




Kids' Time



English

Teacher's Guide

1&2



Introduction

This Teacher's Guide is written in tandem with Kids' Time English Readers and Activity Books to help children build a strong foundation in the English language.

Integrating familiar situations, systematic themes, fun songs and sketches, the activities in this Teacher's Guide will not only inject fun into the children's learning, but also enable them to learn essential language skills. This Guide aims to put children on the road to mastering the English language.

Teaching Suggestions for Kids' Time English Reader 1 and Activity Book 1

Topic	Unit 1: About Me – Hello. My name is Ben.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (iii) introduce oneself. • Read simple sentences. • Write words and phrases in legible print.
Teaching Materials	Reader 1 and Activity Book 1, red and green party hats
Suggested Activities Reader <ul style="list-style-type: none"> • Pair the children up. Ask each pair to name themselves as number 1 and number 2. Give all the number 1's red party hats, and the number 2's green party hats. Ask all those wearing red hats to introduce themselves by saying to their partners, "Hello. My name is..." Then, reverse their roles. • Now, ask all the red hat wearers to switch partners, and then ask their new partners a 'Wh' question, e.g. "Hello. What is your name?" Similarly, get the green hat wearers to change partners, and ask the same question. Guide the children in writing their own names down on page 2 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 2 of the Activity Book. 	

Topic	Unit 1: About Me – I am a boy/girl.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (iii) introduce oneself. • Read simple sentences. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, 'girl' and 'boy' dolls, newspaper cuttings
Suggested Activities Reader <ul style="list-style-type: none"> • Bring 2 types of dolls to class: one is a 'girl' doll, the other is a 'boy' doll. Get the children to observe the two dolls and say something about the dolls, e.g. "The 'girl' doll is wearing a dress. She has long hair. / The 'boy' doll is wearing a T-shirt and shorts. He has short hair." • Give the children newspaper cuttings showing children. Ask them to circle all the girls. Next, give them a new set of newspaper cuttings, and ask them to circle all the boys. • Ask the children to complete the activity on page 3 of the Reader. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 3 of the Activity Book. 	

Topic	Unit 1: About Me – My face
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1, a doll
Suggested Activities Reader <ul style="list-style-type: none"> • Guide the children in recognising and in naming the parts of a face as shown on page 4 of the Reader. • Bring a doll to class. Ask the children to observe the doll's face. • Point to the parts of the doll's face, e.g. eye, ear, mouth, nose, chin. As you point to a specific part, get the children to point to the same part on their own faces, and to name it. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 4 of the Activity Book. 	

Topic	Unit 1: About Me – My body
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Read familiar words printed in the surroundings. • Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Play the 'Simon says' game. When you say, "Simon says, touch your head.", get the children to touch their heads. Do the same for other parts of the body. Tell them that if you do not say, "Simon says..." (e.g. "Raise your hand."), they should not follow your instructions. • Let the children sing the song on page 5 of the Reader, and do the appropriate actions. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 5 of the Activity Book. 	

Topic	Unit 1: About Me – I have one head/neck.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral text. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1

Suggested Activities
Reader

- Name body parts that are singular, e.g. nose. Get the children to touch their own noses while saying a short sentence, “I have one nose.” Do the same for other body parts that are singular.
- Next, name body parts that are plural, e.g. legs. Let the children point to their own bodies while saying, “I have two legs.” Do the same for other body parts that are plural.
- Get the children to answer the question on page 6 of the Reader. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children.

Activity Book

- Guide the children in completing the activity on page 6 of the Activity Book.

Topic	Unit 1: About Me – Let’s revise
Content Standards	<ul style="list-style-type: none">• Reading• Writing
Learning Standards	<ul style="list-style-type: none">• Read familiar words printed in the surroundings.• Recognise and name pictures in books.• Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, pictures of blank faces, picture cut-outs of facial features
Suggested Activities Reader <ul style="list-style-type: none">• Divide the children into groups of four. Give each group a picture of a blank face (without the specific features). Then, give the children cut-outs of the face parts (e.g. eyes, ears, mouth, nose, etc.) and ask them to stick the cut-outs correctly on the blank face.• Guide the children in singing the song ‘Head and Shoulders, Knees and Toes’, and in performing the appropriate actions.• Get the children to complete the activity on page 7 of the Reader. Activity Book <ul style="list-style-type: none">• Guide the children in completing the activity on page 7 of the Activity Book.	

Topic	Unit 2: My Family and I – My family
Content Standards	<ul style="list-style-type: none">• Listening and Speaking• Reading
Learning Standards	<ul style="list-style-type: none">• Listen to and sing songs.• Read familiar words printed in the surroundings.• Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1, picture of a family, word cards

Suggested Activities
Reader

- Teach the children the words found on page 8 of the Reader (e.g. father, mother, grandfather, sister, etc.). Ask the children, “How many family members do you have?” Get them to name their family members.
- Paste a picture of a family on the whiteboard. Prepare the corresponding word cards (e.g. father, mother, sister, brother, etc.). Guide the children in pasting each word card next to the correct person in the picture.
- Get the children to sing the song on page 8 of the Reader.

