



**MADRASAH ALSAGOFF AL-ARABIAH
2016 SCHEME OF WORK**

**PRIMARY TWO ENGLISH LANGUAGE
SUBJECT TEACHER: MDM BALKIS HASSAN
PREPARED BY: MDM BALKIS HASSAN**

Day	Period
Monday	8.10 – 9.40
Tuesday	10.10 – 11.40
Wednesday	8.10 – 9.40
Thursday	14.00 – 15.30
Friday	14.00 – 15.30

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
1	04.01.16 – 08.01.16	<p><u>The Underground Dance</u></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : The Shake Shake Dance <p><u>Reading Big Book : The Underground Dance</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p> <p>Have the pupils respond to the book by talking about the sounds they hear within the school and outside the school. Ask them how sounds can affect them, e.g.</p> <ul style="list-style-type: none"> • the recess bell ringing (happy, relieved, etc.) • something crashing down (scared, curious, etc.) • the screeching of brakes (frightened, startled, etc.). <p><u>Learning Booklet : The Underground Dance</u></p> <p><u>Vocabulary :</u> miner, root, tunnel, drill, burrow, wriggly, shoot, mole, dance, underground, dance, listen, centipede, sound, down, what's, that, deep, dig, railway track, earth, dark</p> <p><u>Learning Booklet : The Underground Dance</u></p> <p><u>Vocabulary Exercises</u> Pg 9 – 10</p> <ul style="list-style-type: none"> • Fill in the blanks • Write in complete sentences <p><u>Learning Booklet : The Underground Dance</u></p> <p><u>Listening</u></p> <ul style="list-style-type: none"> • listen to a text read by the teacher • identify the sounds of 'ou' and 'ow' • Rhyming Words Booklet Pg 11-12 <p><u>Social Interaction/ Housekeeping:</u></p> <ul style="list-style-type: none"> • Teacher to get to know class / subject pupils better • To lay down class rule & routine 	

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		<ul style="list-style-type: none"> To appoint student leaders To do class room/seating arrangement 													
2	11.01.16 – 15.01. 16	<p><u>The Underground Dance</u> <u>Learning Booklet : The Underground Dance</u> <u>Grammar</u> <u>Compound word:</u></p> <ul style="list-style-type: none"> Tell pupils that compound words are formed when certain words are put together to make one word, e.g., under+ground=underground play+ground=playground earth+worm= earthworm <p>Booklet Pg 3 -4</p> <p><u>Grammar</u> <u>Pronouns:</u></p> <ul style="list-style-type: none"> we, it, my, he, you, our, I, she, us Write the pronouns on the board. Ask pupils to recall what pronouns are and when we use them. (Pronouns take the place of nouns.) Have pupils find the pronouns in the Big Book. Have them say what nouns they are taking the place of, e.g., on page 4, me stands for the miner speaking about himself. <p>Booklet Pg 5</p> <p><u>Grammar</u> <u>Verbs:</u></p> <ul style="list-style-type: none"> I am..., It is..., We are... Tell pupils that the words am, is, are, are verbs, but they are not action words. They are the simple present tense of the verb be. Put the following chart on the board. Read through it with the pupils. <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;"><u>one person/thing</u></td> <td style="text-align: center; width: 50%;"><u>The verb be</u></td> <td style="text-align: center; width: 50%;"><u>two or more persons/things</u></td> </tr> <tr> <td>I am</td> <td></td> <td>we are</td> </tr> <tr> <td>you are</td> <td></td> <td>you are</td> </tr> <tr> <td>he/she/it is</td> <td></td> <td>they are</td> </tr> </table> <p>Booklet Pg 5 -6</p> <p><u>Reading Big Book (Rereading)</u></p> <ul style="list-style-type: none"> read a text aloud with the teacher identify key vocabulary 	<u>one person/thing</u>	<u>The verb be</u>	<u>two or more persons/things</u>	I am		we are	you are		you are	he/she/it is		they are	
<u>one person/thing</u>	<u>The verb be</u>	<u>two or more persons/things</u>													
I am		we are													
you are		you are													
he/she/it is		they are													

