

Jet 1



Teacher's Guide

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Introduction

RATIONALE

Jet 1 is a comprehensive course for teaching English in the third grade at the Pre-Foundation (Pre-A1/Pre-Basic) Level. *Jet 1* offers a strong oral/aural language base in conjunction with explicit teaching of reading through phonics. The course covers the can-do statements for this level as set by the *Guidelines for the Teaching of English at the Pre-Foundation Level* and the *English Curriculum 2020*. For a chart showing the can-do descriptors covered in *Jet 1*, see page xviii.

The materials in *Jet 1* provide for extensive listening and speaking practice prior to reading and writing activities. In this way, pupils develop a basic oral vocabulary before starting to read and write. The listening and speaking tasks include dialogues, songs, chants and stories, which generate understanding and the use of language necessary to engage in interactive activities.

Vocabulary is a vital part of language learning. Therefore, special emphasis has been placed on the teaching, learning and assessment of vocabulary in *Jet 1*. The vocabulary items presented in *Jet 1* are informed by the Ministry of Education's Vocabulary Bands, thus exposing pupils to high-frequency vocabulary, lexical chunks and language patterns. The Pre-Band 1 list and selected items from Band I (Core I)* are taught, practiced and reentered systematically within each unit and from unit to unit in a variety of activities. The conversational phrases and chunks necessary for communication are also explicitly taught and systematically recycled.

Reading and writing skills are taught in an explicit, systematic and direct manner following a cumulative sequence. *Jet 1* follows a phonic approach to reading with the global teaching of essential, high frequency sight words. The aim in combining sight words with phonics instruction is to increase the learner's speed, fluency and automaticity in reading. To achieve this end, the course contains a variety of decoding, letter recognition and sound-letter correspondence exercises, as well as meaningful sentences and stories. Tasks requiring writing progress from letter formation, to the copying and spelling of words, and leading to the writing of simple sentences.

The material in *Jet 1* provides multiple opportunities for learners to consolidate, review and monitor their progress. As Susie Russak states in *Stepping Stones to English Literacy Acquisition*, "Spiral learning is based on the idea that new learning has a continuous relationship with old learning. When learning takes place in a spiral method, previously taught skills are revisited, strengthened and consolidated in a focused, sequential manner."

*These are essential for covering the can-do descriptors for this level.

The course includes the following components:

Pupil's Book + Jet Notebook

Teacher's Guide

Flashcards

Audio links

Whiteboard software

PUPIL'S BOOK

The Pupil's Book contains a four-part Get Ready section followed by five units. Each unit includes five parts followed by a story, conversational phrases practice and a unit review. The new words and functional language are listed for the teacher at the top of the first page of each part. This is also useful for parents who might want to help their children review material. Practice pages are provided at the back of the book for further independent practice of the letters and vocabulary; these can be done in class or as homework. Several pages of stickers and cut-outs are also included in the Pupil's Book.

Opening Page

The first page of each unit presents a scene illustrating the unit topic. The scene serves as an ideal tool for pupils to predict what the unit will be about and for introducing and reviewing vocabulary.

New Vocabulary

The lexical list in *Jet 1* comprises frequent and useful vocabulary which is systematically recycled throughout the book. The new vocabulary is presented in a scene at the beginning of each part. Seven words are taught in each part in the context of the scene. The new words and functional language are listed for teachers at the top of the first page of each part.

A sticker is provided for each of the new words; the pupils are required to stick the stickers according to the teacher's instructions. The order of the words for the sticker exercise is listed in this Teacher's Guide.

The procedure for teaching new words appears in the "How to ..." section of this Teacher's Guide.

Listening and Speaking

In order to empower pupils to speak English, *Jet 1* offers many opportunities to repeat words, lexical chunks and contextually-based sentences. In addition, there are many songs and chants to help pupils take their first steps in learning lexical items and basic sentence patterns.

The listening comprehension skills taught in the course include responding to basic instructions and understanding songs and stories that have been taught. By the end of the course, the pupils should be able to respond to and ask basic questions and to converse using basic vocabulary.

Reading

Jet 1 provides a systematic phonic approach to reading, with global teaching of high-frequency sight words. The names and sounds of the most frequently used consonants and short vowels are focused on first, in order to form real words as soon as possible. Each letter is introduced separately and focuses on its sound-letter correspondence. Digraphs such as *ch*, *sh*, *th* are also taught. This is done by using cognates and / or familiar words taught in the oral/aural stage.

Most of the words taught for decoding at this stage can be divided into sound families. Sound families are used to practice decoding where reading for meaning is not the focus. Therefore, some nonsense syllables appear in the book in order to offer adequate decoding practice.

Words that do not follow the sound-spelling correspondence rules and do not fit into sound families are taught globally as sight words. The sight words taught in the course are common, frequently used words that the pupils need to recognize without sounding out the letters.

The combination of the phonic approach to reading with the teaching of sight words enables the pupils to deal with the meaningful sentences and reading passages which appear in the *I Can Read* sections as well as stories and exercises throughout the book.

The procedure for teaching letters and sounds appears in the "How to ..." section of this Teacher's Guide.

Writing

Writing tasks include letter formation, the copying and spelling of words as well as writing simple sentences often using a substitution chart.

Stories

The story at the end of each unit provides pupils with opportunities to become familiar with language patterns, vocabulary, stress, rhythm and intonation in English. The story recycles the language and vocabulary taught in the unit. The story appears in pictorial form and is accompanied by listening texts, which are recorded and appear in this Teacher's Guide. The stories include adaptations of traditional stories, as well as original texts, thus exposing children to different cultures.

Act It Out

This innovative section offers the pupils the opportunity to review and recycle the conversational phrases taught in the book in a fun and meaningful manner. The pupils listen to a recording of a number of scenarios and then act them out with a partner.

Review

Towards the end of each unit, there is a comprehensive review that includes phonics practice and vocabulary exercises. The review ends with a section entitled *What did you learn?* This section gives the pupils the opportunity to reflect on their learning. The pupils are referred to a page with pictures or translations of the new words in the unit called *Words I Know*. They can use this activity as a tool to monitor and assess their own vocabulary acquisition. They can also monitor their reading progress by re-reading one of the stories from the unit for self-assessment. The Review section concludes with a vocabulary game.

Tasks

Each unit ends with a performance-based task called *Show What You Know*, which provides an opportunity for the pupils to be assessed on the language and vocabulary taught in each unit. The task is presented graphically along with instructions in Hebrew / Arabic in the Pupil's Book. Photocopiable assessment charts appear on pages 180-182 of this Teacher's Guide in English for the teacher and in Hebrew / Arabic for the pupils.

JET NOTEBOOK

The Jet Notebook accompanies the *Jet 1* Pupil's Book. It comprises two sections: an alphabet section and a flip chart. The alphabet section provides a page for each letter of the alphabet with writing lines for letter formation practice. This can be assigned to the pupils as classwork, homework or review.

The flip chart is an ideal tool to use while teaching and practicing phonics and reading. It is useful for mechanical decoding practice and can also be used for reading with meaning. Guidelines for using the flip chart are provided, where relevant, in this Teacher's Guide.

TEACHER'S GUIDE

This Teacher's Guide includes reduced-size pages of the Pupil's Book for easy reference. The teacher's notes take the teacher step by step through every lesson and give detailed suggestions on how to do the activities and tasks. The listening scripts for all the listening activities are provided on the relevant pages.

The unit objectives are listed for the teacher at the beginning of each unit. An activity called *Chit Chat*, which appears at the beginning of each part, offers the pupils an opportunity to review conversational phrases taught in previous lessons. A word review activity also appears at the beginning of each part.

A "How to ..." section and an appendix of games are provided in this Introduction.

A list of recommended websites and books for enrichment appears on page xvi.

A chart showing the can-do descriptors that are covered in *Jet 1* appears in this Introduction on pages xviii - xxvii.

Photocopiable pages for specific activities in the course are provided at the back of this Teacher's Guide. Also included are photocopiable charts for teacher and pupil assessment for the tasks as well as checklists for teacher assessment of the vocabulary items taught in the course.