Activity Book

- Let the children complete the activity on page 8 of the Activity Book.

Topic	Unit 2: My Family and I – Who is he/she?
Content Standard	<ul style="list-style-type: none">• Reading
Learning Standard	<ul style="list-style-type: none">• Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, family pictures
Suggested Activities Reader <ul style="list-style-type: none">• Pair the children up. Give each pair a picture of a family, or get the children to bring their own family photos. Get each pair to take turns asking the ‘Wh’ questions (e.g. point to each person in the photo and ask, “Who is he/she?”). Remind the children that the word ‘he’ is for boys, and ‘she’ is for girls.• Teach the children to give short answers (e.g. “He is my father. / She is my mother.”).• Guide them in reading the sentences on page 9 of the Reader. Activity Book <ul style="list-style-type: none">• Guide the children in completing the activity on page 9 of the Activity Book.	

Topic	Unit 2: My Family and I – This is my father. His name is Jim.
Content Standards	<ul style="list-style-type: none">• Reading• Writing
Learning Standards	<ul style="list-style-type: none">• Read simple sentences.• Write words and phrases in legible print.
Teaching Materials	Reader 1 and Activity Book 1, photos of fathers or mothers
Suggested Activities Reader <ul style="list-style-type: none">• Get the children to bring the photos of their fathers or mothers to class. Ask the children to introduce their fathers or mothers by saying, e.g. “This is my father. His name is John.” or “This is my mother. Her name is Jane.”• Guide each child in writing his/her father’s name on page 10 of the Reader. Activity Book <ul style="list-style-type: none">• Get the children to complete the activity on page 10 of the Activity Book.	

Topic	Unit 2: My Family and I – Good morning, Mother.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (i) exchange greetings. • Role play familiar daily situations. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Guide the children in reading and in acting out the polite expressions on page 11 of the Reader. This activity will improve the Higher Order Thinking Skills (HOTS) of the children. • Let the children role-play. Get one child to be the ‘child’, and another child to be the ‘parent’. The rest of the children can choose the time of the day, i.e. morning, etc. The two children who are role-playing must say the correct polite expression, e.g. “Good morning.” • Remind the children that we say, “Good morning” when we meet someone in the morning, and “Good night” before we go to bed. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 11 of the Activity Book. 	

Topic	Unit 2: My Family and I – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, blank family tree, cut-out cartoon faces of family members, word cards
Suggested Activities Reader <ul style="list-style-type: none"> • Prepare a piece of blank family tree, cut-out cartoon faces of family members, and the corresponding word cards. • Guide the children in pasting the cut-outs on the family tree. Explain to them how a family tree works (e.g. the uppermost parts of the family tree is where Grandfather and Grandmother should be). • Then, get the children to label each cut-out face using the corresponding word card. • Help the children complete the activity on page 12 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 12 of the Activity Book. 	

Topic	Unit 3: My House – Parts of a house
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, word cards, sheets of plain paper
Suggested Activities Reader <ul style="list-style-type: none"> • Bring the children out of the classroom. Point to the exterior of the school and point out parts of the school building that also can be found in their own homes, e.g. roof, door, window, wall. Show the children the corresponding word cards and ask them to point to the correct parts of the school building. • Provide sheets of paper for the children to carry out the activity shown on page 13 of the Reader. Guide the children in following the steps to draw a house. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 13 of the Activity Book. 	

Topic	Unit 3: My House – Close the window/door.
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standard	<ul style="list-style-type: none"> • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to look at the pictures on page 14 of the Reader, and to describe the pictures. Guide them in reading the sentences. • Discuss the importance of safety when leaving one’s house. Ask them, “Why is it important to lock the gate or door?” (e.g. so that strangers would not enter the house). Ask the children, “When do we close the windows? Why?” (e.g. to prevent rain from coming in). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 14 of the Activity Book. 	

Topic	Unit 3: My House – Where do you live?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (iii) introduce oneself. • Read simple sentences. • Write words and phrases in legible print.
Teaching Materials	Reader 1 and Activity Book 1

Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to read the sentences on page 15 of the Reader. • Pair the children up. Get the children to take turns asking (e.g. “Where do you live?”) and answering (e.g. “I live in Chatuchak Village.”). • Guide each child in writing the name of the place he/she lives in on page 15 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 15 of the Activity Book.
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Topic	Unit 3: My House – This is my house. It is a straw house.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to stories. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, pictures of a straw house and a brick house
Suggested Activities Reader <ul style="list-style-type: none"> • Guide the children in reading the sentences on page 16 of the Reader. Then, ask two children to act out Min Monkey’s and Mick Monkey’s parts, respectively. • Show the children pictures of a straw house and a brick house. Ask the children, “If a strong wind blows, which house will fall easily?” Then, guide them in answering the question found on page 16 of the Reader. The question aims to improve the children’s Higher Order Thinking Skills (HOTS). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 16 of the Activity Book. 	