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		<ul style="list-style-type: none"> • recognise high frequency words • use initial consonants and blends for word identification <p><u>Word identification : Punctuation</u></p> <ul style="list-style-type: none"> • Punctuation: capitals for special words • Underground Dance vs the underground • Turn to pg 24 of the Big Book. Frame the words, Underground Dance in the first paragraph. Ask pupils why the words begin with capital letters. • Frame the word underground in the second paragraph. • Ask pupils why the word underground does not begin with a capital letter. • Tell pupils that names of special festivals or events begin with capital letters, e.g., • Underground Dance, High School Musical. • Tell pupils that common nouns do not begin with capital letters, e.g., underground, musical play. 	
3	18.01.16 – 22.01.16	<p><u>The Underground Dance</u></p> <p><u>Grammar</u></p> <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> • wriggly, sharp, [green] • Write <u>a green pencil</u> on the board. • Ask pupils what the word green tells you about the pencil. (It describes the colour of the pencil.) • Ask pupils if they know what they call words that describe a noun (an adjective). Write it on the board. • Write: <u>The pencil is green.</u> • Point out that an adjective usually comes just before the noun it describes, • But sometimes it comes after the noun it describes, later in the sentence like in the second example. • Write sentences for the other two adjectives in before and after positions and read through with the pupils. <p>Booklet Pg 15</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> • make predictions using titles and visuals • respond to questions about the text • use the target language structures • contribute ideas for the Class Writing eg : [Swish, swish, swish! What's that sound? It's me. I'm a sweeper working along the corridor. 	

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		<p>I sweep dust and litter till half past three.]</p> <ul style="list-style-type: none"> • Write it out in at least ten sentences • Have the pupils decide on a title for their writing <p><u>Learning Booklet : The Underground Dance</u> <u>Comprehension : Legs and Legless</u> Booklet Pg 16 – Pg 17 Comprehension Structure</p> <ul style="list-style-type: none"> • Put a tick in the correct box • Box format : A single word answer • Answer the question by writing out in full sentences <p><u>Synthesis & Transformation : Conquer Book</u> Exercise 1-5 : Combining Sentences with “and”</p>	
4	25.01.16 – 29.01.16	<p><u>A Butterfly is Born</u> <u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : The Caterpillar Song • Tune : A Thousand Legged Worm • <p><u>Reading Big Book : A Butterfly Is Born</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Have the pupils respond to the book by re-telling the life cycle of the butterfly. • Show them the cycle of the butterfly from the selected pages of the Big Book. • Explain that the word cycle refers to a series of events or processes that get repeated again and again, and that the order of events/ processes does not change. • Encourage pupils to read other related titles, examples: <p>1. The Very Hungry Caterpillar by Eric Carle, Hamish Hamilton Children’s Books 2. Incredible Insects by Claire Llewellyn, Heinemann Educational</p>	<ul style="list-style-type: none"> ▪ 25 Jan – Holiday in lieu of Maulid

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>Publishers</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Vocabulary :</u> beautiful, pupa, branch, caterpillar, nectar, tongue, flower, eggshell, butterflies, insects, fly, tongue, crumpled, tiny, hard, hatches, young, hungry, leaves, eats, grows, change</p> <p><u>Word Identification</u> [dr], [gr], [br], [str], [cr], [fl], [sl] -eat, leaves</p> <p><u>High Frequency Words</u> are, from, long, [way], [always]</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Vocabulary Exercises</u> Pg 2, 10 – 11</p> <ul style="list-style-type: none"> • Fill in the blanks with the given words : Life Cycle of A butterfly • Vocab Cloze Passage 	
5	01.02.16 – 05.02.16	<p><u>A Butterfly is Born</u> <u>Learning Booklet : A Butterfly Is Born</u> <u>Grammar</u> Connector:</p> <ul style="list-style-type: none"> • [but] • Write the following two sentences on separate strips of paper respectively. • Place them on the board: • The caterpillar cannot fly. The butterfly can fly. • Ask pupils what the difference is between these two sentences. • Explain that they express different or opposite ideas. To link the sentences, you use the word <i>but</i>. • Get Pupils into groups. Make one group write sentences and the next group to write a contrast sentence using “but”. <p>Booklet Pg 3 - 4</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Grammar</u> <u>Singular/ Plural countable nouns:</u></p> <ul style="list-style-type: none"> • butterfly/butterflies, leaf/leaves, branch/branches • Ask the pupils to point out the difference between one and more than one. • Guide the pupils to say that when there is more than one, 	<ul style="list-style-type: none"> ▪ Learning Journey (P1-P4) @ SOTA : "I believe in Unicorns" play production

