



  
**Kids' Time**



**Teacher's Guide**

**3&4**



# 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 3 and Activity Book 3

<b>Topic</b>	Unit 1: Things to Wear – Things we wear
<b>Content Standards</b>	<ul style="list-style-type: none"><li>• Listening and Speaking</li><li>• Reading</li></ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"><li>• Listen to and sing songs.</li><li>• Read familiar words printed in the surroundings.</li><li>• Recognise and name pictures in books.</li></ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, items of clothing
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Ask the children to look at their own clothes. For the boys, introduce the names for their school clothes, e.g. shirt, shorts/trousers. For the girls, introduce the names for their school clothes, e.g. blouse, skirt/dress.</li><li>• Show the children other items that they wear sometimes, e.g. belt, cap, hat. Let them say the words out loud.</li><li>• Get the children to sing the song on page 2 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 2 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 1: Things to Wear – What are you wearing?
<b>Content Standards</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"><li>• Read simple sentences.</li><li>• Write words and phrases in legible print.</li></ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Guide the children in reading the simple sentences on page 3 of the Reader. Then, get the children to look at the clothes they are wearing.</li><li>• Ask the children, “What are you wearing?” Get them to answer using full sentences, e.g. “I am wearing a blouse and skirt./I am wearing a shirt and shorts.”</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 3 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 1: Things to Wear – Colours
<b>Content Standard</b>	<ul style="list-style-type: none"><li>• Reading</li></ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"><li>• Read familiar words printed in the surroundings.</li><li>• Recognise and name pictures in books.</li></ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, pieces of drawing paper, crayons/colour pencils
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Give each child a drawing paper. Ask the children to use their crayons/colour pencils to draw lines on the paper so that they can see the different colours, e.g. red, blue, yellow, green, orange, black, pink, etc.</li><li>• With each colour that the children can see on their pieces of paper, teach them the name for it.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 4 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 1: Things to Wear – What colour is your dress?
<b>Content Standard</b>	<ul style="list-style-type: none"><li>• Reading</li></ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"><li>• Read simple sentences.</li></ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, items of clothing (of different colours)
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Show some clothes, socks and shoes of different colours. Let the children identify the kind of wear, and describe the colour too, e.g. a red dress, green shoes, black trousers, a white shirt, etc.</li><li>• Guide the children in reading the simple sentences on page 5 of the Reader.</li><li>• Let the children pick one item of clothing and learn to expand each phrase into a full sentence, e.g. “My socks are green./My shirt is blue.”</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 5 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 1: Things to Wear – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"><li>• Read familiar words printed in the surroundings.</li><li>• Recognise and name pictures in books.</li><li>• Write recognisable letters.</li><li>• Copy words in legible print.</li></ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of children’s clothing