Topic	Unit 3: My House – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, blank sheets of paper, word cards
Suggested Activities Reader <ul style="list-style-type: none"> • Divide the children into groups of four. Give each group a blank sheet of paper. Get them to draw and colour a house following the steps shown on page 13 of the Reader. • Prepare sets of word cards that name parts of a house (e.g. roof, door, etc.). Give each group the word cards. Get the children to paste the word cards on the correct parts of the house that they have drawn. • Let the children complete the activity on page 17 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 17 of the Activity Book. 	

Topic	Unit 4: My School – Places in school
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral text. • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to look at the pictures on page 18 of the Reader. Let them name the places and things based on the pictures. • Ask questions like, “What do people do in the office?” (work at their computers, etc.) “What do you do in the field?” (run, play, walk, etc.). • Guide the children in talking about their classroom. Ask them, “How is the classroom shown in the picture different from yours?” (e.g. the classroom in the picture has a blackboard, but theirs has a whiteboard, etc.). • Get the children to answer the question found on page 18 of the Reader. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 18 of the Activity Book. 	

Topic	Unit 4: My School – In the classroom
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1, things found in the classroom, stationery, cloth bag
Suggested Activities Reader <ul style="list-style-type: none"> • Ask the children to look around the classroom. Get them to name the things that they can see. • Allow each child to hold up and show a stationery item (e.g. pencil, ruler, eraser, etc.) to the rest of the class. Teach the children the names of the items, and get them to repeat after you. • Conduct a simple game. Divide the class into 2 groups. Put various stationery items inside a cloth bag. Let the children from each group take turns to take out an item from the bag, and to name it. The team with the most correct answers wins the game. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 19 of the Activity Book. 	

Topic	Unit 4: My School – Things I do in school
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, storybooks, paper, pencils, crayons, erasers
Suggested Activities Reader <ul style="list-style-type: none"> • Talk to the children about what they do in the classroom every day. Introduce the names for the common classroom activities (e.g. read, write, draw, count). • Give each child a storybook to read. Introduce the sentence, “I read.” • Give each child a sheet of paper and a pencil. Ask the children to write their names. Introduce the sentence, “I write.” • Give each child a sheet of paper and some crayons. Ask the children to draw any picture they like. Introduce the sentence, “I draw.” • Give each child some erasers. Ask the children to count the number of erasers they have. Introduce the sentence, “I count.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 20 of the Activity Book. 	

Topic	Unit 4: My School – How do you go to school?
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, a toy bus, a toy car, a backpack
Suggested Activities Reader <ul style="list-style-type: none"> • Get a child to hold up a toy bus. Then, ask the children who go to school by bus to queue up behind the child with the toy bus. Ask the group of children to say in unison, “I go to school by bus.” • Similarly, get another child to hold up a toy car. Then, ask the children who go to school by car to queue up behind the child with the toy car. Get the group of children to say in unison, “I go to school by car.” • For the remaining children who walk to school, ask one of children to carry a backpack, and get the others to queue up behind the child. Then, get them to say in unison, “I walk to school.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 21 of the Activity Book. 	

Topic	Unit 4: My School – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1 and Activity Book 1, picture cards and word cards of things found in the classroom, a whistle

Suggested Activities Reader <ul style="list-style-type: none"> • Conduct a simple game. Divide the children into 2 groups. Give one group picture cards of things found in the classroom (e.g. eraser, whiteboard, etc.). Give the other group the corresponding word cards. • At the blow of the whistle, each child holding a picture card must find his/her partner who is holding the corresponding word card, and vice versa. • Once the children have found their partners, get each pair to say the word aloud. • Get the children to complete the activity on page 22 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 22 of the Activity Book. 	
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Topic	Unit 5: My Friends – We are good friends.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (iii) introduce oneself. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, a short music track
Suggested Activities Reader <ul style="list-style-type: none"> • Conduct a simple game. Play a short music track and get the children to go around shaking hands with as many other children as they can. Ask them to stay where they are when the music ends. Then, get each child to introduce him/herself to the last person he/she shakes hands with by saying, e.g. “I am Lisa.” • Get each pair to come up to the front of the class and say, “We are good friends.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 23 of the Activity Book. 	

Topic	Unit 5: My Friends – How old are you?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (iii) introduce oneself. • Read simple sentences. • Write words and phrases in legible print.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Ask the children to say how old they are. Guide them in using the sentence structure, “I am... years old.” • Ask the children when their birthdays are. Tell them that they will be one year older on that day. Celebrate the birthdays that fall on that month. Get the rest of the children to sing the ‘Happy Birthday’ song. • Get the children to write how old they are on page 24 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 24 of the Activity Book. 	