A list of the Pre-Band I and Band I vocabulary taught in *Jet 1* is provided on pages 189-201.

A vocabulary re-entry chart is provided on pages 202-xxx.

FLASHCARDS

The course is accompanied by a set of full-color flashcards of the new words, letters and sight words. Suggestions on how to use the flashcards in the classroom are included in this Introduction.

AUDIO LINKS

The *Jet 1* stories, songs, chants and all listening activities are recorded and available by way of audio links. They are referenced in the Pupil's Book by means of a listening icon and are recorded in the order of their appearance.

WHITEBOARD SOFTWARE

Jet 1 is accompanied by whiteboard software which enables teachers to show the Pupil's Book pages on the board and enlarge any section on the page. It is an ideal way to present the new words and the reading texts.

The whiteboard software includes many unique features such as:

- digital flashcards of the new letters and the new words
- letter formation, songs and stories in full animation
- interactive team games (that review sounds, words and reading)
- links to authentic songs and stories online

HOW TO ...

How to Teach in a Heterogeneous Class

This course is aimed at the first stage of teaching English and assumes that pupils are starting at the same level. However, it is clear that pupils will learn at different paces and therefore you can help individual pupils or small groups with reading by finding time to:

- play matching letter / sound games;
- practice reading specific word families;
- complete words with missing letters.

In order to find time to help weaker pupils, assign the rest of the class work on the practice pages or other activities. Designate a part of the whiteboard where you will write the assignments. They could include:

- drawing pictures or making collages of items which begin with specific letters;
- drawing pictures or making collages of new words;
- preparing and practicing mini-dialogues to present to the class;
- making puppets for pair work activities;
- making props or drawing pictures to accompany the *Story Time* story.
- It is recommended to use cut-out letters and letter cards for these pupils as they may be kinesthetic learners. Use the suggestions in the Games Section in this Introduction for games which can review letters.

How to Use the Opening Pages

The pictures on the opening pages offer the pupils ideal opportunities to predict what they will learn in the unit as well as to review previously learned vocabulary.

Use the opening pages in the following ways:

- Read the title of the unit and explain the meaning.
- Ask them to name the items or characters in the picture and describe them.
- Ask them to guess what will happen in the unit.

How to Teach New Words

- Teach the new words using flashcards or real items.
- Point to the flashcard or item and name it. Have pupils repeat after you.
- You may use the flashcard activities on the whiteboard software.
- Give a sentence using the new word and emphasize it. Elicit its meaning.
- Play a flashcard game to practice the words.
- Tell the pupils to look at the scene in the first exercise of each part in the units. Call out the new words and have pupils point to the appropriate pictures.
- Tell the pupils to stick the stickers from the back of the book according to the order you read the words.

How to Review Vocabulary

The vocabulary in *Jet 1* is systematically reviewed throughout the course and many suggestions for additional review and games are found in this Teacher's Guide. However, for pupils to fully master new words, it is important to repeat them about 10 times, immediately after being taught, the following lesson, a week later, a month later and then again six months later. Pupils should be encouraged to study independently for 10 minutes, three times a week.

Five-minute word activities are good tools and a fun way to focus a class, change the rhythm of the lesson and of course to review lexical items taught in previous units.

Suggestions for reviewing vocabulary:

- Write or put picture flashcards of the target vocabulary on the board.
- Use the flashcard activities on the whiteboard software.
- Use the stickers as a review of the words taught in the previous lesson.
- Invite pupils to make connections between two or more words. Accept any viable suggestions.
- Play *Live Bingo* in groups. Each pupil writes one word or draws a picture of a word from the selection on the board. Each group member should select a different word. The pupils stand up when their word is called. When all the group members are standing they call out "Bingo".
- Write the target words on the board. Have pupils study the words for a few minutes. Then erase the words and tell the pupils to record as many of the words as they can (in written form, first language or pictorial form). Have pupils name the words in English. This activity can be pair or group work.
- Pair or group work: Each pair or group needs a die. Write the target words on the board, draw pictures or use flashcards and have pupils copy them. Number the words from 1 to 6. Pupils need to select a word according to the number they throw, read / name it, translate it and tick it. The winner is the pupil who has ticked the most words by the end of the game.

How to Teach Songs and Chants

Songs, chants and dialogues give pupils the opportunity to hear the natural sounds and rhythms of English in a stress-free manner.

Use the following procedure to teach songs and chants:

- Play the recording for the pupils to listen only.
- You may play the animated version of the song using the whiteboard software.
- Teach the words by telling the pupils to repeat them after you.
- Recite the words in each line and have the pupils repeat after you.
- Mime wherever possible.
- Repeat the chants from the beginning, adding lines each time for the pupils to repeat with you.

To practice the songs or chants you can invite different individuals, pairs or groups of pupils to:

- Recite different parts of the song or chant.
- Complete a line of the song / chant which you begin.
- Complete a missing line from the song / chant.
- Recite the song / chant together asking one pupil to recite one line, and then a different pupil to follow on.
- Call out a word and have the pupils call out the lines where this word appears.

How to Do Listening Tasks

Listening activities expose the pupils to English in authentic situations with correct pronunciation. Explain to the pupils what they need to find out while they are listening.

Play the recording three times following the procedure below:

- First recording: Tell the pupils to listen and point to the correct answer. You may wish to play the recording and stop after the first sentence to make sure the pupils understand. Then play the rest of the recording.
- Second recording: Tell the pupils to do the activity.
- Third recording: Tell the pupils to check their answers.

All the listening texts are recorded and available by way of audio links or on the whiteboard software. They also appear in written form in this Teacher's Guide. It is recommended that you alternate between playing the recording and reading the text yourself.

How to Teach Letters and Sounds

Teaching pupils to form letters correctly is an important skill. Correct letter formation is shown on the digital material accompanying the *Jet 1* course. Writing lines for letter practice are provided in the course book as the pupils learn the letter and in the practice pages at the back of the book. In addition, the alphabet section in the Jet Notebook offers lines for letter writing practice that can be used after teaching the letter in class or as homework.

The procedure for teaching letters is clearly explained in the teacher's notes. The following suggestions cater for different types of learners:

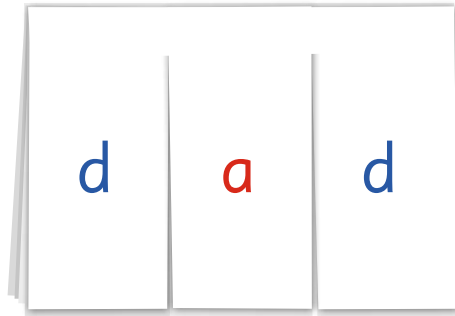
- Make letters out of sand paper. Put the letters in a letter bag. Blindfold the pupils and invite them to pull out letters and identify them by feeling.
- Recommend that pupils have mini whiteboards and markers for lessons. Have pupils write the letter on their whiteboards.
- Divide the class into teams:
 - a. Draw a letter and ask a team to provide a word that begins with that letter. Alternate turns.
 - b. Say a word and ask a team to name a word that begins with the final sound of the word that you gave. For example: *pencil, lemon, notebook*.
- Have pupils write letters on their friend's back for him / her to identify.
- Draw lines and a house with a roof and a basement and show the pupils how to write capital letters. Remind the pupils that all the capital letters are the same size and they are written in the house and the roof. Remind the pupils that the lower case letters can be written on different floors of the house.
- Recite the alphabet using different tones. Point to a letter on the alphabet chart and tell the pupils to stop reciting when they reach that letter. For a change, recite the alphabet backwards. Start at a different letter and continue.
- Practice orientation games. Have pupils find and point to a certain letter on the chart and ask them what comes before and after that letter.
- Have pupils choose a letter and use it to draw an animal / character. Display pictures and have other pupils identify the hidden letter.
- Use different materials to form the letters. For example: plasticine, a shoe box filled with sand, a ziplock bag filled with shampoo, cookie dough which can be made into ABC cookies.