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>For revision, show picture cards of common children’s clothing. Ask the children to name each picture.</li> <li>Chat with the children about clothing for different activities, e.g. “What do you wear when you go to the park/ when you play/ when you go shopping with your family/ when you sleep?”</li> <li>Guide the children in completing the activity on page 6 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 6 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 2: My Birthday – Today is my birthday. My friends are here.
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, things used at a birthday party, photos of birthday celebrations
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Show the children things that are seen or used at a birthday party, e.g. party hats, streamers, birthday cards, sweets, paper plates and cups, balloons, candles, etc. Teach the children the names for these items. Let them repeat after you.</li> <li>Ask the children to bring photos of their birthday celebrations. Let them share about what they did on those occasions, e.g. what they ate and did, how they felt, etc.</li> <li>Get the children to read the words on page 7 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 7 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday – In/on/under
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Listen to and respond to oral texts.</li> <li>Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, things found at a birthday party, things found in the classroom
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Place things found at a birthday party (party hat, balloons, etc.) around the classroom, careful to show the position words learnt (in/on/under).</li> <li>Then, bring the children around the classroom. Point to each thing and ask, e.g. “Where is the party hat?” Guide them in answering, e.g. “The party hat is under the table.”</li> <li>You may repeat this activity with other things found in the classroom (e.g. schoolbag, pencil case, etc.).</li> <li>Get the children to read the sentences on page 8 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 8 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday – Beside/in front of/behind
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Listen to and respond to oral texts.</li> <li>Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, things found at a birthday party, things found in the classroom
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Place things found at a birthday party (mask, birthday card, etc.) around the classroom, careful to show the position words learnt (beside/in front of/behind).</li> <li>Then, bring the children around the classroom. Point to each thing and ask, e.g. “Where is the mask?” Guide them in answering, e.g. “The mask is beside the balloon.”</li> <li>You may repeat this activity with other things found in the classroom (e.g. schoolbag, pencil case, etc.).</li> <li>Get the children to read the sentences on page 9 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 9 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday – Shapes
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Read simple sentences.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, photos of cakes (of different shapes), pieces of drawing paper
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Show photos of cakes, each having the shape of a circle, a square, a rectangle, or a triangle. Get the children to describe the shape of each cake.</li> <li>Get the children to read the words and sentences on page 10 of the Reader.</li> <li>Give the children pieces of drawing paper and ask them each to draw a birthday cake in the shape (and flavour) that they like. They will then use the sentences they have learnt to describe the cake, e.g. “This is a chocolate cake. It is in the shape of a circle.”</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Help the children in completing the activity on page 10 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: My Birthday – Welcome to my birthday party!
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Use simple sentences to participate in daily conversations with manners to:               <ul style="list-style-type: none"> <li>(iii) introduce oneself.</li> </ul> </li> <li>Role play familiar daily situations.</li> <li>Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Role-play the scene on page 11 of the Reader. The children will learn how to welcome guests. By role-playing, children will improve their Higher Order Thinking Skills (HOTS).</li> <li>• Pair the children up and get them to act out the scenes again.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 11 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 2: My Birthday – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, shape colouring pages
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Revise the words that describe shapes, e.g. circle, square, rectangle, triangle. Provide colouring pages with the shapes learnt, and let the children colour them.</li> <li>• Help the children complete the activity on page 12 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 12 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: On the farm – Animals on the farm
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and sing songs.</li> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, a video clip of farm animals
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show a video clip showing common farm animals, e.g. cows, goats, hens, ducks, horses, etc.</li> <li>• Ask the children to name as many of the animals as they can see in the video, including recognising the sound each animal makes. Introduce the names of the animals.</li> <li>• Guide the children in singing the song on page 13 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Get the children to complete the activity on page 13 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: On the farm – Farm animals and their babies
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read familiar words printed in the surroundings.</li> <li>• Read simple sentences.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of farm animals (mothers and babies)
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show picture cards of farm animals, e.g. hen, duck, horse, sheep, goat and cow. Get the children to name each animal when the picture is shown. Then, show picture cards of the babies of these animals. Ask the children to pair the babies with their mothers.</li> <li>• Introduce the special names for the babies, e.g. chick, duckling, foal, lamb, kid, calf.</li> <li>• Guide the children in reading the sentences on page 14 of the Reader. After that, organise a fun game. Divide the children into 2 groups. Get Group A to decide on and say a baby animal’s name, e.g. ‘kid’. Group B will then have to say the name of the adult animal, e.g. ‘goat’. In the second round, the groups will switch roles.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 14 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: On the farm – A cow has four legs. It moos.
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, recorded sounds of farm animals
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Play recorded sounds of a horse, cow, hen and duck. Get the children to guess what animals made those sounds.</li> <li>• Introduce the words that describe those animals’ sounds, e.g. neigh, moo, cluck, quack. Then, get the children to mimic the sounds and movements of the animals.</li> <li>• Get the children to answer the questions on page 15 of the Reader. The questions aim to improve their Higher Order Thinking Skills (HOTS).</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 15 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: On the farm – Where are the farm animals?
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of places farm animals live in