Topic	Unit 5: My Friends – Tall/short/long hair/short hair
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Divide the children into groups of 4. Ask the children in each group, “Who is tall? Who is short? Who has long hair? Who has short hair?” Let each group of children discuss their answers, and then say the names correctly. • Then, guide them in expressing their answers in short sentences, e.g. “James is tall.”, “Meg has long hair.” • Ask the children to talk about themselves by posing these questions to them, e.g. “Are you tall/short? Do you have long/short hair?” Encourage them to give simple answers, e.g. “I am tall. I have short hair.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 25 of the Activity Book. 	

Topic	Unit 5: My Friends – Hello./How are you?/Nice to meet you.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (i) exchange greetings. • Role-play familiar daily situations. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, flash cards (“Hello.”, “How are you?”, “Nice to meet you.”, “Goodbye.”)
Suggested Activities Reader <ul style="list-style-type: none"> • Pair the children up. Get each pair to read and act out the scenes on page 26 of the Reader. By doing so, children would be able to improve their Higher Order Thinking Skills (HOTS). • Prepare flash cards with the polite expressions learnt. Show the children one flash card at a time, and get them to respond verbally and politely (e.g. “Nice to meet you too.”). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 26 of the Activity Book. 	

Topic	Unit 5: My Friends – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Use simple sentences to participate in daily conversations with manners to: (i) exchange greetings. • Read simple sentences. • Write recognisable letters.
Teaching Materials	Reader 1 and Activity Book 1

Suggested Activities Reader <ul style="list-style-type: none"> • Ask the children questions to refresh their memory of how to greet their friends, and how to introduce themselves (e.g. “How old are you? /How are you?”). • Pair the children up and get them to shake hands. Get one child in the pair to say, “Hello. Nice to meet you.” Ask the other child to respond accordingly, “Hello. Nice to meet you too.” • Let the students read and complete the activity on page 27 of the Reader. Get the children to role-play the scenes. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 27 of the Activity Book.

Topic	Unit 6: Playtime – Types of toys
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral text. • Read familiar words printed in the surroundings. • Recognise and name pictures in books.
Teaching Materials	Reader 1 and Activity Book 1, toys
Suggested Activities Reader <ul style="list-style-type: none"> • Bring toys to class (e.g. toy train, doll, toy robot, etc.). Let the children share the toys and play with them for a short while. • Teach the children the names of the toys that they do not know. Remind them to keep their toys after play, whether at home or in school. • Ask them to answer the question found on page 28 of the Reader, “What do you like to play with? Why?” The question aims to improve their Higher Order Thinking Skills (HOTS). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 28 of the Activity Book. 	

Topic	Unit 6: Playtime – One teddy bear/ two toy cars/ three balls
Content Standard	• Reading
Learning Standard	• Read simple phrases.
Teaching Materials	Reader 1 and Activity Book 1, toys, empty boxes with labels (e.g. ‘dolls’, ‘toy cars’, etc.)
Suggested Activities Reader <ul style="list-style-type: none"> • Bring toys to class (e.g. toy cars, dolls, toy robots, etc.). Please ensure that there are a few (5 or less) of each kind. • Ask the children to put the toys in the correct boxes (e.g. put the dolls in the box labelled ‘dolls’, etc.). • Introduce the numbers 1 to 5 by first asking the children to take 1 toy out of each box, then 2, and so on, until 5 toys are taken out. Each time a toy is taken out, get the children to say, e.g. “One doll.” As another toy is added, they will say, “Two dolls.”, and so on and so forth. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 29 of the Activity Book. 	

Topic	Unit 6: Playtime – What is this/that?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral text. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, toys
Suggested Activities Reader <ul style="list-style-type: none"> • Guide the children in reading the simple sentences on page 30 of the Reader. • Bring toys to class and ask each child to pick any toy he/she wants. • Randomly pick a child to go to the front of the class. Stand next to him/her and ask, “What is this?” Encourage the child to answer using a full sentence, e.g. “This is a toy robot.” Give the other children a chance to do the activity too. • Stand at one corner of the class, and point to a toy from a distance. Ask the children, “What is that?” Get the children to answer using a full sentence, e.g. “That is a ball.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 30 of the Activity Book. 	

Topic	Unit 6: Playtime – Is this a teddy bear?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral text. • Read simple sentences.
Teaching Materials	Reader 1 and Activity Book 1, a box of toys
Suggested Activities Reader <ul style="list-style-type: none"> • Place a box filled with different toys in front of the class. Ask a child to choose any toy from the box, and show it to the class. Then, ask a question about the toy, e.g. “Is this a yo-yo?” Guide the children in giving short answers, “Yes, it is./No, it is not.” • Get the boys to read the questions on page 31 of the Reader, and the girls to read the answers. Reverse their roles, and let them practise asking the questions and giving short answers. • Let the children fill in the blank with the correct answer on page 31 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 31 of the Activity Book. 	

