="list-style-type: none">1. Divide the class into groups and distribute a set of pictures to each group.2. Tell the class a short story using the pictures in LS10.3. Pupils listen and arrange the pictures on the worksheet provided.4. Call out a pupil to retell the story based on the pictures.	<p>Suggested word list:</p> <ul style="list-style-type: none">• house• field• ball• boy• rain	<p>Materials:</p> <ul style="list-style-type: none">• sets of picture cards• story chart (refer to LS 11)
<p>Let's Create a Story</p> <ol style="list-style-type: none">1. Sit in front of the pupils with a big book.2. Tell a story using the big book.3. Remove pictures from the big book.4. Call pupils at random to come forward and replace the pictures with the new ones that are provided.5. Pupils tell the story with teacher's guidance.6. Teacher repeats the story.	<p>Suggested questions for Steps 4 & 5:</p> <ul style="list-style-type: none">• Who is this?• What does she have?• Where is she going?• What happens?• Where is she going now?• How does she feel?	<p>Materials:</p> <ul style="list-style-type: none">• Prepare a big book with pictures that can be removed. (refer to LS 11)• Pictures (refer to LS 12)• Story (refer to LS 13) <p>Step 4: Pause at certain points to allow pupil to paste their picture.</p>





LS 2

BINGO CARD
Set 1

Set 2


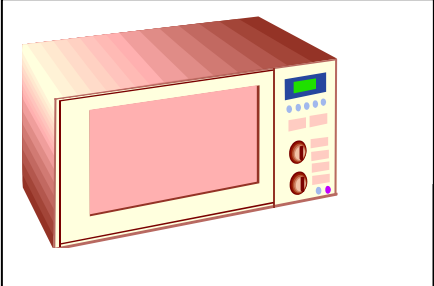
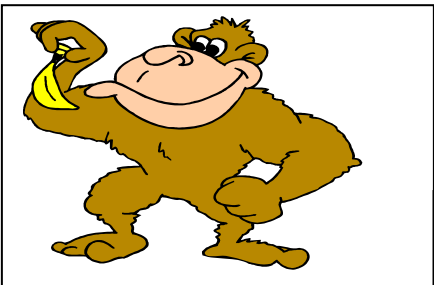
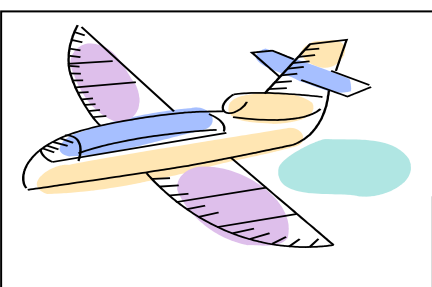
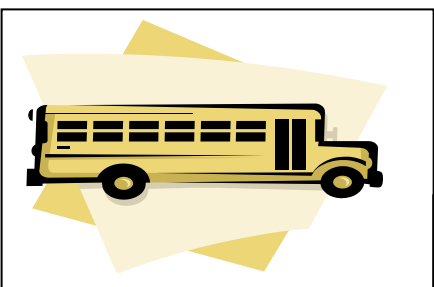
Set 3



LS 3

WORKSHEET (I KNOW THE SOUND)

Listen and tick the correct picture.

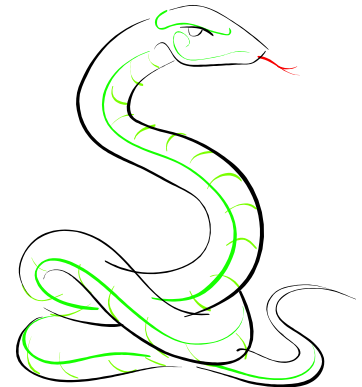
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LS 4





LS 5





LS 6





LS 7

Teacher reads the following story.

Robin is at the field. He wants to play football with his friends. Suddenly, he hears a loud noise from the sky.

“What is that noise?”

“It is **thunder!**”

Robin continues walking. He feels the **wind** blowing strongly. The **wind** makes a sound. He passes a row of houses. The **doors** slam hard.

He stands still. He listens to the sound of **thunder**, the **wind**, the **doors**, the **thunder**, the **wind**, the **doors** and the **thunder** again.

It starts to drizzle. Robin has to go home.

Robin starts to run. It begins to **rain heavily**.

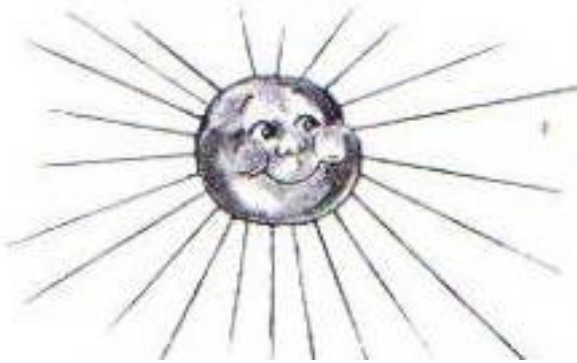
* Relevant sounds to be made for the words in bold.