<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show picture cards of places that animals like hens, horses, ducks and cows live in. Introduce the specific names for these places.</li> <li>• Get the children to describe the places, e.g. “The chicken coop is made from wood. It has a roof.”, etc.</li> <li>• Guide the children in reading the sentences on page 16 of the Reader, and in circling the correct answer.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 16 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 3: On the farm – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• For revision, refresh the children’s memory of the names of some farm animals. Let them recall the words that describe these animal sounds and the names of the places where they live in.</li> <li>• Ask the children to name the places that hens and ducks live in, e.g. coop, pond. Then, use those words to link to the related animals by reading the sentences on page 17 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 17 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: To the Beach – Things at the beach
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Talk about favourite things and activities.</li> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, coloured picture of a beach, black and white printouts of an empty beach, cut-outs of things on a beach
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show a coloured picture of a beach. Get the children to name what can be seen on the beach.</li> <li>• Give the children a black and white printout of an empty beach each. Ask them to draw things on the beach in the picture. Another alternative is to cut out suitable pictures from newspapers and magazines, and get the children to paste the cut-outs on the beach shown in the picture.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 18 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: To the Beach – What do you bring to the beach?
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, things that people take to the beach
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show the children things that people take to the beach, e.g. bucket, scoop, cap, towel, float, swimming trunk, swimsuit, sunglasses, etc.</li> <li>• Ask them what each thing is used for, e.g. a bucket to collect sand, seashells/a scoop to dig sand/a float to stay afloat when swimming with parents/swimsuit for swimming in the sea, etc.</li> <li>• Get the children to read the sentences on page 19 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 19 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: To the Beach – I am swimming.
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, a video clip of people and children at the beach
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show a video clip of people and children at the beach.</li> <li>• Ask the children to describe what the people are doing, e.g. swimming, walking, flying kites, collecting seashells, building sandcastles, etc.</li> <li>• Ask the children to talk about their favourite activities when they go to the beach with their families. Remind them about safety, e.g. not to swim alone, and to stay close to their families at all times.</li> <li>• Get the children to read the sentences on page 20 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 20 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: To the Beach – Weather
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of different weather conditions

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show 4 picture cards. Picture 1 shows a sunny day, Picture 2 shows a rainy day, Picture 3 shows a cloudy day, and Picture 4 shows a windy day.</li> <li>• Encourage the children to speak about the weather by asking them, “What kind of weather do you like the most? Why?”</li> <li>• Ask the children to talk about the weather today. Guide them in reading the sentences, and in answering the question on page 21 of the Reader. The question aims to improve the children’s Higher Order Thinking Skills (HOTS).</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 21 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 4: To the Beach – A beach race
<b>Content Standard</b>	• Reading
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read familiar words printed in the surroundings.</li> <li>• Read simple sentences.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Call five children to form a queue by standing behind each other in front of the class. Call them one by one.</li> <li>• Begin by saying, “The first person to stand in the row is.../The second/third/fourth/fifth person is...”</li> <li>• Let the other children practise using the words ‘first, second, third, fourth, fifth’ by grouping them in rows of 5.</li> <li>• Get the children to read the rhyme on page 22 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 22 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: To the Beach – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of beach activities, picture cards of different weather conditions
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• For revision, show picture cards of beach activities such as collecting seashells and swimming. Ask the children to describe the activities.</li> <li>• Show picture cards of a windy, rainy, cloudy and sunny day. Get the children to describe the weather condition in each picture card.</li> <li>• Get the children to read and complete the activity on page 23 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 23 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 5: At a Fruit Farm – Types of trees
<b>Content Standard</b>	• Reading
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read familiar words printed in the surroundings.</li> <li>• Read simple phrases.</li> <li>• Read simple sentences.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, pictures of a fruit farm
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show pictures of a fruit farm. Get the children to name the fruit trees they see. Ask them, “Have you ever been to a fruit farm? What fruit(s) did you pick there?”</li> <li>• If possible, organise an excursion to a fruit farm for the children to experience how it is like to be in a fruit farm.</li> <li>• Get the children to read the words and sentences on page 24 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 24 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 5: At a Fruit Farm – Big/small/one seed/many seeds
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, a papaya, a small mango
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Bring an uncut papaya and a small mango to class. Get the children to look at the two fruits and then ask them, “Which fruit is big? Which fruit is small?”</li> <li>• Then, use a knife to cut both fruits. Let the children observe the two fruits and then ask, “Which fruit has one seed? Which fruit has many seeds?”</li> <li>• Get the children to read the sentences on page 25 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 25 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 5: At a Fruit Farm – Comparison
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, fruits (durian, mango and coconut), a picture of trees (papaya, durian and coconut trees)