How to Teach and Practice Sight Words

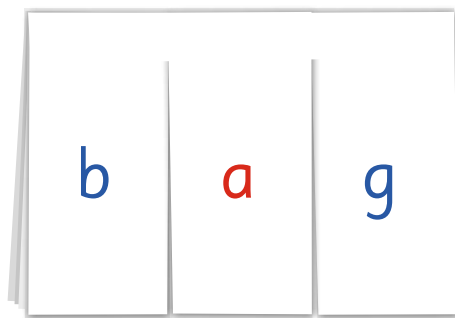
- Show the word on a flashcard or write it on the board. Name the word and have the pupils repeat it. Have pupils identify any sounds they know in the word.
- Show a sight word on a flashcard; flash the word to the pupils; the pupils need to automatically read the word on the card. Repeat procedure over and over resulting in a flashcard method.
- Have pupils draw a picture that depicts the sight word.
- Have pupils draw pictures that correlate to the sight words being practiced on individual dry erase marker boards.
- Write sight words on white paper with white wax crayon and have the pupils paint the page with water colors, in order to discover the words.
- Write sight words on disposable cups. Hide a small toy under one of the cups. Invite the pupils to turn a cup over to find the toy after they have read and translated the word on the cup.

How to Use the Flip Chart

- Begin your lessons with some decoding practice using the flip chart. You may want to turn this into a competition to see which pupils or groups of pupils can break their own record by decoding without making any mistakes.
- Have pupils cut the pages along the dotted lines for each consonant and then draw over the target letter using red for vowels and a dark color for the consonants and digraphs.



- Choose the vowel sound that you want to practice and show a word with that letter. Flip the letters on each side of the vowel in order to form different words. Repeat the process changing the vowel sound.



- Have the pupils form a word with the target sound you want to practice and then to form rhyming words by changing the first letter only. Make sure they hold up their notebooks so you can see their words.
- Have the pupils sound out the individual letters and then blend them together as a word.
- Distribute flashcards for words that do not follow the consonant-vowel-consonant pattern. For example: *Look, the, are*. Then have the pupils form sentences. Call out the words you want the pupils to form and choose pupils who form the words to come to the front of the class and hold up their words to form a sentence.
- Have the pupils work in groups to make up their own sentences.

How to Present Stories

- Present the story by using the whiteboard software, if available, which includes an animated version of the story or a static picture of each scene accompanied by a recording of the story.
- In addition, the *I Can Read* activities include karaoke so that the pupils can listen and follow the text as it is being read.

GAMES

Basic Vocabulary Games

The following are suggestions for games and fun activities in the classroom:

- Choose five or six flashcards and hand each one to a different pupil. Ask other pupils to call out the words one at a time, and the pupil holding the matching flashcard should put it on the board. Alternatively, have pupils remove the flashcards from the board instead of putting them up.
- Put five or six flashcards on the board. Call out one of the words and invite a pupil to come forward and remove the flashcard. Alternatively, ask a pupil to call out a word instead of you.
- Put the flashcards on the board. Say the initial sound of one of the words and have the pupils say the whole word.
- Scatter flashcards from different topics and ask the pupils to come forward and put them into groups. Each pupil that volunteers to move a flashcard must also say the word.

- Show the pupils flashcards, one at a time, say the word, and have the pupils repeat. Repeat the word in any number of ways (for example, whispering, normal speech tone, loudly) and have the pupils repeat. Then put the flashcard up on the board (or on a clipboard, if available) and repeat the activity with the word cards. Finally, hand out the word cards to different pupils in the class and ask them to put them under the matching flashcard.

Variation: Hand out both word cards and flashcards to different pupils in the class and ask the pupils to find their pair and to stand up in front of the class and say their word.

Associations

Choose a category, such as words beginning or ending with a certain letter, clothes, school items, cognates, etc. The pupils listen to a list of words read out by you. Every time they hear a word that falls into the category they clap their hands, or do any other agreed upon action.

Bingo

Put 12 to 15 flashcards or word cards on the board. Tell pupils to draw grids (3 by 3) and to choose and copy nine pictures or words from the selection on the board. Remove the flashcards / word cards from the board and put them in a pile on your desk. Pick the first flashcard or word card and say the word out loud. Tell pupils to check their grids and cross off the word or picture if they have it. The pupil who finishes his / her entire grid is the winner and should call out “Bingo”. Tell pupils to use a pencil when crossing off words or pictures on their grids so that the grids may be reused.

Variation: Tell pupils to make a new grid with only pictures. Hold up the flashcards and make sure the pupils remember the words. Put the flashcards on the board. Put the word cards in a pile face-down, pick one up and call out the word while showing it. Pupils who have the matching pictures then circle them on their grids. (Remind pupils to use a pencil.) Then invite a pupil forward to match the word card to a flashcard on the board. Continue until the pupils have finished circling all the pictures.

Catch!

Crunch a piece of folio-size paper into a ball or use a soft ball. Define a topic such as numbers, the alphabet, people, colors, etc. The pupils throw the ball from one to another. When a pupil throws the ball, he / she calls out the name of the pupil he / she is throwing it to and says *Catch!* The pupil who catches the ball must then say a word which belongs to the topic previously defined. He / She may not repeat a word that has already been said.

The topic can change from time to time. In order to make sure that everyone gets to play, set a rule that pupils may not throw the ball to someone who has already participated in that round until everyone has had a turn.

When playing with numbers, the pupils should count in order. You can count in ascending or descending order. When playing with letters of the alphabet, the pupils should say the letters in order.

Charades

A pupil mimes an item, a character or an action before the class. Pupils guess what it is. Pupils can either make statements, such as *It's a ...* , *You are ...* or ask yes / no questions, such as *Is it a ...?* , *Are you ...?*

Chinese Whispers

Hold up six to eight flashcards, one at a time. Say each word and have the pupils repeat. Then whisper one of the words into a pupil's ear. If your pupils sit in rows, whisper to the first pupil in each row. If your pupils sit in groups, whisper to one pupil in each group. The first pupil whispers the word into his / her neighbor's ear and this continues until the last pupil in each row or group says the word aloud. If the word is not correct, say the word correctly and then start over with a new word.

Clapping Game

Clap your hands. Tell pupils that if you clap your hands once, they must say one of the new words from the board. If you clap your hands twice, they must say two words.

Come Sit by Me

The class sits in a circle. There is one extra empty chair. The pupil sitting on the right-hand side of the chair begins. He / She turns to another pupil in the circle and says *Come sit by me*. The pupil gets up and sits in the empty seat. The two pupils then conduct a short dialogue. When they finish, the person on the right-hand side of the new empty chair continues in the same way.

Change this game to suit the specific vocabulary groups you want to practise, for example, *What's your telephone number? It's ...*

Cover Up

Hold up a partly covered flashcard. Ask *What's this?* Help pupils to answer using *It's a ...*. If the pupils can't guess, slowly reveal more of the picture. When pupils guess correctly, place the flashcard on the board. Repeat for the different flashcards. Conclude by quickly reviewing all of the flashcards on the board.

Draw a Line

Call a pupil to the board. The pupil selects an item from a chosen category and begins to draw it. After a line or two, before it is clear what the item is, he / she turns to the class and asks *What is it?* The other pupils guess by asking questions *Is it a ...?* The pupil at the board answers *Yes, it is* or *No, it isn't*. The pupil continues to draw and repeats the procedure until someone guesses the item. The pupil who guesses correctly continues the game.

Variation: Repeat the activity in pairs or small groups. Instead of conducting the activity frontally with one pupil "against" the entire class, divide the class into two (or more) teams. The teams take turns sending representatives to the board to draw items for their other team members to guess.

Different opening sentences can be used for different categories such as *Let's eat* (for food or fruit), *Let's go to school* (for classroom items), *Let's go to the zoo* (for animals), *Let's go to the park* (for nature items).

Fast Fun

Choose a selection of flashcards. Put them on the board and ask the pupils to name them. Remove all the cards and show one flashcard very quickly and then more slowly until a pupil says the word.

Find the Star

Stick flashcards on the board. Ask pupils to name them. Show pupils a star you have prepared with blu-tac on the back. Say *Look at the star*. Ask pupils to close their eyes. Hide the star under one of the flashcards. Ask pupils to open their eyes and ask them to guess where the star is.