LS 8

What do you do when it ...

...shines?

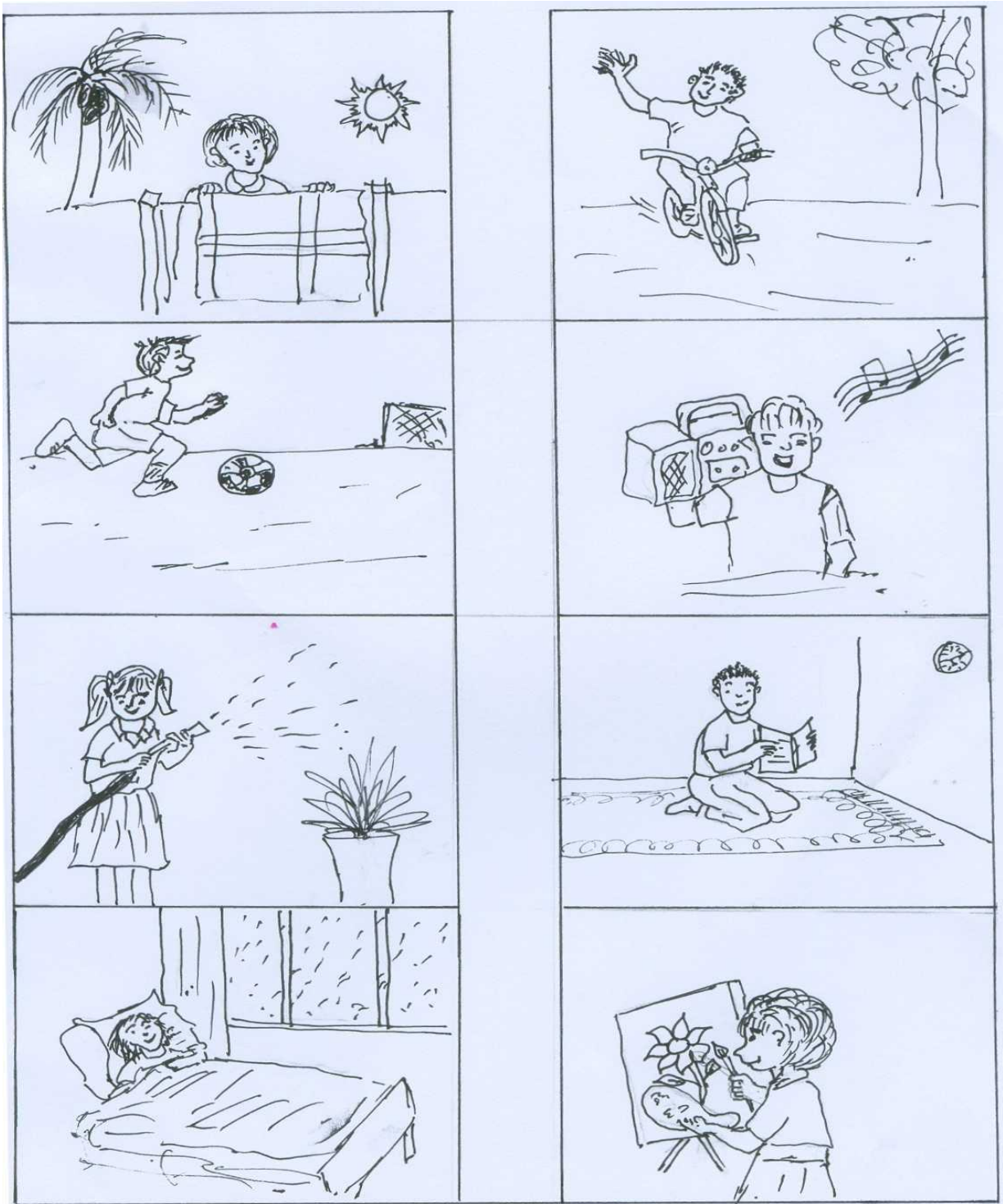


...rains?