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Place a durian, mango and coconut on the table. Ask the children to name the fruits. Then, ask them to compare the size of each fruit, and tell which is big, bigger or biggest.</li> <li>Show a sketch or picture of papaya, durian and coconut trees beside one another. Ask the children to identify the tall, taller and tallest trees.</li> <li>Get the children to read the comparative sentences on page 26 of the Reader. Help them in doing the activity on the page too. The activity aims to improve their Higher Order Thinking Skills (HOTS).</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 26 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 5: At a Fruit Farm – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read simple phrases.</li> <li>Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, picture cards of fruit trees, and picture cards of corresponding fruits
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Refresh the children’s memory of the types of fruit trees they have learnt by asking them to name the picture cards of the trees (e.g. papaya tree, durian tree, etc.).</li> <li>Show picture cards of the fruits of these trees, and guide them in completing the matching activity on page 27 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 27 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 6: Let’s Go! – Land transport
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Read simple sentences.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Get the children to look carefully at the picture on page 28 of the Reader. Then, teach them to read the vehicle names, e.g. ambulance, car, lorry, etc.</li> <li>Ask them questions about the land transport shown, e.g. “Where do these vehicles move? (e.g. on the road) What about the train? What does it move on? (on the railway track)”</li> <li>Guide the children in reading the sentence on page 28 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 28 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 6: Let’s Go! – Air/water transport
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Read simple sentences.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, video clips of air transport
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Show video clips of a hot-air balloon, an aeroplane and a helicopter to enable the children to see how each of them moves.</li> <li>Ask the children to look at the picture on page 29 of the Reader, then point to the vehicles that move in the air. Teach them the names of those vehicles. Ask them, “Where do those vehicles move? (in the air)”</li> <li>Next, ask the children to point to the vehicles that move on water, and name them (e.g. ship, boat, yacht). Tell them that these vehicles are known as water transport. Ask further, “Have you ever travelled by ship or boat? Did you like the ride? Why/Why not?”</li> <li>Get the children to read the sentences on page 29 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 29 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 6: Let’s Go! – A car moves on land. It does not move in the air.
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Listen to and respond to oral texts.</li> <li>Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, sheets of paper, a shallow tub, a toy car, a toy aeroplane
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>Teach the children to fold a paper boat. Fill a shallow tub with water and ask them to put their paper boats on the water. Then, get them to say the sentence, “A boat moves on water.”</li> <li>Let the children play with a toy car and a toy aeroplane. Allow them to make sounds like a moving car or aeroplane. Then, ask them to say the sentences, “A car moves on land. An aeroplane moves in the air.”</li> <li>Get the children to read the sentences on page 30 of the Reader. Help them in answering the questions on the page too. The questions aim to improve their Higher Order Thinking Skills (HOTS).</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 30 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 6: Let’s Go! – We are at the airport. We are waiting for the aeroplane.
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, signs of places



<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>Place signs of places such as ‘airport’, ‘port’, ‘train station’ and ‘bus station’ around the classroom.</li> <li>Divide the children in groups of five and allow them to stop at any of the ‘places’. At each place, the group has to say the correct sentences, e.g. “We are at the airport. We are waiting for the aeroplane.” If possible, get every group to stop at each place.</li> <li>Get the children to read the sentences on page 31 of the Reader.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 31 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 6: Let’s Go! – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Recognise and name pictures in books.</li> <li>Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 3 and Activity Book 3, pieces of drawing paper
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>For revision, ask the children to list land, water and air transport.</li> <li>Give the children a piece of drawing paper each. Ask them to draw and colour one mode of transport that they like.</li> <li>Guide the children in finding the words in the puzzle on page 32 of the Reader.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>Help the children in completing the activity on page 32 of the Activity Book.</li> </ul>	