Fruit Salad

The class sits in a circle. Before the game begins, each player is given the name of a piece of fruit. One chair is taken out of the circle. One pupil is *it*; this pupil stands in the middle of the circle. When the game begins, the pupil in the middle calls out a fruit. Every player with that name must get up and change his / her place. At the same time, the pupil in the middle tries to sit down. The pupil left standing is now *it* and continues the game.

More than one piece of fruit can be called out at a time. If the pupil standing says *Fruit salad*, everyone gets up and switches places.

Variation: The game can be played with colours, classroom items, people or any other category. For example, instead of giving the players names, the pupil in the circle can call out a colour. Pupils who are wearing something in that colour get up and change places.

Grandmother's Basket

Choose a topic, for example, food. Put six to eight flashcards belonging to that topic on the board in random order. Call pupils one by one to the front of the class. Each pupil in turn says the name of the flashcard he / she has chosen and says *Grandmother has ... in her basket*, or *I have ...*. Each pupil repeats the sentence adding his / her word to the list created by the pupils before him / her. Continue until the pupils have named all of the flashcards. If a pupil uses a word which begins with a vowel, repeat the word adding *an* before it. Change this game to suit the specific vocabulary groups you want to practice.

Hangman

Draw a scaffold on the board and add the frame of a face. Choose a word and draw the appropriate number of dashes for the number of letters in that word. Invite pupils to suggest letters to write the word. If the pupil's suggestion is correct, write the letter in the word. If the pupil's suggestion is incorrect, add a facial feature or body part to the person on the scaffold. Make sure you list the incorrect suggestions of letters on the board so the pupils don't repeat them.

The aim is to fill in the letters of a word before the person on the scaffold is hanged.

Variation: Play this with yes / no questions. Call a pupil to the board. The pupil chooses something, for example, *car*. The other pupils ask yes / no questions to guess what it is, for example, *Is it a cat? Is it a man?* Every time the answer is *no*, a facial feature or body part is added to the person on the scaffold.

Happy Families

The game is played in groups of four to six. Prepare cards according to the categories to be included in the game. Each player receives four cards. The rest of the cards are placed in a pile face-down.

The aim of the game is to collect sets of four cards according to categories.

Each player in turn asks another player, for example, *Do you have* (a category)? If the player has a card from the category, he / she replies *Yes, I do* and the first player continues to ask, for example, *Do you have red?* If the player has the card in question, he / she must hand it over to the first player who continues to ask for cards from the same group. If the player asked doesn't have a card from the category or the specific card asked for, he / she says *No*. The first player then takes a card from the pile and the next player asks a question. The players continue the game until all the cards have been used. The winner is the player who has collected the most sets.

Hide and Seek

Invite two pupils to the front of the class. Blindfold pupil A. Ask pupil B to hide an item. Then take the blindfold off Pupil A and ask him / her to find it. Pupil B should ask *Where's the pencil?* The class should help by humming quietly when Pupil A is far from the item and loudly as he / she gets closer. Pupil A should answer the question as soon as he / she finds it.

Hot or Cold

Ask one pupil to leave the room. Hide a word card or a flashcard in the room. Ask the pupil to return and look for the hidden card. In order to help the pupil, the rest of the class has to say *Cold* when the pupil is far away from the hidden card, and *Hot* as he / she approaches the hidden card. When he / she finds it, he / she should say what it is.

I Spy

A pupil thinks of something in the class and says *I spy with my little eye something that begins with* (the letter) The other pupils must guess what it is by saying words that begin with that letter. Explain that *I spy* means I can see and only visible items can be used. The pupil who guesses correctly continues the game.

Jet Says (Simon Says)

Call out a variety of commands, sometimes saying *Jet says* ... before the commands. Pupils should carry out the command only if the words *Jet says* precede it. If these words are omitted, pupils should remain in their previous positions and not move. For example, if you say *Jet says stand up*, the pupils should stand up; but if you say *Sit down*, the pupils should remain standing. Any pupil who sits down is out of the game. Continue the game until there is just one winning pupil remaining.

Join the Words

Scatter matching flashcards and word cards on the board. Divide the class into two teams. Call out a word; a pupil from the first team draws a line from the flashcard to the word card. Continue with a pupil from the second team who must connect the word card and flashcard without crossing any lines already drawn.

Kim's Game

Put a number of flashcards up on the board. Ask pupils to look at them for a minute or two. Then remove the flashcards and ask the pupils to say which flashcards they remember. Put the flashcards back up one at a time as pupils name them, until all the flashcards are back up on the board. As the year progresses, the number of flashcards will grow and you can mix flashcards from different topics.

Memory Game

Number the backs of the flashcards in pencil and write letters on the backs of the matching word cards in pencil. Hold up the flashcards and have pupils say the words. Scatter the flashcards and word cards face-down on the board. Ask a volunteer to call out a number and letter for two cards and turn them over for the class to see. Ask the volunteer to read the cards that he / she asked to be turned over. If they match, give the cards to the pupil. If not, return them to the board. Continue playing until all of the flashcards and word cards are matched. This game may be played with the whole class or in small groups.

Miming Game

Pupil A mimes an action and pupil B guesses what he / she is doing. Pupil B asks a question, for example, *Are you watching TV?* Pupil A answers *No, I'm not* or *Yes, I am* accordingly. The pupils then reverse roles. The game can be played frontally, with the entire class, or in pairs.

Mr. Wolf, What Time Is It?

Ensure that there is a lot of space for the pupils to run. Choose a pupil to be *Mr. Wolf* and tell him / her to stand in the middle as the others walk around him / her calling *Mr. Wolf, Mr. Wolf, what time is it?* *Mr. Wolf* calls different times. When he / she calls *It is 12 o'clock*, he / she chases the pupils and tries to catch one. If he / she is successful, that pupil becomes *Mr. Wolf*.

Name Game

Blindfold pupil A and invite him / her to sit at the front of the class or in the middle of a circle. Ask pupil B to stand in front of pupil A. Pupil A should ask *What's your name?* and pupil B should answer by saying *I'm ...* or *My name is ...* in a disguised voice, either truthfully or not. Pupil A has to guess who pupil B is. Repeat with other pupils.

Number Game

Arrange pupils in a circle, if possible. Go around the class asking the pupils to count from one to six. When they get to number 6, the pupil whose turn it is should say *Buzz*. Then they should start counting again from 1. Then play again and replace another number with *Buzz*. (This is a simplified version of the traditional counting game.)

Rainbow and the Pot of Gold

Draw a rainbow with a pot of gold at one end of the board and stick flashcards and word cards along the rainbow. Divide the class into two groups. Ask a representative from the first group to read or say all the words in order. If he / she reaches the pot of gold, he / she scores a point for the team. Repeat for the second group, changing the order of the word cards and flashcards and then continue.

Red Light! Green Light!

When you say *Green light!* and a command, the pupils perform the action. When you say *Red light!*, the pupils freeze in their places. For example, say *Green light! Clap your hands!*; the pupils clap their hands until you say *Red light!*

Here are some commands you can use: *Clap your hands, Stamp your feet, Hands up, Touch the floor, Point to the window / door*. Teach them first by miming.

Variation: One player can be “the traffic light” and call out *Red light! Green light!* while other pupils take turns giving the commands.

Say It with a Beat

This can be done twice; first with flashcards, then with word cards. Put four to five flashcards up on the board in a line. Point to them while you say the words, and ask the pupils to repeat. Point to them again, one at a time, and motion to the pupils to say the words. Now your class is ready to say the words with a beat. Point to the words consecutively, go over the list again and again, each time stressing the next word in the line. For example:

pencil	desk	book	bag
pencil	desk	book	bag
pencil	desk	book	bag
pencil	desk	book	bag

Stand Up

Choose a number, for example *seven*, and write it on the board. Then choose a pupil to be number one and tell him / her to say *one*. Tell the pupil sitting behind pupil number one to say *two*, and tell the pupils to continue to count, up and down the rows. When the seventh pupil says *seven*, the class calls out “Stand up!” and that pupil stands up. He / She is now out of the game. Repeat the process with a different number and a different pupil to start the counting each time. The last pupil sitting is the winner.