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>sometimes we add s at the end of the noun.</p> <ul style="list-style-type: none"> • Have pupils contribute other nouns that end with s for more than one. Add them to the chart. • Now place a picture of a branch on the board. Ask the pupils what it is and how many they see. • Add another branch. Ask the pupils how many they see now. Continue up to four branches. • Ask the pupils to point out the difference between one and more than one for nouns that end in -ch. • Guide the pupils to say that when there is more than one, sometimes we add -es at the end of the noun. • Reinforce the learning point with other nouns such as ostrich and lunch. Add to the chart. • Repeat the process using pictures of a butterfly/ butterflies, a firefly/fireflies, a baby/babies. • Ask the pupils to point out the difference between one and more than one for nouns ending in -y. • Guide them to say that for words ending in -y, they change the y to i and add -es. • Repeat the above process using pictures of a leaf/leaves and a loaf/loaves and writing them on the chart. • Ask pupils how they form the plural or more than one form for nouns ending in -f. (change the f to v and add -es) • Read through the list with the class. • Ask the pupils to contribute other words with the different endings above (e.g., circuses, families, dragonflies, halves, knives) OR display the chart in the classroom and continue to add to the list when an opportunity arises. <p>Booklet pg13</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Grammar</u> <u>Simple present tense of information texts</u></p> <ul style="list-style-type: none"> • it is/ they are, • flies/fly, • begins/begin, • hatches/hatch, • comes/come, • eats/eat, • grows/grow <p>Booklet Pg 5</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Grammar</u> <u>Phrases of time sequence</u></p> <ul style="list-style-type: none"> • in a few days, then, after some time, in few hours, in a few minutes 	

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		<ul style="list-style-type: none"> • Use word cards with phrases of time sequence Get a few pupils out to mime the following situations: eating ice cream, tying shoe laces, painting, reading a thick book. • Invite one pupil at a time to guess the activity, pick out the card that would show how much time the action would take and use it in a sentence. <p>Booklet Pg 7 <u>Reading Big Book (Rereading)</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • Encourage the pupils to read the title and the name of the editor. • Read the new book with the pupils without interruption. • Provide an opportunity for pupils to relate their personal experiences to the book, for example: • <i>How many of you have seen the birth of a butterfly? Where have you seen it? Would you like to be a butterfly? Why? Why not? How do butterflies move around? What would happen if a butterfly lost its wings? (Refer to page 1) Would you be proud to be one of these butterflies? Why?</i> • Highlight to pupils that besides its external beauty, the butterfly is also beautiful internally because it has the patience to wait for itself to be transformed. 	
6	08.02.16 – 12.02.16	<p><u>A Butterfly is Born</u> <u>Grammar</u> <u>Adjectives:</u></p> <ul style="list-style-type: none"> • Place the adjective cards on the board. • Tell the pupils that these words are adjectives or words that describe people or things. Such words can describe things we see, taste, smell, touch, hear and feel. <p>Booklet Pg 6 [beautiful, long, tiny, hungry, hard, wet, strong, crumpled]</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> • make predictions using titles and visuals • respond to questions about the text • use the target language structures • contribute ideas for the Class Writing eg : An Insects that Fascinates Me • Write it out in at least ten sentences • Have the pupils decide on a title for their writing <p><u>Further Writing:</u></p> <ul style="list-style-type: none"> • An acrostic poem on BUTTERFLY 	<ul style="list-style-type: none"> ▪ 8-9 Feb – Chinese NY Hol