Teaching Suggestions for Kids’ Time English Reader 4 and Activity Book 4	
<b>Topic</b>	Unit 1: Around Town – Places in town
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Read simple sentences.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, flash cards (hotel, hospital, bank, library, and restaurant)
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>Show flash cards of these places to the children: hotel, hospital, bank, library, and restaurant. For each place, ask the question, “Have you been to this place?” and get the children to give ‘Yes/No’ answers.</li> <li>Get the children to look at the picture on page 2 of the Reader, and to read the words and sentences.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 2 of the Activity Book.</li> </ul>	
<b>Topic</b>	Unit 1: Around Town – Have you seen these places in town?
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Read familiar words printed in the surroundings.</li> <li>Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, labelled picture cards, addressed envelope, empty basket
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>Stand labelled picture cards of a post office, a hospital, a market and a petrol station on 4 separate desks. Get the children to say the name of each place.</li> <li>Show the children an addressed envelope (without any stamps). Pass the envelope to a volunteer. Ask him/her to go to the right ‘place’ to ‘buy stamps’ to post the letter. Give an empty basket to another volunteer and ask him/her to go to the right ‘place’ to ‘buy fruits’.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>Guide the children in completing the activity on page 3 of the Activity Book.</li> </ul>	
<b>Topic</b>	Unit 1: Around Town – Traffic signs
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>Listen to and respond to oral texts.</li> <li>Recognise and read logos and signs.</li> <li>Read simple phrases.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, traffic sign placards

<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>• Make traffic sign (e.g. no left turn, no right turn, stop) placards and stand them around the classroom.</li> <li>• Ask the children to walk in a single file behind you. When you reach the placard with the ‘no right turn’ sign, the children will have to turn left. They will have to turn right at the ‘no left turn’ sign, and will have to stop at the ‘stop’ sign. Change the positions of the placards, and ask the children to move accordingly.</li> <li>• Get the children to answer the question on page 4 of the Reader. The question aims to improve their Higher Order Thinking Skills (HOTS).</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 4 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 1: Around Town – Miss Jane is hungry. She goes to the restaurant.
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of places
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>• Show the children picture cards of places, e.g. restaurant, hospital, post office, and petrol station.</li> <li>• Ask the children to name the places, and tell why people go there, e.g. “My mother goes to the post office to post a letter.”</li> <li>• You may repeat the activity by bringing picture cards of other places, e.g. supermarket, library, etc.</li> <li>• Get the children to read the sentences on page 5 of the Reader.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 5 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 1: Around Town – Directions
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and follow simple instructions.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, placards of places
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>• Make placards of places shown on page 6 of the Reader (e.g. library, post office, etc.), and stand them around the classroom.</li> <li>• Ask the children to walk in a single file behind you. Guide them in following the directions stated on page 6 of the Reader to get to the ‘library’.</li> <li>• Pair up the children and ask each pair to follow the directions to get to the library on their own. By doing so, children will improve their Higher Order Thinking Skills (HOTS).</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 6 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 1: Around Town – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>• Revise the names for the different places in town. Ask the children what each place is for.</li> <li>• Get the children to read the sentences on page 7 of the Reader. Then, help them in completing the activity on the page.</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>• Let the children complete the activity on page 7 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: Going Shopping – Types of shops
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, video clips/photos of different types of shops
<p><b>Suggested Activities</b></p> <p><b>Reader</b></p> <ul style="list-style-type: none"> <li>• Show video clips or photos of different types of shops, e.g. a gift shop, flower shop, toyshop, bookshop and bakery. Introduce the names of the shops shown.</li> <li>• For each shop they see, ask questions like, “What does this shop sell?” Ask them which shop they go to often and why.</li> <li>• Get the children to name the shops Ron should go to (shown on page 8 of the Reader). By doing so, they will improve their Higher Order Thinking Skills (HOTS).</li> </ul> <p><b>Activity Book</b></p> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 8 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: Going Shopping – This is a bakery. It sells bread and cakes.
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, labelled cards (‘Bookshop’, ‘Bakery’, ‘Flower Shop’, and ‘Toyshop’), books, a loaf of bread, cupcakes, flowers, toys