The Sequence Game

Ask six pupils to come to the front of the class and give each one a flashcard of the classroom items. Call out a sequence of items and tell the pupils to arrange themselves in that order. Ask another pupil to come to the front of the class and name the items in the correct order. Repeat with different pupils.

Tic Tac Toe (Noughts and Crosses)

Divide the class into two teams (*X* and *O*) and draw two grids on the board. In the left-hand grid, put nine word cards or flashcards. Invite a pupil from the first team to choose a square in the right-hand grid where he / she wants to put an *X* / *O*. Then tell the pupil to read or say the word in the corresponding square in the left-hand grid. If the pupil reads or says the word correctly, he / she can write the *X* or *O* in the corresponding place in the right-hand grid. If not, the pupil loses his / her turn. Continue until one team has three marks in a row.

Vanishing Cards

Put five to eight flashcards on the board and tell pupils to name them going from left to right. Tell the pupils to cover their eyes while you turn over a flashcard. Point to each of the flashcards, including the one turned over, and ask pupils to say the word. Repeat until all of the flashcards are turned over and pupils are saying all of the words from memory.

RECOMMENDED WEBSITES

The following sites have simple interactive games for pupils to do on their own, once they have mastered basic reading skills:

<https://www.starfall.com/h/>

<http://teflgames.com/games.html>

<https://www.gamestolearnenglish.com/>

<https://www.englishclub.com/kids/>

<https://learn.readwithphonics.com/school/phonics-games>

<https://www.ictgames.com/mobilePage/literacy.html>

<https://www.funfonix.com/games/> -

RECOMMENDED BOOKS FOR ENRICHMENT

At Home

Grandma's House, Oxford Let's Go Readers, Level 2

Aunt Rose Comes to Stay, Macmillan Readers, Young Explorers, Level 1

Party for Teddy, Macmillan Readers, Little Explorers, Level B

The New Baby, Macmillan Readers, Little Explorers, Level A

Family Album, Oxford Up and Away Readers, Level 1B

I Love My Family, Addison Wesley Readers, Level K

On the Farm

The Little Red Hen, Addison Wesley Readers, Level K

The Farmer and the Beet, Addison Wesley Readers, Level K

The Very Fine Rooster, Addison Wesley Readers, Level A

Three Little Pigs, Addison Wesley Readers, Level A

Chicken Licken, Macmillan Readers, Little Explorers, Level B

Happy Birthday

Pin It On, Macmillan Readers, Little Explorers, Level B

Party for Teddy, Macmillan Readers, Little Explorers, Level B

At the Park

Run and Hide, Macmillan Readers, Little Explorers, Level A

Fun Day Out, Macmillan Readers, Little Explorers, Level A

In the Mud, Macmillan Readers, Little Explorers, Level B

Crazy Cat and Fat Old Rat, Macmillan Readers, Young Explorers, Level 1

CAN-DO DESCRIPTORS

The following are the can-do descriptors from the *Guidelines for the Teaching of English at the Pre-Foundation Level*:

Category	Sub-category	Can-do Descriptors	Get Ready
Listening and speaking	Receptive language skills	Can follow simple instructions in imperative form (e.g., in the game Simon Says, stand up, sit down, open the book, join in, clap when you hear..., etc.).	pg 9, ex 3 pg 10, ex 6 pg 13, ex 3 pg 14, ex 6
		Can listen and follow simple directions related to storybooks teacher reads in class (e.g., learner circles pictures of animals as they appear in a story).	TG, pg 23
		Can listen and respond with appropriate gestures to songs and chants teacher sings in class, (e.g., learner can use gestures and body language as in the song “Head, Shoulders, Knees and Toes”).	TG, pg 9, ex 3 TG, pg 10, ex 6 TG, pg 13, ex 3 TG, pg 14, ex 6
		Can understand the 200 words in the pre-foundation band 1 list that have been explicitly taught in class by the end of the first year of literacy instruction (mainly in the 3rd grade).	✓
	Productive language skills: Oral language production	Can repeat simple instructions.	
		Can answer simple questions using vocabulary from the 200 words of pre-foundation from Band 1.	TG, pg 10, ex 7 TG, pg 13, ex 4 TG, pg 16, Chit Chat TG, pg 16, ex 1 TG, pg 20, Chit Chat TG, pg 20, ex 1
		Can ask simple questions using vocabulary from the 200 words of pre-foundation from Band 1.	TG, pg 13, ex 4
		Can use repetitive patterns (chunks of language) with some variation (e.g., colors, numbers, animals) through listening to and participating in authentic storybook, songs and chants experiences.	pg 8, ex 1 pg 10, ex 6 pg 12, ex 1 pg 16, ex 1 pg 19, ex 9
		Can participate in choral recitation after hearing and practicing models of language use.	pg 24 Act It Out
		Can act out parts of a story where, for example, different learners act out different animals in a story about animals. The teacher reads the story, and as the child hears the animal they are acting out, they stand up and move over to the mat.	TG, pgs 23-24 Listen and Follow
		Can modify (change adjectives, nouns, etc.) a story/song orally. e.g., in the story “Brown Bear, Brown Bear, What do you See?” by Eric Carle, students can repeat the sentences and substitute other colors and animals for the original ones.	pg 8, ex 1 pg 12, ex 1 pg 16, ex 1 pg 19, ex 9

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
TG, pgs 28, 32, 36, 40, 44, letter song SB / TG, pg 43, ex 3	TG, pgs 58, 62, 66, 70, 74, letter song SB / TG, pg 61, ex 3	TG, pgs 88, 92, 96, 100, 104, letter song TG, pg 90, ex 1 TG, pg 94, Chit Chat	TG, pgs 118, 122, 126, 130, 134, letter song TG, pg 121, ex 4	
TG, pgs 46-47	TG, pgs 76-77	TG, pgs 106-107	TG, pgs 136-137	TG, pgs 166-167
pg 27, ex 3 pg 31, ex 3 pg 43, ex 3	pg 57, ex 3 pg 61, ex 3 pg 73, ex 3	pg 87, ex 3 pg 91, ex 3 pg 95, ex 3 pg 103, ex 3	pg 117, ex 3 pg 121, ex 3 pg 125, ex 3 pg 133, ex 3	pg 147, ex 3 pg 151, ex 3 pg 155, ex 3 pg 163, ex 3
✓	✓	✓	✓	✓
		TG, pg 99, ex 1	TG, pg 121, ex 4	
TG, pg 26, ex 1 TG, pg 30, ex 1 TG, pg 34, Chit Chat TG, pg 38, Chit Chat TG, pg 42, ex 1	TG, pg 56, ex 1 TG, pg 60, ex 1 TG, pg 65, ex 1 TG, pg 68, ex 1 TG, pg 72, ex 1	TG, pg 68, ex 1 TG, pg 90, ex 1 TG, pg 94, ex 1 TG, pg 98, ex 1 TG, pg 102, Review and ex 1	TG, pg 116, ex 1 TG, pg 120, ex 1 TG, pg 124, ex 1 TG, pg 128, ex 1 TG, pg 130, Chit Chat and ex 1	TG, pg 145, Chit Chat TG, pg 143, ex 1 TG, pg 150, ex 1 TG, pg 154, ex 1 TG, pg 158, Chit Chat
TG, pg 26, ex 1 TG, pg 30, ex 1 TG, pg 34, Chit Chat TG, pg 38, Chit Chat TG, pg 42, ex 1	TG, pg 56, ex 1 TG, pg 60, ex 1 TG, pg 65, ex 1 TG, pg 68, ex 1 TG, pg 72, ex 1	TG, pg 86, ex 1 TG, pg 90, ex 1 TG, pg 94, ex 1 TG, pg 98, ex 1 TG, pg 102, Review and ex 1	TG, pg 116, ex 1 TG, pg 120, ex 1 TG, pg 124, ex 1 TG, pg 128, ex 1 TG, pg 130, Chit Chat and ex 1	TG, pg 145, Chit Chat TG, pg 143, ex 1 TG, pg 150, ex 1 TG, pg 154, ex 1 TG, pg 158, Chit Chat
pg 27, ex 3 pg 31, ex 3 pg 43, ex 3 TG, pgs 46-47	pg 57, ex 3 pg 61, ex 3 pg 73, ex 3 TG, pgs 76-77	pg 87, ex 3 pg 91, ex 3 pg 95, ex 3 pg 103, ex 3 TG, pgs 107-108	pg 117, ex 3 pg 121, ex 3 pg 125, ex 3 pg 133, ex 3 TG, pgs 136-137	pg 147, ex 3 pg 151, ex 3 pg 155, ex 3 pg 163, ex 3 TG, pgs 166-167
pgs 48-49, Act It Out	pgs 78-79, Act It Out	pgs 100-101, Act It Out	pgs 138-139, Act It Out	pgs 168-169, Act It Out
TG, pgs 46-47, Listen and follow	TG, pgs 76-77, Listen and follow	TG, pgs 106-107, Listen and follow	TG, pgs 136-137, Listen and follow	TG, pgs 158-159, Listen and follow
pg 27, ex 5 pg 31, ex 5 pg 35, ex 4 pg 39, ex 4 pg 43, ex 5	pg 57, ex 5 pg 61, ex 5 pg 65, ex 5 pg 67, ex 5 pg 73, ex 5	pg 87, ex 5 pg 91, ex 5 pg 95, ex 5 pg 99, ex 4 pg 103, ex 5	pg 117, ex 5 pg 121, ex 4 pg 125, ex 5 pg 129, ex 4 pg 133, ex 5	pg 147, ex 5 pg 151, ex 5 pg 155, ex 5 pg 159, ex 4 pg 163, ex 5