Topic	Unit 6: Playtime – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read simple phrases. • Copy simple phrases in legible print.
Teaching Materials	Reader 1 and Activity Book 1, picture cards of toys

Suggested Activities Reader <ul style="list-style-type: none"> • Revise counting the numbers 1 to 5 with the children. • Prepare picture cards that show the same number of toys (e.g. four dolls, five toy trains). • Get the children to name the toys shown in each picture card. Remind them to sound out the ‘s’ if there is more than one toy shown in the picture card. • Guide the children in tracing the correct phrases on page 32 of the Reader. Let them practise reading the phrases. Activity Book <ul style="list-style-type: none"> • Help the children in completing the activity on page 32 of the Activity Book.

Teaching Suggestions for Kids' Time English Reader 2 and Activity Book 2

Topic	Unit 1: At Home – Rooms in the house (living room and bedroom)
Content Standard	• Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, a doll's house
Suggested Activities Reader <ul style="list-style-type: none"> • Show the children a doll's house. Point to the living room and bedroom, and get the children to name the two rooms in the house. • Ask further questions that relate to the two rooms, e.g. "Where do you watch television? Where do you sleep?" Encourage the children to give their responses. • Guide the children in naming the things found in the living room and bedroom as shown on page 2 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 2 of the Activity Book. 	

Topic	Unit 1: At Home – Rooms in the house (kitchen and bathroom)
Content Standard	• Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, a doll's house, pieces of toy furniture
Suggested Activities Reader <ul style="list-style-type: none"> • Show the children a doll's house. Point to the kitchen and bathroom, and get the children to name the two rooms in the house. • Ask further questions that relate to the two rooms, e.g. "Where does your mum cook? Where do you bathe?" Encourage the children to give their responses. Guide the children in naming the things found in the living room and kitchen as shown on page 3 of the Reader. • Bring pieces of toy furniture for the doll's house (e.g. bed, stove, etc.), and get the children to place those pieces of furniture in the correct rooms of the doll's house. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 3 of the Activity Book. 	

Topic	Unit 1: At Home – Where are you?
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, picture cards, stick-on cut-outs

Suggested Activities

Reader

- Put up picture cards of 4 rooms (i.e. living room, kitchen, bedroom and bathroom) on the whiteboard.
- Give the children stick-on cut-outs of a man, a woman, a boy, and a girl.
- When you say, "Father is in the living room.", the children must paste the 'man' cut-out on the living room picture card. Do the same for all the other rooms, alternating between cut-outs, e.g. "Brother is in the bedroom."

Activity Book

- Guide the children in completing the activity on page 4 of the Activity Book.

Topic	Unit 1: At Home – Things we do at home
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, word cards
Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to talk about the activities they do at home, and the rooms in which they carry out those activities. • Place word cards of the rooms in a house around the classroom. When you say an action word (e.g. cook), the children must run to the part of the classroom that has the correct word card (e.g. kitchen). • Guide the children in reading the sentences on page 5 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 5 of the Activity Book. 	

Topic	Unit 1: At Home – How to keep the house clean
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral texts. • Talk about familiar activities and experiences. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, pieces of cloth, a scrunched up piece of paper, dustbin, broom
Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to role-play the scenes found on page 6 of the Reader. Get different children to wipe the table with a cloth, to throw a scrunched up piece of paper into the dustbin, to sweep the floor using a broom, and to wipe the window using a cloth. • Advise the children on the importance of keeping the house clean. Guide them in answering the question found on page 6 of the Reader. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 6 of the Activity Book. 	

Topic	Unit 1: At Home – Let’s revise
Content Standard	• Writing
Learning Standard	• Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, picture cards of things found at home
Suggested Activities Reader <ul style="list-style-type: none"> • Divide the whiteboard into 4 columns. Label the columns ‘bedroom’, ‘living room’, ‘bathroom’, and ‘kitchen’, respectively. • Prepare picture cards of things that can be found at home (e.g. kettle, sofa, bed, etc.). Get the children to paste each picture card in the correct column on the whiteboard. • Guide the children in completing the activity on page 7 of the Reader. Activity Book <ul style="list-style-type: none"> • Let the children complete the activity on page 7 of the Activity Book. 	

Topic	Unit 2: Mealtimes – It is time for breakfast/lunch.
Content Standard	• Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, word cards (‘breakfast’ and ‘lunch’), common breakfast/lunch food items (or toy food)
Suggested Activities Reader <ul style="list-style-type: none"> • Prepare word cards for ‘breakfast’ and ‘lunch’. • On the teacher’s table, place common breakfast food items (e.g. cereal, a carton of milk, a loaf of bread, a jar of jam, eggs). Similarly, on a separate desk, place common lunch food items (e.g. vegetables, rice, water, fish/chicken, fruits). You may also opt for toy food if you do not wish to use the real ones. • Ask the children to place the correct word card on the desk that has suitable food items for that meal. • Get them to name the food. Ask them to talk about what they usually have for breakfast/lunch. • Discuss the importance of eating a proper meal. Advise them on the importance of eating a balanced diet, and not being picky about food. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 8 of the Activity Book. 	