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Create four ‘shops’ in the classroom by placing cards labelled ‘Bookshop’, ‘Bakery’, ‘Flower Shop’, and ‘Toyshop’ on four desks.</li> <li>• Put some books, a loaf of bread and cupcakes, some flowers and toys on the teacher’s table. Get the children to sort out these items and put them on the correct ‘shop’ desk.</li> <li>• Get the children to read the sentences on page 9 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 9 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 2: Going Shopping – Where are they going?
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, labelled cards (‘Bookshop’, ‘Bakery’, ‘Flower Shop’, and ‘Toyshop’)
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Create four ‘shops’ in the classroom by placing cards labelled ‘Bookshop’, ‘Bakery’, ‘Flower Shop’, and ‘Toyshop’ on four desks.</li> <li>• Walk towards the ‘Bookshop’ and say, “I am going to the bookshop.” Then, get a boy to go to the ‘Bakery’. Ask the children, “Where is he going?” The children will answer, “He is going to the bakery.” Next, get a girl to go to the ‘Flower Shop’, and then ask the children, “Where is she going?” The children will answer, “She is going to the flower shop.” Lastly, get a few children to go to the ‘Toyshop’ together. At the same time, ask the children, “Where are they going?” The children will answer, “They are going to the toyshop.”</li> <li>• Get the children to read the sentences on page 10 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 10 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: Going Shopping – Useful machines
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, pictures of machines
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show some pictures of machines, e.g. oven, sewing machine, vacuum cleaner, rice cooker, etc., and ask the children to name them. Let them look closely and touch some of these machines, e.g. look inside the oven and rice cooker, hold the vacuum cleaner and vacuum the floor.</li> <li>• Get them to talk about these machines. Ask, “Do you have these machines at home? Where else can you find them? Who uses them? What are they used for?”</li> <li>• Let the children read the sentences on page 11 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 11 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 2: Going Shopping – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Write words and phrases in legible print.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Revise the names for the different types of shops. Then, get the children to recall and list the common machines that are used at home.</li> <li>• Help the children in reading and completing the simple sentences on page 12 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 12 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: To the Zoo – Animals in the zoo
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of zoo animals and the corresponding word cards
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show picture cards of zoo animals and ask the children to name the animals. Then, show the corresponding word cards and ask the children to match the word cards to the correct picture cards.</li> <li>• Guide the children in reading the words on page 13 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 13 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: To the Zoo – Sea animals
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, video clips/pictures of sea animals
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show video clips or pictures of sea animals. Point to each sea animal, and ask the children to name it, e.g. prawn, fish, starfish, octopus, dolphin, shark, crab, jellyfish, turtle.</li> <li>• Get the children to read the sea animals’ names on page 14.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 14 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: To the Zoo – What do these animals have?
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<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of animals
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Stick picture cards of some animals on the board, e.g. an elephant, a giraffe, and a zebra.</li> <li>• Ask the children to compare the animals and point out their distinctive features, e.g. elephant – long trunk, giraffe – long neck, zebra – black and white stripes.</li> <li>• Get the children to use their answers to form complete sentences, e.g. “An elephant has a long trunk. /A giraffe has a long neck. /A zebra has stripes.” Ask them to circle the correct answer on page 15 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 15 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: To the Zoo – What do these animals eat?
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of animals eating, large pieces of paper divided into 2 columns, cut-outs of animals
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show picture cards of animals eating. Get the children to identify the animals that eat plants, and the animals that eat meat.</li> <li>• Organise a group activity. Give each group a large piece of paper that is divided into 2 columns: animals that eat meat and animals that eat plants. Give each group cut-outs of animals and get them to stick the cut-outs in the appropriate columns.</li> <li>• Get the children to read the sentences on page 16 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 16 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 3: To the Zoo – How do these animals move?
<b>Content Standard</b>	<ul style="list-style-type: none"> <li>• Reading</li> </ul>
<b>Learning Standard</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Get the children to act out these actions: run, fly, hop, crawl, swim.</li> <li>• Proceed to ask, “What animals run/hop/crawl/swim?” Give time for the children to respond before telling them the answers.</li> <li>• Get the children to form simple positive and negative sentences that describe how animals move, e.g. “A lion runs. It does not slither.”</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 17 of the Activity Book.</li> </ul>
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<b>Topic</b>	Unit 3: To the Zoo – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Read the riddles on page 18 of the Reader one by one. For each riddle, ask the children, “Which sentence tells us what the animal looks like? Which sentence tells us what they eat? Which sentence tells us how they move?”</li> <li>• Guide the children in reading each riddle and completing the activity on page 18 of the Reader. The activity aims to improve the Higher Order Thinking Skills (HOTS) of the children.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 18 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: People at Work – Jobs people do
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read familiar words printed in the surroundings.</li> <li>• Recognise and name pictures in books.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Get the children to look at the pictures on page 19 of the Reader. Ask them to observe the uniforms/ clothing and headgear. Guide them in reading the list of occupations. After that, ask, “Who are those who wear uniforms when they are working? Why do you think they need to dress up in uniforms?”</li> <li>• Get the children to play charades. Let a child pick and act out an occupation from page 19 of the Reader. The rest of the children will guess the occupation.</li> <li>• Let the children answer the questions on page 19 of the Reader. The questions aim to improve their Higher Order Thinking Skills (HOTS).</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 19 of the Activity Book.</li> </ul>	