Category	Sub-category	Can-do Descriptors	Get Ready
		Can express likes/dislikes repeating the sentence pattern e.g., teacher says “I like bananas” learner says “I like bananas” and substitutes “bananas” with another word.	
		Can participate in classroom routines such as: classroom opening activities, discussing weather, day of the week, etc., by repeating a phrase or pattern that exchanges or conveys basic information.	TG, pg 12, Chit Chat TG, pg 16, Chit Chat TG, pg 20, Chit Chat
		Can use short conversational chunks of language for basic communication.	TG pg 8, ex 1 pg 12, ex 1 pg 16, ex 1 pg 19, ex 9 TG, pg 12, Chit Chat TG, pg 16, Chit Chat TG, pg 20, Chit Chat pg 24, Act It Out
	Phonological representation: Familiar and novel phonemes Words Rhymes Syllables Onset-Rimes Phonemes	Can discriminate between familiar and novel phonemes when they are spoken.	
		Can pronounce novel phonemes.	
		Can repeat one syllable words.	TG, pg 8, ex 1 TG, pg 12, ex 1 TG, pg 16, ex 1 TG, pg 20, ex 1
		Can repeat 2-3 syllable words.	TG, pg 12, ex 1 TG, pg 20, ex 1
		Can repeat phrases containing words that together amount to more than 3 syllables in isolation, e.g., “happy birthday.” (See list of oral collocations to be taught in Pre-foundation level).	TG, pg 11, ex 7 TG, pg 12, ex 1 TG, pg 13, ex 4 TG, pg 15, ex 9 TG, pg 17, ex 5 TG, pg 18, ex 6
		Can repeat individual sentences.	TG, pg 11, ex 7 TG, pg 12, New Words TG, pg 15, ex 9 TG, pg 19, ex 9

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
TG, pg 26, ex 11 SB, pg 27, ex 5 TG, pg 30, Chit Chat SB, pg 39, ex 4 TG, pg 42, Chit Chat TG, pg 50, Chit Chat SB, pg 54, Show What You Know	TG, pg 71, Jet Notebook	TG, pg 99, Chit Chat		
TG, pg 25, Chit Chat TG, pg 34, Chit Chat TG, pg 38, Chit Chat	TG, pg 68, Chit Chat	TG, pg 90, Chit Chat TG, pg 110, Chit Chat	TG, pg 115, Chit Chat TG, pg 140, Chit Chat	TG, pg 145, Chit Chat TG, pg 150, Chit Chat TG, pg 162, Chit Chat
pg 27, ex 5 pg 31, ex 5 pg 39, ex 4 pgs 48-49, Act It Out	pg 57, ex 5 pg 65, ex 5 pg 69, ex 5 pgs 78-79, Act It Out	pg 87, ex 5 pg 91, ex 5 pg 99, ex 4 pg 103, ex 5 pgs 108-109, Act It Out	pg 117, ex 5 pg 125, ex 5 pg 129, ex 4 pg 133, ex 5 pgs 138-139, Act It Out	pg 147, ex 5 pg 151, ex 5 pg 155, ex 5 pg 159, ex 4 pgs 168-169, Act It Out
pg 28, ex 7	pg 58, ex 7 pg 66, ex 7	pg 100, ex 6 pg 111, exs 5-6	pg 122, ex 6 pg 126, ex 7	pg 148, ex 7 pg 152, ex 7 pg 156, ex 8 pg 171, ex 5
	TG, pg 58, ex 6 TG, pg 66, ex 6	TG, pg 100, ex 6	TG, pg 123, Jet Notebook	TG, pg 148, ex 6
TG, pg iv How to Teach New Words TG, pg 26, ex 1 TG, pg 30, ex 1 TG, pg 30, ex 1	TG, pg 68, ex 1 TG, pg 72, ex 1	TG, pg 90, ex 1	TG, pg 130, ex 1	TG, pg 146, ex 1 TG, pg 154, ex 1 TG, pg 162, ex 1
TG, pg 34 ex 1 TG, pg 40, ex 1	TG, pg 56, ex 1 TG, pg 60, ex 1 TG, pg 64, ex 1	TG, pg 86, ex 1 TG, pg 94, ex 1 TG, pg 98, ex 1 TG, pg 102, ex 1	TG, pg 116, ex 1 TG, pg 120, ex 1 TG, pg 124, ex 1 TG, pg 128, ex 1	TG, pg 150, ex 1 TG, pg 158, ex 1
TG, pg 25, Chit Chat TG, pg 42, Chit Chat	TG, pg 55, Chit Chat TG, pg 64, Chit Chat TG, pg 80, Chit Chat	TG, pg 90, Chit Chat TG, pg 98, Chit Chat	TG, pg 115, Chit Chat TG, pg 128, Chit Chat TG, pg 140, Chit Chat	TG, pg 145, Chit Chat TG, pg 150, Chit Chat
pg 27, ex 5 pg 31, ex 5 pg 35, ex 4 pg 39, ex 4	pg 57, ex 5 pg 65, ex 5 pg 69, ex 5 pg 73, ex 5	pg 87, ex 5 pg 91, ex 5 pg 99, ex 4 pg 103, ex 5 TG, pg 95, ex 1 TG, pg 98, ex 1	TG, pg 116, ex 1 pg 125, ex 5 pg 129, ex 4	pg 147, ex 5 pg 151, ex 5 pg 155, ex 5 pg 159, ex 4

Category	Sub-category	Can-do Descriptors	Get Ready
Oral Phonemic	Phonological awareness of familiar and novel units: Words Rhymes Syllables Onset-Rimes Sounds and phonemes	Can identify rhyming words and produce rhymes.	
Awareness, Segmentation and Blending			
		Can divide words into syllables and manipulate sounds and syllables within words.	
		Can identify initial/final/medial sounds in words.	
		Can hear a stimulus word and say words that rhyme with it, e.g., cat, sat, mat (producing pseudo words for rhyming is acceptable).	
		Can blend syllables into words (e.g., teacher says “sum” and “mer” what word is it? Class answers: “summer”).	
		Can count the number of syllables in a word.	
		Can say the individual syllables in words.	
		Can identify and say the same initial phoneme in different spoken words (alliteration). e.g., What sound is the same in big, ball, and bag?	
		Can identify and say a spoken word from a set of 34 words that has “the odd sound”. E.g., Which word doesn’t belong? box, boy, man.	
		Can identify and say onsets in single syllable words, e.g., the onset of “sad” is /s/.	
		Can identify and say the rime in a word, e.g., the rime of “sad” is /æd/.	
		Can blend phonemes into a word, e.g., /s/, /i/, /t/ when blended together is “sit”.	
		Can count the number of phonemes in a word, e.g., When asked “how many sounds are in the word “on”? Learner can respond, “2”.	