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		<p><u>Learning Booklet : The Underground Dance</u> <u>Comprehension : Colours of the Rainbow</u> Booklet Pg 14 – Pg 15 Comprehension Structure</p> <ul style="list-style-type: none"> • Put a tick in the correct box : Fact / Opinion • One word answer : Fill in the blanks • Answer the question by writing out in full sentences <p><u>Synthesis & Transformation : Conquer Book</u> Exercise 6 -10 : Combining Sentences with “but”</p>	
7	15.02.16 – 19.02.16	<p><u>The Chinese Opera Games</u> <u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : Tock Tock Chang • Tune : Here We Go Looby Loo! <p><i>Show pupils a short video of Chinese Opera and Chinese Opera Make-up. Make them wonder about the book they are going to read.</i></p> <p><u>Reading Big Book : The Chinese Opera Games</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Have the pupils respond to the book by re-telling /comparing to a play they have been before on 5 Jan : I Believe in Unicorns • Show them words from the internet relevant to the book : gong; cloak, sword, powder (make-up), stage curtain, soldiers, broomstick, soldiers, warlord, drum • Talk about their spelling list and the story of “Lady White Snake. (One of the most famous Chinese Opera) <p><u>Learning Booklet : The Chinese Opera Games</u> <u>Vocabulary :</u> candle, curtain, gongs, stage, soldiers, drum, cloak, sword, make-</p>	<ul style="list-style-type: none"> • 18 Feb – LJ to Jurong Bird Park

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>up, Chinese Opera, mosquito net, broom, broomstick, dressed, warlords, swirled, fight, war, games, quickly</p> <p><u>High Frequency Words</u> Clean, good, jump(ed), like, (as), made, over, pull(ed), put</p> <p><u>Word Identification</u> Beginning consonants: [n], [h]</p> <p><u>Learning Booklet :The Chinese Opera Games</u> Vocabulary Exercises Pg 3 - 4, 15</p> <ul style="list-style-type: none"> • Fill in the blanks with the given words • Make a sentence with the following words : broomstick, outside, candle, sword <p><u>Listening</u> <u>Listening Comprehension & Oral Book 2</u> Exercise 1</p>	
8	22.02.16 – 26.02.16	<p><u>The Chinese Opera Games</u> <u>Learning Booklet : The Chinese Opera Games</u> <u>Grammar</u> <u>Pronouns:</u></p> <ul style="list-style-type: none"> • [I, me, we, us, they, their, it, its, him, his, they, them • After a basic understanding of the verb 'to be' and some other simple sentences has been acquired, begin introducing various pronouns by reviewing what they have already learned. • To start by asking students to give some examples of nouns and verbs. • With this is mind, write a few basic sentences on the board making sure to use full names or objects. <p>For example: <i>Mary is an excellent teacher.</i> <i>The computer is expensive.</i> <i>Peter and Tom are students at this school.</i> <i>The apples are very good.</i></p> <p>Change to: <i>She is an excellent teacher.</i> <i>It is expensive.</i> <i>They are students at this school.</i> <i>They are very good.</i></p> <ul style="list-style-type: none"> • Ask students which words they can use to replace proper 	<ul style="list-style-type: none"> • CA1 Week / Topical RK