<b>Topic</b>	Unit 4: People at Work – My father is a doctor. He works in a hospital.
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of the places of work (page 20) and the people who work at those places
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show picture cards of the places of work mentioned on page 20 of the Reader. Ask the children to name those places.</li> <li>• Show picture cards of the people who work at those places, and ask them to match them to the correct places.</li> <li>• Guide the children in reading the sentences on page 20 of the Reader. Ask the children to say the words that represent occupations, e.g. doctor, teacher, farmer, chef; then, say the words that refer to their places of work, e.g. hospital, school, farm, restaurant.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 20 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: People at Work – They are pilots. They fly aeroplanes.
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Listen to and respond to oral texts.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Ask the children to look at the pictures on page 21 of the Reader. Let them say something about each picture, especially about what is happening, e.g. postman is delivering letters, policemen are chasing a thief, nurse is taking care of a sick person, etc.</li> <li>• Get the children to read the sentences on page 21 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 21 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 4: People at Work – Let’s revise
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Read simple sentences.</li> <li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4

<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Revise the list of occupations the children have learnt. Revise the list of phrasal verbs that describe the occupations, e.g. takes care of (the sick), puts out (fires), grows (vegetables), catches (thieves), flies (aeroplanes).</li> <li>• Guide the children in reading the sentences and in completing the activity on page 22 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 22 of the Activity Book.</li> </ul>	
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<b>Topic</b>	Unit 5: Time to Celebrate – People of different races
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, pictures of the different races
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Show pictures of the different races. Share with the children that the different races are distinguished by the traditional clothes that each of them wear, e.g. cheongsam for the Chinese girls and women, and sari for the Indian girls and women.</li> <li>• Guide the children in reading the sentences on page 23 of the Reader. After that, ask each child to talk about herself/himself, e.g. “I am (name). I am a Thai boy/girl.”</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Guide the children in completing the activity on page 23 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 5: Time to Celebrate – Festivals
<b>Content Standards</b>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>
<b>Learning Standards</b>	<ul style="list-style-type: none"> <li>• Use simple sentences to participate in daily conversations with manners to: (i) exchange greetings.</li> <li>• Read simple sentences.</li> </ul>
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, blank cards
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"> <li>• Guide the children in making festive greeting cards. Give each child a blank card. Ask the children to write the appropriate greeting on each card, and decorate it. Then, give the cards to their friends.</li> <li>• Let the children practise greeting each other.</li> <li>• Guide the children in reading the sentences on page 24 of the Reader.</li> </ul> <b>Activity Book</b> <ul style="list-style-type: none"> <li>• Get the children to complete the activity on page 24 of the Activity Book.</li> </ul>	

<b>Topic</b>	Unit 5: Time to Celebrate – On New Year’s Day, I visit my grandmother to wish her, “Happy New Year!”
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, photos taken during festive seasons
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Ask the children to bring photos of themselves and their family taken during a festive celebration. Get them to talk about how they felt that day.</li><li>• Pair the children up. Get each pair to talk about the things they do during special occasions.</li><li>• Let the children read the sentences on page 25 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 25 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 5: Time to Celebrate – Thailand
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, printouts of the national flag, the Ratchaphruek
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Give the children each a black and white printout of the national flag, and ask them to colour it.</li><li>• Next, show the children the Ratchaphruek. Ask them, “What is the name of this flower? What colour is it?” Tell them that the Ratchaphruek is the national flower of Thailand.</li><li>• Get the children to read the sentences on page 26 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 26 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 5: Time to Celebrate – Let’s revise
<b>Content Standards</b>	• Reading • Writing
<b>Learning Standards</b>	• Read simple sentences. • Write words and phrases in legible print.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, picture cards of traditional costumes
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Revise the festivals celebrated in Thailand. Ask the children to greet each other correctly when you name a festival.</li><li>• Show picture cards of traditional costumes. Ask the children to name them.</li><li>• Get the children to complete the activity on page 27 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 27 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 6: Our World – This is a hill. The hill is high.
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, scenery pictures
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Show scenery pictures that include hills, beaches, seas, jungles, etc. For each picture, ask the children, “Do you like this place? Why (or why not)? What does this place have?”</li><li>• Guide them in naming the landscape features. Introduce the word ‘nature’ to them. Talk to the children about the importance of preserving nature, e.g. not cutting down trees; not polluting the land, rivers, and seas.</li><li>• Get the children to read the sentences on page 28 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 28 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 6: Our World – It is daytime. The sun shines brightly.
<b>Content Standard</b>	• Reading
<b>Learning Standard</b>	• Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, pictures (day and night), pictures (sun, moon, and stars)
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Show pictures of day and night. Ask the children to point out the differences.</li><li>• Show pictures of the sun, moon, and stars. Ask the children to match each picture to either the day or the night picture.</li><li>• Guide the children in reading the sentences on page 29 of the Reader.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 29 of the Activity Book.</li></ul>	