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
TG, pg 41, Jet Notebook	TG, pg 56, New Words TG, pg 60, New Words TG, pg 68, New Words TG, pg 72, New Words	TG, pg 90, New Words TG, pg 93, Jet Notebook TG, pg 97, ex 9 TG, pg 98, New Words TG, pg 115 Find and say	TG, pg 120, New Words TG, pg 124, New Words TG, pg 128, New Words TG, pg 132, New Words	TG, pg 146, New Words TG, pg 150, New Words TG, pg 162, New Words
	pg 81, ex 7		pg 141, ex 6	
pg 32, ex 7 pg 36, ex 6 pg 40, ex 6 pg 44, ex 7 pg 52, ex 6	pg 58, ex 7 pg 62, ex 7 pg 66, ex 7 pg 70, ex 7 pg 74, ex 7 pg 81, ex 5	pg 88, ex 7 pg 92, ex 7 pg 96, ex 7 pg 100, ex 7 pg 104, ex 7 pg 111, ex 4	pg 111, ex 4 pg 118, ex 7 pg 120, ex 6 pg 126, ex 7 pg 133, ex 5	pg 160, ex 5
TG, pg 36, ex 1	TG, pg 66, Review, New Words	TG, pg 84, New Words TG, pg 92, Review, New Words	TG, pg 120, ex 1 TG, pg 124, Review, New Words	TG, pg 136, New Words TG, pg 140, Review, New Words
TG, pg 34, New Words	TG, pg 65, New Words	TG, pg 86, New Words	TG, pg 120, New Words	TG, pg 158, New Words
	pg 81, ex 7		pg 141, ex 6	
TG, pg 42, New Words	TG, pg 56, New Words	TG, pg 98, New Words		
pg 26, ex 6 pg 30, ex 6 pg 32, ex 6 pg 38, ex 6 pg 42, ex 6	pg 56, ex 6 pg 58, ex 6 pg 62, ex 6 pg 66, ex 6 pg 70, ex 6	pg 82, ex 6 pg 86, ex 6 pg 90, ex 6 pg 92, ex 5 pg 98, ex 6	pg 110, ex 6 pg 106, ex 5 pg 110, ex 6 pg 114, ex 5 pg 118, ex 6	pg 138, ex 6 pg 142, ex 6 pg 146, ex 8
	pg 191, ex 5	pg 201, ex 5	pg 217, ex 4	pg 231, ex 4
TG, pg 32, ex 6 (blue, black, bag, book) TG, pg 36, ex 6 (nose, nine) TG, pg 40, ex 5 (dog, duck, desk)	TG, pg 58, ex 6 (egg) TG, pg 62, ex 6 (ten) TG, pg 66, ex 6 (in) TG, pg 70, ex 6 (pen, play) TG, pg 74, ex 6 (hand, hen, house)	TG, pg 88, ex 6 (sad, sing, sun) TG, pg 90, ex 6 (mouth, man) TG, pg 96, ex 6 (cow, cat) TG, pg 100, ex 5 (on) TG, pg 104, ex 6 (leg, lamp, juice, jeans)	TG, pg 118, ex 6 (fish, farm) TG, pg 120, ex 5 (run) TG, pg 116, ex 6 (king) TG, pgs 130-131, ex 5 (zoo, queen) TG, pg 134, ex 6 (van, vet, six, box)	TG, pg 148, ex 6 (three) TG, pg 152, ex 6 (short, sheep, shop) TG, pg 156, ex 6 (cheese)
pg 30, ex 8 pg 34, ex 7 pg 38, ex 7 pg 42, ex 7	pg 54, ex 8 pg 58, ex 8 pg 62, ex 8 pg 66, ex 8 pg 70, ex 8	pg 82, ex 8 pg 89, ex 8 pg 90, ex 8 pg 94, ex 7 pg 98, ex 8	pg 110, ex 8 pg 114, ex 7 pg 118, ex 8 pg 120, ex 7 pg 126, ex 8	pg 138, ex 8 pg 142, ex 8 pg 146, ex 8 pg 150, ex 6
TG, pg vii, How to Use the Flip Chart				
TG, pg 38, New Words	TG, pg 60, New Words	TG, pg 90, New Words		

Category	Sub-category	Can-do Descriptors	Get Ready
		Can segment one syllable words into phonemes (separate into phonemes), e.g. him can be segmented into /h/, /i/, /m/.	
		Can reverse the activity presented.	
		Can make a new spoken word by adding a phoneme to an existing word, (e.g., Add /m/ before /an/. What is the new word?). (Note: these instructions can be practiced in simple English but translated into L1 as needed.)	
		Can manipulate phonemes in words, e.g., The word is bus. Change /s/ to /t/. [Provide L1 instructions.] The new word that is created is “but”.	
	Acquiring grapheme-phoneme correspondences	Can demonstrate knowledge of grapheme-phoneme correspondences (e.g. hear /m/ and write “m”).	
		Can automatically identify graphemes and say the phoneme associated with each grapheme (e.g. see the letter m and say the phoneme /m/).	
Beginning reading and writing	Decoding	Can read each phoneme aloud correctly, blending the phonemes into a whole word.	
		Can read words that are structured in the closed syllable orthographic pattern CVC.	
		Can read words that are structured in the open syllable orthographic pattern CV.	
		Can read the 200 words in the pre-foundation that have been explicitly taught in class by the end of the first year of literacy instruction.	
		Can read and understand short texts that contain mostly words comprised of grapheme phoneme correspondences that have been taught to date.	
		Can recognize punctuation including full stops, question marks and exclamation points appropriately.	

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
TG, pg vii, How to Use the Flip Chart				
TG, pg vii, How to Use the Flip Chart				
	TG, p 66, New Words	TG, p 98, New Words		
TG, pg 41, Jet Notebook	TG, pg 59, Jet Notebook TG, pg 67, Jet Notebook	TG, pg 89 Jet Notebook TG, pg 93, Jet Notebook TG, pg 101, Jet Notebook pg 111, ex 6	TG, pg 119, Jet Notebook TG, pg 127, Jet Notebook TG, pg 131, Jet Notebook	pg 160, ex 5 pg 171, ex 6
pg 28, ex 6 pg 32, ex 6 pg 36, ex 5 pg 40, ex 5 pg 44, ex 6	pg 58, ex 6 pg 62, ex 6 pg 66, ex 6 pg 70, ex 6 pg 74, ex 6	pg 88, ex 6 pg 92, ex 6 pg 96, ex 6 pg 100, ex 5 pg 104, ex 6	pg 118, ex 6 pg 122, ex 5 pg 126, ex 5 pg 130, ex 5 pg 134, ex 6	
pg 28, ex 6 pg 32, ex 6 pg 36, ex 5 pg 40, ex 5 pg 44, ex 6	pg 58, ex 6 pg 62, ex 6 pg 66, ex 6 pg 70, ex 6 pg 74, ex 6	pg 88, ex 6 pg 92, ex 6 pg 96, ex 6 pg 100, ex 5 pg 104, ex 6	pg 118, ex 6 pg 122, ex 5 pg 126, ex 5 pg 130, ex 5 pg 134, ex 6	pg 148, ex 6 pg 152, ex 6 pg 156, ex 6
pg 32, ex 8 pg 36, ex 7 pg 40, ex 7 pg 44, ex 8 pg 52, exs 7-8	pg 58, ex 6 pg 62, ex 6 pg 66, ex 6 pg 70, ex 6 pg 74, ex 6	pg 88, ex 6 pg 92, ex 6 pg 96, ex 6 pg 100, ex 5 pg 104, ex 6 pg 111, ex 5	pg 118, ex 6 pg 122, ex 5 pg 126, ex 5 pg 130, ex 5 pg 134, ex 6	pg 148, ex 6 pg 152, ex 6 pg 156, ex 6 pg 160, ex 6
pg 36, ex 7 pg 40, ex 7 pg 44, ex 8 pg 52, ex 7	pg 58, ex 6 pg 62, ex 6 pg 66, ex 6 pg 70, ex 6 pg 74, ex 6	pg 88, ex 6 pg 92, ex 6 pg 96, ex 6 pg 100, ex 5 pg 104, ex 6	pg 118, ex 6 pg 122, ex 5 pg 126, ex 5 pg 130, ex 5 pg 134, ex 6	pg 148, ex 6 pg 152, ex 6 pg 156, ex 6 pg 160, ex 6
To be taught in the 4th grade.				
✓	✓	✓	✓	✓
pg 37, ex 8 pg 41, ex 8 pg 45, ex 9	pg 59, ex 10 pg 63, ex 9 pg 67, ex 10 pg 71, ex 10	pg 89, ex 9 pg 93, ex 10 pg 97, ex 10 pg 101, ex 8 pg 105, ex 9	pg 119, ex 10 pg 123, ex 8 pg 127, ex 10 pg 131, ex 9	pg 149, ex 10 pg 153, ex 9 pg 157, ex 10 pg 161, ex 7 pgs 164-165, exs 6-9
TG, pg 37, ex 8 TG, pg 41, ex 7				