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		<p>names and nouns such as 'David', 'Anna and Susan', 'the book', etc.</p> <ul style="list-style-type: none"> • Students will be able to produce the subject pronouns quite easily without actually knowing they are subject pronouns. • Call attention to the role these nouns and pronouns play in the sentence. • Finally, begin writing your pronoun chart on the board by filling in all subject pronouns with the class. (Pronouns charts : http://www.grammarbank.com/pronouns-chart.html) <p>Booklet Pg 3 - 4</p> <p><u>Learning Booklet : The Chinese Opera Games</u> <u>Grammar</u> <u>Connectors</u></p> <ul style="list-style-type: none"> • [And, when, before, after, while, until, since] • Ask for two volunteers. Give each volunteer a separate sentence (e.g. 'The cat sat on the mat' and 'He was tired'). • Explain that you would like to put the two sentences together to make one long sentence but to do this you need to add a word that will join the sentences together. • Show the children the following conjunctions – [And, when, before, after, while, until, since] • Ask them to pick the conjunction that best fits the sentence so that it still makes sense. • After the children have chosen the conjunction, show them how to rewrite the new sentence with the correct conjunction and punctuation (e.g. 'The cat sat on the mat and it fell asleep soon.') <p>Booklet Pg 7-8 & Pg 19</p> <p><u>Learning Booklet : The Chinese Opera Games</u> <u>Grammar</u> <u>Simple present tense</u></p> <ul style="list-style-type: none"> • Give an example in Present Simple: <ul style="list-style-type: none"> ○ <i>I talk to my sister everyday.</i> • Lead in to past simple: <ul style="list-style-type: none"> ○ <i>Yesterday, I talked to her</i> <p>Write this on the board. Give more examples with regular verbs and write each verb in its past form on the board.</p> <ul style="list-style-type: none"> ○ <i>I visited her.</i> ○ <i>We watched TV.</i> 	

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		<p style="text-align: center;">○ <i>She cooked lunch. We listened to music.</i></p> <p>Make sure students understand that the past form is the same for all persons.</p> <ul style="list-style-type: none"> • Give as many examples with regular verbs as needed. • Practice Past Simple of regular verbs <p>Go around the class and make statements in present simple, which students must change to past simple: <i>T: I sometimes walk in the park.</i> <i>S: You walked in the park yesterday.</i></p> <p>Booklet Pg 11</p> <p><u>Learning Booklet :The Chinese Opera Games</u> <u>Grammar</u> <u>Adjectives</u></p> <ul style="list-style-type: none"> • An adjective is a word that describes a person, place, or thing (nouns and pronouns), and they generally appear before the word they modify. The articles “a,” “an” and “the” are also adjectives. • Write a simple sentence on the board. For example: The cat found a mouse in the house. • The teacher will circle the nouns cat, mouse, and house and • Point out to students that the nouns alone do not give us any information about how they look, feel, taste, etc. • Have students close their eyes and visualize that simple sentence. • Lead the discussion and focus on the fact that we do not know what the cat looks like, what the mouse feels like, or what the house looks like. • Add adjectives to enhance the sentence and show more information about the three nouns. • For example: <i>The sneaky cat found a scared little mouse in the old house.</i> • Ask students to visualize the new sentence and discuss how the adjectives gave them a more visual picture of the sentence. • For example, by selecting adjectives with differing degrees, the sentence could become the first sentence could read: The strong, upset cat raced through the house searching for the small mouse that had stolen the cat's dinner. • Use sentence strips by having students get into pairs and provide a few sentences for each pair of students to work with. <p>Booklet Pg 12, Pg 14</p>	

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		<u>Listening</u> <u>Listening Comprehension & Oral Book 2</u> Exercise 2	
9	29.02.16 – 04.03.16	<p><u>The Chinese Opera</u> <u>Learning Booklet :The Chinese Opera Games</u> <u>Grammar</u> <u>Adverbs of manner:</u> Adverbs of manner tell us how something happens. They are usually placed either after the main verb or after the object.</p> <ul style="list-style-type: none"> • He swims well. • He ran quickly. • She spoke softly. • James coughed loudly to attract her attention. • He plays the flute beautifully. (after the direct object) • He ate the chocolate cake greedily. (after the direct object) Booklet Pg 18 <u>Learning Booklet : The Chinese Opera Games</u> <u>Comprehension : A Stitch In Time</u> Booklet Pg 14 – Pg 15 Comprehension Structure <ul style="list-style-type: none"> • Put a tick in the correct box • Choose the correct answer : Circle A or B • Answer the question by writing out in full sentences <u>Synthesis & Transformation : Conquer Book</u> Exercise 11 : Complete the Sentences with “because” Exercise 12 -15 : Combining Sentences with “because”	<ul style="list-style-type: none"> ▪ CA1 Week / Topical Arabic / Malay
10	07.03.16 – 11.03.16	<p>Reading Aloud (5%)</p> <p><u>10 March (1 hour)</u> Mini-Test (30 marks) Mini-Test (5%)</p> <ul style="list-style-type: none"> • Vocabulary MCQ • Grammar MCQ • Grammar Cloze • Editing for Spelling & Punctuation • Sentence Combining 	<ul style="list-style-type: none"> ▪ CA1 Week / Topical EMS ▪ Term 1 Assessment ▪ 11 Mar - STELLAR Science Centre Programme (Life in a Shell)
END OF TERM 1			