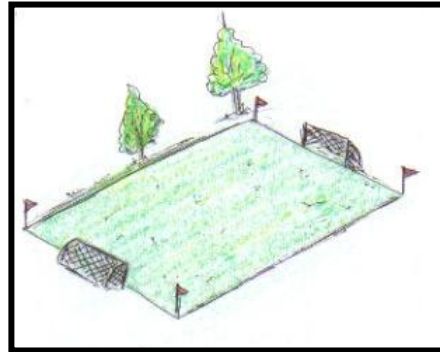
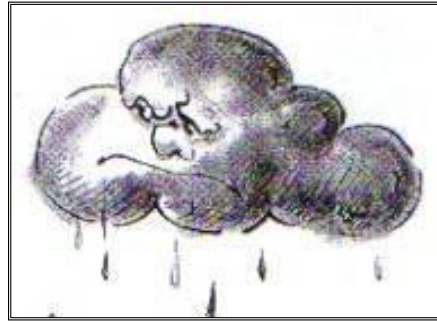


LS 9







LS 10

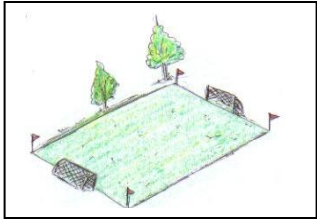


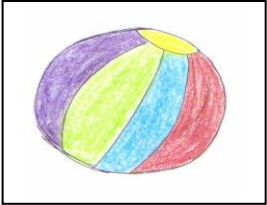


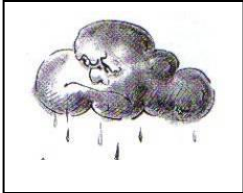
LS 11

Note: Teacher reads the story.

He is a  . He lives in a big  .

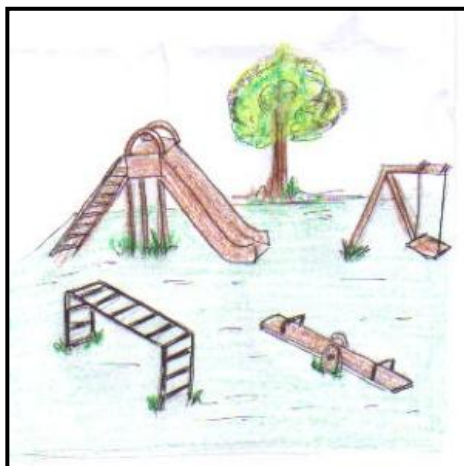
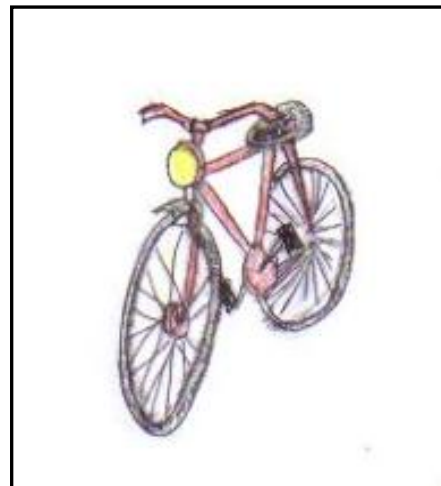
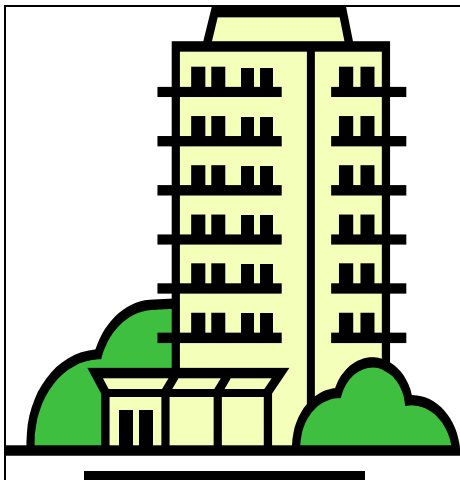
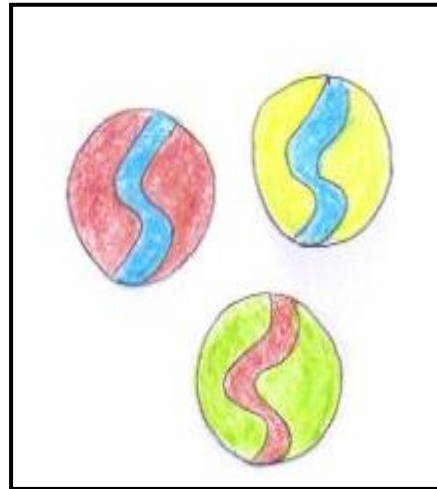
One day he wants to go to the  .

He wants to play  .

Suddenly it  . He runs home.



LS 12





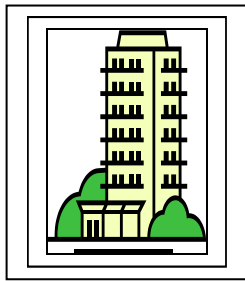
LS 13

This is a



. She lives in

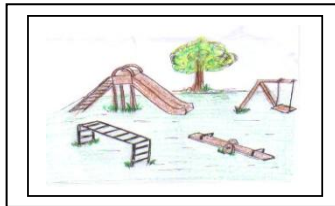
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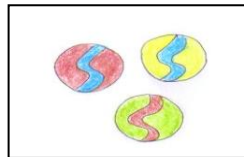
One day, she wants

to go to the



. She wants

to play



. Suddenly it rains!

She



home.