Category	Sub-category	Can-do Descriptors	Get Ready
	Encoding/ Spelling	Can match or write grapheme and common diagraphs in response to a phoneme.	
		Can spell each phoneme from a phonetically-spelled spoken word in the correct order.*	
		Can spell words that are structured in the closed syllable orthographic pattern CVC.	
		Can spell words that are structured in the open syllable orthographic pattern CV.	
		Can spell the 200 words in the pre foundation that have been explicitly taught in class by the end of the first year of literacy instruction.	
		Can write their own first and last name.	
	Automaticity/ Fluency	Can accurately and fluently read and spell words/language chunks that have been explicitly taught in class To be covered in 4th grade as well.	
		Can accurately and fluently read short passages aloud comprising previously taught words.	
		Can accurately and fluently read correctly using punctuation.	
		Can read aloud with appropriate expression, pace and intonation.	
Vocabulary	Vocabulary chunks Morphology Syntax	Can identify, orally and in writing, the remaining words in Band 1 that have been explicitly taught in class (receptive language). To be covered in 4th grade as well.	
		Can produce, orally and in writing, the remaining words in Band 1 that have been explicitly taught in class using developmentally appropriate spellings which approximate correct spelling (productive language). To be covered in 4th grade as well.	
		Can identify and understand the use of frequent prefixes and suffixes that appear in Band 1. To be covered in 4th grade.	

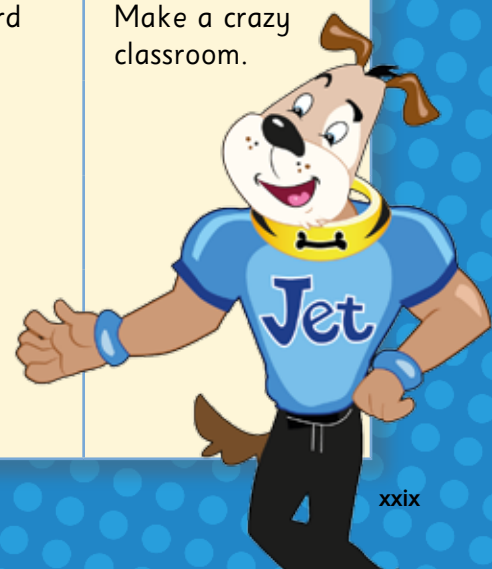
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
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	TG, pg 72, New Words	pg 111, ex 6		pg 171, ex 5
	pg 75, ex 9	pg 111, ex 6	pg 135, ex 10 pg 140, ex 9	pg 153, ex 10 pg 172, ex 8 pg 179, ex 5
To be taught in the 4th grade.				
✓	✓	✓	✓	✓
				TG, pg 145 ex 10
pg 40, ex 8 pg 45, ex 9	pg 59, ex 10 pg 63, ex 9 pg 67, ex 10 pg 71, ex 10 pg 75, ex 9	pg 89, ex 9 pg 93, ex 10 pg 97, ex 10 pg 101, ex 8 pg 105, ex 9	pg 119, ex 10 pg 123, ex 8 pg 127, ex 10 pg 131, ex 9 pg 135, exs 9-10	pg 149, ex 10 pg 153, exs 9-10 pg 157, ex 10 pg 161, ex 7 pg 165, ex 9
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Pupil's Book Table of Contents

Unit	Parts	Vocabulary
Get Ready Meet New Friends page 7	Part 1	boy, girl, mom, dog, cat
	Part 2	black, white, red, blue
	Part 3	zero, one, two, three, four, five, six
	Part 4	seven, eight, nine, ten, eleven, twelve
1 At Home page 25	Part 1	apple, man, woman, green, yellow, orange
	Part 2	baby, bag, book, box, big, small
	Part 3	notebook, nose, mouth, computer, sister, brother
	Part 4	dad, desk, duck, help, sad, bad
	Part 5	grandma, grandpa, gift, gray, door, house
2 Let's Go to School page 55	Part 1	elephant, egg, eraser, school, pencil, bed, table
	Part 2	test, teacher, pen, pencil case, hat, add, plus
	Part 3	in, on, pupil, picture, chair, lost, ask
	Part 4	play, sing, run, rest, hen, rabbit, best
	Part 5	hand, horse, happy, good, tall, fast, ball

Conversational Phrases 	Reading	Sight Words	Stories	Tasks
Hello What's your name? My name is ...			Oreo	
How are you? I'm fine, thank you. What is it? It's a ...				
Look! What do you see? I see ... Thank you. You're welcome.				
I am ... This is my ... Good morning Goodbye				
I like ...	Aa	Look	The Gray Duck	Draw a monster poster.
I have ...	Bb	I am		
yes no and	Nn			
I don't like ... but	Dd			
Open the ... Close the ...	Gg			
Let's go (to) ...	Ee	have	Biddy Bird	Make a crazy classroom.
stand up sit down	Tt			
Where's ... ? It's in / on ...	Ii	The, the		
What's this? This is a ...	Pp	like		
It has ... Stop!	Hh			






Unit	Parts	Vocabulary
3 At the Farm page 85	Part 1	sofa, sun, sunny, hot, cold, living room, farm
	Part 2	mouse, sheep, tree, friend, job, soft, fun
	Part 3	cow, carrot, leg, brown, they, now, hungry
	Part 4	lamp, mat, milk, floor, garden, kitchen, mad
	Part 5	lunch, juice, cookie, chicken, car, plan, eat
4 Happy Birthday page 115	Part 1	family, fish, pet, birthday, card, swim, you
	Part 2	under, umbrella, jump, party, game, foot, glad
	Part 3	king, water, window, queen, eyes, ears, monkey
	Part 4	zoo, quiet, top, ice cream, candy, cake, cut
	Part 5	van, magic, head, kid, long, great, talk
5 At the Park page 145	Part 1	thirsty, bread, cheese, bus, ride, get, cost
	Part 2	shop, short, chocolate, orange (n), men, us, half
	Part 3	children, bird, snake, fly, send, from, both
	Part 4	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
	Part 5	home, trip, camp, summer, lake, last

Practice page 175

Words I Know page 237

Cut-outs page 245

Conversational Phrases 	Reading	Sight Words	Stories	Tasks
How's the weather? It's hot and sunny. He / She ...	Ss		The Big House	Draw a house on a poster.
It's near ...	Mm	he		
Come and see ...	Cc	she		
It's not ...	Oo			
I want ... , please.	Ll Jj			
There's a ... Happy birthday	Ff Yy	want	Pinocchio	Make a party mini-book.
Put ... Play a game.	Rr Uu			
I can ... me	Kk Ww	boy		
my	Zz Qq	girl		
Where are you?	Vv Xx			
Who is ... ? That's ...	Th	are	Jack's Hats	Make a board game.
Who has ... ?	Sh			
What's in the ... ?	Ch	my		
on ...				
at home go on a trip				

Sticker Pages