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
1	21.03.16 – 25.03.16	<p><u>Life in a Shell</u></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : Take me out to the Ocean • Tune : Take me out to the Ball Games <p><u>Reading Big Book : Life in a Shell</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Have the pupils respond to the book by discussing what other things they know about the creatures living in the shells, for example, shellfish and snails. <ul style="list-style-type: none"> ○ What kind of shellfish do you eat? ○ What do garden snails eat? ○ How do they move? <p><u>Learning Booklet : Life in a Shell</u></p> <p><u>Vocabulary:</u> hermit crabs, mussels, scallops, lobsters, crab, clam, sea otters, turtles, inside, creatures, shell, danger, body, live, shellfish, beach, rock, shut, tide, tortoise, oysters, exoskeleton</p> <p><u>Word Identification</u></p> <ul style="list-style-type: none"> • Ending consonants : [ch] • Vowels: ur as in turtles, or as in tortoises • Word parts: -ail , -ell <p><u>High Frequency Words</u> Inside, bigger, live, two, cover</p> <p><u>Learning Booklet : Life in a Shell</u></p> <p><u>Vocabulary Exercises</u> Pg 4 – 6, Pg 16</p> <ul style="list-style-type: none"> • Fill in the blanks with the given words • Creating a short riddle 	

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		<p><u>Listening</u> <u>Learning Booklet : Life in a Shell</u> Word Identification</p> <ul style="list-style-type: none"> • -ch, -ur, -or, -ail, -ell sounds <p>Booklet Pg 7</p> <p><u>Listening Comprehension & Oral Book 2</u> Exercise 3</p>	
2	28.03.16 – 01.04.16	<p><u>Life in a Shell</u> <u>Learning Booklet :Life in a Shell</u> <u>Grammar</u> Determiners:</p> <ul style="list-style-type: none"> • Write the following words on the board under a row of about 10 shells / shell pictures <ul style="list-style-type: none"> ○ Some/several most all • Draw a circle around the first few, 3-4, shells and ask which word describes how many shells were circled. Tell them that some and several mean a few of the shells (more than 2 and less than half) • Draw another circle, including the first circle, around 7-8 of the shells and ask which word describes how many shells you circled. • Draw a circle around all of the shells and repeat the question. • Use practical classroom examples to further reinforce the use of 'some', 'several' and 'most' in context and with relevant examples • Pupils to contribute their own sentences using the three words in context. <p>Booklet Pg 8, Pg 11</p> <p><u>Learning Booklet : A Butterfly Is Born</u> <u>Grammar</u> <u>Nouns: Plural forms of nouns</u></p> <ul style="list-style-type: none"> • Pattern(s), bench(es), body(ies), knife(ves) • Have pupils recall that the word plural means more than one • Do a simple table with s, +es, y to i+es, v+es column • Write words in each columns. Encourage class contribution <p>Booklet pg10</p> <p><u>Learning Booklet : Life in a Shell</u> <u>Grammar</u></p>	