<b>Topic</b>	Unit 6: Our World – Days of the week
<b>Content Standards</b>	• Listening and Speaking • Reading
<b>Learning Standards</b>	• Listen to and respond to oral texts. • Read simple sentences.
<b>Teaching Materials</b>	Reader 4 and Activity Book 4, copies of the current calendar

**Suggested Activities**  
**Reader**

- Give each child a photocopy of the latest month in the calendar.
- Get each child to point to and circle the day (e.g. Monday), and the date (e.g. April 11). Then, have the children repeat after you, “Today is Monday.”
- Next, ask the children to point to the day and date after ‘today’. Teach them to say the word ‘tomorrow’. Similarly, ask them to point to the day before ‘today’. Teach them to sound out the word ‘yesterday’. Let the children say aloud the days of the week until they know the correct order.
- Guide them in reading the questions and sentences on page 30 of the Reader. Ask them, “What is your favourite day of the week? Why?” The questions aim to improve their Higher Order Thinking Skills (HOTS).

**Activity Book**

- Guide the children in completing the activity on page 30 of the Activity Book.

Topic	Unit 6: Our World – Months of the year
Content Standards	<ul style="list-style-type: none"><li>• Listening and Speaking</li><li>• Reading</li></ul>
Learning Standards	<ul style="list-style-type: none"><li>• Listen to and respond to oral texts.</li><li>• Read simple sentences.</li></ul>
Teaching Materials	Reader 4 and Activity Book 4, copies of the current calendar
<b>Suggested Activities</b> <b>Reader</b> <ul style="list-style-type: none"><li>• Organise the children in groups of 4. Give each group a calendar.</li><li>• Begin with the first month and teach the children the months of the year, e.g. January, February, etc. Ask them, “How many months are there in a year?” Guide them in answering in a full sentence, e.g. “There are twelve months in a year.”</li><li>• Ask each group to look for the date ‘13th April’ and say what day it is. Remind them that that day is Songkran Day.</li></ul> <b>Activity Book</b> <ul style="list-style-type: none"><li>• Guide the children in completing the activity on page 31 of the Activity Book.</li></ul>	

Topic	Unit 6: Our World – Let’s revise
Content Standards	<ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>
Learning Standards	<ul style="list-style-type: none"><li>• Read simple sentences.</li><li>• Engage in hand-eye coordination through scribbling, drawing lines and patterns.</li></ul>
Teaching Materials	Reader 4 and Activity Book 4, months of the year word cards, days of the week word cards, large sheets of paper divided into 2 columns

**Suggested Activities**  
**Reader**

- Divide the children into groups. Give word cards of the 12 months of the year, and the 7 days of the week, as well as a large sheet of paper divided into 2 columns: days of the week, and months of the year, to each group.
- Get each group to paste the word cards in the correct column. If possible, get them to paste the word cards in the correct order.
- Let the children complete the activity on page 32 of the Reader.

**Activity Book**

- 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. Underneath "English", the text "Teacher's Guide 3&4" is written in a black, sans-serif font. The entire logo is set against a white cloud-like background.

# Kids' Time English Teacher's Guide 3&4

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