Topic	Unit 2: Mealtimes – It is time for tea/dinner.
Content Standard	• Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, word cards (‘tea’ and ‘dinner’), common tea/dinner food items (or toy food)

Suggested Activities Reader <ul style="list-style-type: none"> • Prepare word cards for ‘tea’ and ‘dinner’. • On the teacher’s table, place common tea food items, (e.g. biscuits, cake, fruit juice and sandwiches). Similarly, on a separate desk, place common dinner food items (e.g. noodles, fish, vegetables, and fruits). You may also opt for toy food if you do not wish to use the real ones. • Ask the children to place the correct word card on the desk that has suitable food items for that meal. • Get them to name the food. Ask them to talk about what they usually have for tea/dinner. Discuss the importance of brushing one’s teeth after eating sweet food, such as biscuits and cakes. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 9 of the Activity Book. 	
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Topic	Unit 2: Mealtimes – What does she like to drink?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, pieces of paper labelled ‘The food I like’, cut-outs of various food items
Suggested Activities Reader <ul style="list-style-type: none"> • Give each child a piece of paper labelled ‘The food I like’. Get the children to draw the food items they like to eat. Alternatively, you may also provide them with cut-outs of the various food items, and get them to paste the cut-outs on their respective pieces of paper. • Encourage the children to speak in simple sentences about what they like or do not like to eat (or drink), e.g. “I like to eat rice. I do not like to eat noodles.”, “I like to drink milk. I do not like to drink tea.” • Get the children to also talk about what their parents, brothers, and sisters like to eat and drink by using the pronouns ‘he’ and ‘she’, e.g. “She likes to eat bread.” Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 10 of the Activity Book. 	

Topic	Unit 2: Mealtimes – Do you like to eat noodles?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, different kinds of food (real or fake)

Suggested Activities**Reader**

- Place different kinds of food (real or fake ones) on the table.
- Let the children take turns to come out in front of the class to pick up any kind of food, name the food item, and then ask his/her friend, e.g. “Do you like to eat biscuits?” The child who is asked the question must give a short reply, e.g. “Yes, I do.”/ “No, I do not.”
- After all the children have expressed themselves, discuss the right thing to do, e.g. if they do not like vegetables, tell them why vegetables are important, etc.
- Ask the children to look at page 11 of the Reader. Let them practise asking ‘Wh’ questions and giving short answers. Let the boys ask, and the girls answer. Then, switch roles.

Activity Book

- Guide the children in completing the activity on page 11 of the Activity Book.

Topic	Unit 2: Mealtimes – Tastes of food
Content Standard	• Reading
Learning Standard	• Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, cupcakes, lemons, bitter gourd slices, fried noodles
Suggested Activities Reader <ul style="list-style-type: none"> • Give each child a cupcake. Let the children eat the cupcakes and give their reasons why they like/do not like them. Ask them to describe the taste. Confirm that cupcakes have a sweet taste. • Next, show a lemon, then squeeze the lemon, and let each child have a teaspoon of the lemon juice. Let the children describe the taste. Confirm that lemons have a sour taste. Ask them whether they like food that is sour. • Give each child a slice of bitter gourd. Let the children describe the taste. Confirm that the bitter gourd has a bitter taste. Ask them whether they like food that is bitter. • Give each child a small cup of fried noodles. Let the children describe the taste. Confirm that the noodles have a salty taste. Ask them whether they like food that is salty. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 12 of the Activity Book. 	

Topic	Unit 2: Mealtimes – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 2 and Activity Book 2

Suggested Activities**Reader**

- For revision, refresh the children’s memory of the kinds of food and their tastes.
- Create a variety of sentences to provide more reading practice, by changing some words in the sentences, e.g. “I like to eat...”

Activity Book

- Guide the children in completing the activity on page 13 of the Activity Book.

Topic	Unit 3: A Walk in the Park – Things in the park
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Read familiar words printed in the surroundings. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2
Suggested Activities Reader <ul style="list-style-type: none"> • Ask the children to name the things in a park, e.g. sandpit, swing, slide, see-saw, climbing frame, etc. Let them describe what they do at the park. • Discuss the importance of safety when they are playing, e.g. do not stand behind a swing, do not walk down a slide, etc. Remind them not to talk to or accept food from strangers. Discuss also the importance of keeping the park clean by not littering. • Get the children to sing the song on page 14 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 14 of the Activity Book. 	

Topic	Unit 3: A Walk in the Park – What do you do at the park?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about familiar activities and experiences. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, picture cards, word cards
Suggested Activities Reader <ul style="list-style-type: none"> • Stick 4 picture cards of children performing the actions of ‘walking’, ‘running’, ‘climbing’ and ‘jumping’ on the whiteboard. Arrange 4 word cards labelled ‘walk’, ‘run’, ‘climb’ and ‘jump’ in a pile. • Get the children to pick out the correct word cards and stick them below the matching pictures. • Ask a few children to demonstrate, e.g. jump, walk, run and climb in the classroom. They will then describe what they are doing, e.g. “I walk. I run. I climb. I run.” • Guide the children in reading the simple sentences on page 15 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 15 of the Activity Book. 	