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		<p>Conjunctions</p> <ul style="list-style-type: none"> • Turn to page 14 of Life in a Shell. Have pupils read the last sentence aloud: <ul style="list-style-type: none"> ○ This happens when the tide comes in • Ask pupils to pick the two short sentences from the above sentences • Highlight the word joining the sentences : when • Teach pupils that ‘when’ is a conjunction (connector) and it connects two sentences that are happening at the same time • Have pupils contribute a few sentences using ‘when’ • Write on the board : ‘When the tide comes in, the shells are under water’ • Point out that if the word ‘when’ comes first in a sentence, we put a comma between it and the connecting sentence. • Teach the connector ‘so’ with examples too <p>Booklet Pg 11</p> <p><u>Reading Big Book (Rereading)</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • Encourage the pupils to read the title and the name of the editor. • Read the new book with the pupils without interruption. • Provide an opportunity for pupils to relate their personal experiences to the book, for example: <ul style="list-style-type: none"> • How many of you have seen shellfish? • Have you eaten any of them? • How does it taste? (point to each shellfish) • Do you like the taste? Why? Why not? 	
3	04.04.16 – 08.04.16	<p><u>Life in a Shell</u></p> <p><u>Grammar</u></p> <p>Simple Present Tense in information text:</p> <ul style="list-style-type: none"> • Write the following on the board <ul style="list-style-type: none"> ○ Some creatures have shells ○ A snail has a shell on its back ○ Turtles and tortoises have patterns on their shells ○ A hermit crab does not have a shell on its body ○ Hermit crabs do not have shells on their bodies. • Have pupils read the sentences aloud • Draw attention to the verb ‘have’ and its negative form ‘do not have’ • Pupils to contribute sentences 	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>Booklet Pg 12 & 13</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> • make predictions using titles and visuals • respond to questions about the text • use the target language structures • contribute ideas for the Class Writing eg : Our Beautiful Sea Creatures • Write it out in at least ten sentences • Have the pupils decide on a title for their writing <p><u>Further Writing:</u></p> <p><u>Speech & Drama</u> Have pupils write two – four line jingles about any sea creatures they fancy</p> <p><u>Learning Booklet : Life in a Shell</u> <u>Comprehension : My Collection</u> Booklet Pg 18 – Pg 19 Comprehension Structure</p> <ul style="list-style-type: none"> • MCQ • Put a tick in the correct box : Fact / Opinion • One word answer : Fill in the blanks • Answer the question by writing out in full sentences <p><u>Synthesis & Transformation : Conquer Book</u> <u>Exercise 16 - 20 : Combining Sentences with “as”</u></p>	
4	11.04.16 – 15.04.16	<p><u>Magnetic Max</u></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : The Magnet Tree Song • Tune : Under the Spreading Chestnut Tree • <p><u>Reading Big Book : Magnetic Max</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> • Have the pupils respond to the book by discussing the following: • Do you like Max? Why (not)? • How is Max similar or different from you? • How would you describe Max? • If you were Max, what would you do if you liked to play with magnets? • Would you do what he did? • Why or why not? <p><u>Learning Booklet : Magnetic Max</u> <u>Vocabulary :</u> keys, bunch of keys, clips, magnets, pockets, bolts, iron, screws, skateboard, pins, magnetic</p> <p><u>Word Identification</u></p> <ul style="list-style-type: none"> • final consonant: -ed as /t/ -d as /d/ • word parts: -ble, -nch, -ew (new) <p><u>High frequency words:</u></p> <ul style="list-style-type: none"> • [about], • any,[before], just*, [now], other, people, • [there, think, under] <p><u>Learning Booklet : Magnetic Max</u> Vocabulary Exercises Pg 3</p> <ul style="list-style-type: none"> • Fill in the blanks with the given words : 	
5	18.04.16 – 22.04.16	<p><u>Magnetic Max</u> <u>Learning Booklet : Magnetic Max</u> <u>Grammar</u> Connectors:</p> <ul style="list-style-type: none"> • when, then, but, so • Turn to page 3 of the Big Book and read the sentence, “Odd things happen when people walk under this tree.” • Underline the two sentences and explain that the word when is used to join or connect these two sentences so we call it a connector. • Turn to pages 5, 6, 7, 13 and 15. Have pupils read the sentences with the connectors. • Have pupils point out the connectors in the sentences. • List them on the board. • Have pupils make their own sentences with each of the connectors. • Write their sentences on the board and edit where applicable. 	