Topic	Unit 3: A Walk in the Park – I like to play on the climbing frame.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, picture cards of things in a park
Suggested Activities Reader <ul style="list-style-type: none"> • Show picture cards of things in a park, e.g. climbing frame, see-saw, slide, swing. Let the children repeat the names of those things after you. Point to each one and let the children talk about how they use it when they play. • Get the children to read the sentences on page 16 of the Reader. Get them to answer the question too. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 16 of the Activity Book. 	

Topic	Unit 3: A Walk in the Park – Feelings
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Use simple sentences to participate in daily conversations with manners to: (iv) express feelings. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, pictures of facial expressions, puppets
Suggested Activities Reader <ul style="list-style-type: none"> • Show pictures of 4 facial expressions: happy, scared, angry, sad. • Use puppets to role-play different situations where these feelings are expressed and can be observed, e.g. a boy is having fun celebrating his birthday; a boy is being chased by a dog; a girl has her toy snatched suddenly by her sister; a girl is saying goodbye to her grandmother after a visit. • Ask the children to talk about who is feeling happy/scared/angry/sad, and say why. • Get the children to sing the song on page 17 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 17 of the Activity Book. 	

Topic	Unit 3: A Walk in the Park – I am sorry/It is okay.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and enjoy simple stories. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2

Suggested Activities Reader <ul style="list-style-type: none"> • Get the children to role-play the scenes on page 18 of the Reader. The activity will improve their Higher Order Thinking Skills (HOTS). • Remind the children to be fair when playing with others, and to say, “Sorry” when they knock into others. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 18 of the Activity Book.

Topic	Unit 3: A Walk in the Park – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2
Suggested Activities Reader <ul style="list-style-type: none"> • For revision, refresh the children’s memory of the names for the things in the park as a vocabulary enrichment. • Recapitulate some of the ways to manage one’s anger and to overcome fear. Advise and reassure the children according to the situation. Help them in completing the activity on page 19 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 19 of the Activity Book. 	

Topic	Unit 4: At the Pet Shop – This is a pet shop.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Listen to and respond to oral texts. • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, picture cards of common pets
Suggested Activities Reader <ul style="list-style-type: none"> • Show picture cards of common pets, e.g. dog, cat, etc. • Ask the children questions regarding their pets, e.g. “What pet do you have? What is its name? What is the colour of its fur? What does it eat? How does it move? What does it like to do? How do you take care of your pet?” • Read the question on page 20 and guide the children in answering it. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 20 of the Activity Book. 	

Topic	Unit 4: At the Pet Shop – What sounds do these pets make?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and identify common sounds in the environment. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, recorded sounds of animals, animal picture cards
Suggested Activities Reader <ul style="list-style-type: none"> • Play recorded sounds of a dog, a cat, a bird and a frog. Let the children listen. Ask the children to pick out the matching animal picture card for each sound heard. • Introduce the words to describe their sounds, e.g. dog barks, cat miaows, bird chirps, frog croaks. • Guide them in reading the sentences on page 21 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 21 of the Activity Book. 	

Topic	Unit 4: At the Pet Shop – What do these pets eat?
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, animal picture cards, picture cards of the animals’ food
Suggested Activities Reader <ul style="list-style-type: none"> • Show picture cards of a dog, a cat, a bird and a rabbit, and also of the animals’ food like meat, worms, fish and carrots. • Get the children to match the correct animal picture cards to the food picture cards. • Guide the children in reading the sentences on page 22 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 22 of the Activity Book. 	

Topic	Unit 4: At the Pet Shop – I have a pet dog/rabbit/cat.
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, pieces of drawing paper

Suggested Activities Reader <ul style="list-style-type: none"> • Give the children each a piece of drawing paper. Ask them to draw and colour a picture of their pets. • Get each child to speak about what pet he/she has, e.g. “I have a pet hamster.”, etc. • Guide the children in reading the sentences, and in answering the question on page 23 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 23 of the Activity Book. 	
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Topic	Unit 4: At the Pet Shop – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read simple sentences. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, picture cards of common pets
Suggested Activities Reader <ul style="list-style-type: none"> • For revision, refresh the children’s memory of the kinds of common pets, the sounds they make, and the food they eat. • Get the children to read the simple sentences and to complete the activity on page 24 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 24 of the Activity Book. 	

Topic	Unit 5: In the Garden – Things in the garden
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2
Suggested Activities Reader <ul style="list-style-type: none"> • Introduce the vocabulary for things that can be seen in a garden (refer to the list on page 25 of the Reader). • Bring the children out to the school garden. Tell them to walk around and observe all that is around them. Let them describe the things and the colours, e.g. red flowers, green leaves, brown squirrel, etc. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 25 of the Activity Book. 	

Topic	Unit 5: In the Garden – What can you see in the garden?
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standard	<ul style="list-style-type: none"> • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, picture cards of things in a garden (between 6 and 10 of each type)

Suggested Activities Reader <ul style="list-style-type: none"> • Show picture cards of the things (6 trees, 7 birds, 8 snails, 9 bees, etc.) shown on page 26 of the Reader. • Guide the children in naming the things correctly. Then, teach them to count from 1 to 10. • Get them to count the number of things in each picture card, and say the phrases clearly, e.g. six trees, etc. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 26 of the Activity Book.
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Topic	Unit 5: In the Garden – Full/empty/heavy/light
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral texts. • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, 2 flowerpots, a fat branch, a leaf, brown earth
Suggested Activities Reader <ul style="list-style-type: none"> • Introduce the concept of opposites, e.g. full – empty/ heavy – light. • Place 2 empty flowerpots on the teacher’s table. Ask a child to fill one flowerpot with brown earth. The other is left empty. Ask the children to point out the differences. • Place a fat branch and a leaf on the table. Ask a few volunteers to guess and say which is heavy, and which is light. • Get the children to answer the questions on page 27 of the Reader. The questions aim to improve their Higher Order Thinking Skills (HOTS). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 27 of the Activity Book. 	

Topic	Unit 5: In the Garden – Let’s revise
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Read familiar words printed in the surroundings. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, a big picture of a garden
Suggested Activities Reader <ul style="list-style-type: none"> • For revision, show a big colourful picture of a garden. Refresh the children’s memory of things in the garden, by asking them to name what they see in the picture. • Ask the children general questions about trees, butterflies, grasshoppers, and snails, e.g. “What do each of these have? (Trees have leaves. Butterflies have wings. Grasshoppers have wings. Snails have shells.) Which of them can fly? Which move on the ground?” • Guide the children in reading the words and in completing the activity on page 28 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 28 of the Activity Book. 	

Topic	Unit 6: At the Market – Things in the market
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, pictures of things found in a market
Suggested Activities Reader <ul style="list-style-type: none"> • Show pictures of things found in a market. Guide the children in naming the things. • Ask the children, “Have you ever been to a market? Do you like going to the market? What does your mother buy at the market?” • Get the children to sing the song found on page 29 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 29 of the Activity Book. 	

Topic	Unit 6: At the Market – Fruits/vegetables
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and respond to oral texts. • Read familiar words printed in the surroundings. • Read simple sentences. • Recognise and name pictures in books.
Teaching Materials	Reader 2 and Activity Book 2, a basket of vegetables, a basket of fruits
Suggested Activities Reader <ul style="list-style-type: none"> • Show the children a basket of vegetables and a basket of fruits. • Get some volunteers to pick out each type of vegetable and hold it in front of the class. The other children will try to name the vegetables they see. Repeat this activity for the basket of fruits. • Ask the children to look at the pictures on page 30 of the Reader. Ask them to name the vegetables, and then the fruits. Get the children to read and guess the riddle. The activity will improve their Higher Order Thinking Skills (HOTS). Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 30 of the Activity Book. 	

Topic	Unit 6: At the Market – What is this?/What are these?
Content Standard	<ul style="list-style-type: none"> • Reading
Learning Standard	<ul style="list-style-type: none"> • Read simple sentences.
Teaching Materials	Reader 2 and Activity Book 2, various fruits and vegetables

Suggested Activities
Reader

- Introduce the concept of singular and plural by grouping some vegetables and fruits in singular and plural numbers, e.g. one cabbage, many long beans, one papaya, many bananas, etc.
- Proceed to guide the children in saying the singular sentences, e.g. “This is a papaya. This is a cabbage.” Let them practise until they are fluent.
- Increase the number of the same fruits and vegetables, or have more of other kinds of vegetables or fruits as a preparation to forming plural sentences.
- Proceed to guide the children in saying the plural sentences, e.g. “These are papayas. These are cabbages.” Let them practise until they are fluent.

Activity Book

- Guide the children in completing the activity on page 31 of the Activity Book.

Topic	Unit 6: At the Market – Let’s revise
Content Standards	<ul style="list-style-type: none">• Reading• Writing
Learning Standards	<ul style="list-style-type: none">• Read familiar words printed in the surroundings.• Recognise and name pictures in books.• Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, fruits and vegetables
Suggested Activities Reader <ul style="list-style-type: none">• For revision, show specimens of the fruits and vegetables found on page 32 of the Reader. Instruct the children to look at the pictures. Ask volunteers to pick out the real fruits/vegetables that are in the pictures.• Ask the children to name each fruit or vegetable that is shown. Get them to read the simple words and to complete the activity on page 32 of the Reader. Activity Book <ul style="list-style-type: none">• Guide the children in completing the activity on page 32 of the Activity Book.	

The logo features the words "Kids' Time" in a white, rounded font inside an orange cloud-like shape. Below this, the word "English" is written in a large, bold, orange font with a black outline, also inside a white cloud-like shape. Underneath "English", the text "Teacher's Guide 1&2" is written in a black, sans-serif font.

Kids' Time English Teacher's Guide 1&2

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