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> • Read through the sentences with the pupils. <p>Booklet Pg 4-5</p> <p><u>Learning Booklet : Magnetic Max</u> <u>Grammar</u></p> <p>Nouns: common & proper:</p> <ul style="list-style-type: none"> • paper clips, people, keys, iron bolts, Joe, Julia, Felix, Max • List the following nouns on the board: • paper clips, people, keys, iron bolts, Joe, Julia, Felix and Max. • Ask pupils what we call words that name things or people. (nouns or naming words) • Ask pupils whether there are any differences in the words. (names of people start with capital letters) • Explain that the words paper clips, people, keys and iron bolts are called common nouns and do not need capital letters. The words Joe, Julia, Felix and Max are names of people. • They are called proper nouns and need to begin with capital letters. • Have two columns on the board, one for common nouns and one for proper nouns. • Have pupils give other examples of common and proper nouns and list them under the appropriate columns. • Read through the list with the pupils. <p>Booklet Pg 6</p> <p><u>Learning Booklet : Magnetic Max</u> <u>Grammar</u></p> <p>Verbs:</p> <ul style="list-style-type: none"> • fly/flew, feel/felt, run/ran, have/had, come/came, stop/stopped, look/looked • Ask the pupils to close their eyes and recall their first day in Primary One. • Have them draw what they remember of that day on a piece of paper. • Have the pupils talk in pairs about their drawings. • Ask a few pupils to talk about their experiences. • Encourage the pupils to use the past tense verbs in their sharing, e.g., • 'I felt frightened on my first day at school.' • 'I had no friends.' • List some of the sentences in one column on the board. Underline the past tense verbs. • Ask the pupils who shared their experiences to the front of the class. 	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> • Have the other pupils ask questions about them at the present moment, e.g., • How do you feel now? • How many friends do you have now? • (Remind the pupils to use the present tense verbs in their answers.) • List their answers next to the first column and underline the present tense verbs. • Remind the pupils that when we talk about things that happened before or in the past, we use the past tense verbs. • When we talk about things that happen as we speak, we use the present tense verbs. <p>Booklet Pg 8-9</p>	
6	25.04.16 – 29.04.16	<p><u>Magnetic Max</u> <u>Grammar</u> <u>Prepositions:</u></p> <ul style="list-style-type: none"> • [in], under, [to], up, into, off: • Divide the pupils into 5 or 6 groups. Give each group a picture • List the prepositions on the board. Remind the pupils that these are words that we use to show where something is or where it is going. • Tell the pupils that they have to study their pictures and make sentences using as many of the prepositions listed on the board as possible. Set a time limit of about ten minutes. • Have each group present their sentences to the class. • The group that has the most number of correct sentences is the winner. <p>Booklet Pg 9</p> <p><u>Speaking/Writing (MLEA)</u></p> <ul style="list-style-type: none"> • make predictions using titles and visuals • respond to questions about the text • use the target language structures • contribute ideas for the Class Writing eg : My Magnetic Toy • Write it out in at least ten sentences • Have the pupils decide on a title for their writing <p><u>Learning Booklet : Magnetic Max</u> <u>Comprehension : Kelly's Crazy Kite</u></p>	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		Booklet Pg 12 – Pg 13 Comprehension Structure <ul style="list-style-type: none"> • MCQ • Answer the question by writing out in full sentences <u>Synthesis & Transformation : Conquer Book</u> Exercise 21 - : Combining Sentences with “or”	
7	02.05.16 – 06.05.16	<p><u>Food Fit For A King</u></p> <p><u>Tuning- in:</u></p> <ul style="list-style-type: none"> • Sing Along : Old King Cole (adapted) <p><u>Reading Big Book : Food Fit for a King</u></p> <ul style="list-style-type: none"> • read a text aloud with the teacher • identify key vocabulary • recognise high frequency words • use initial consonants and blends for word identification <p><u>Speaking</u></p> <ul style="list-style-type: none"> • make predictions using titles, visuals • respond to questions about the text • describe animals • solve riddles • use the target language structures <p><u>Conclusion</u></p> <ul style="list-style-type: none"> • Have the pupils respond to the book by discussing the following questions: • If you had a lot of food left, what would you have done with it? Why? • How would you feel after that? (Assuming students decided to donate the food). • Why is it important not to waste food? • In the future, how will you ensure that there is not too much leftover food? • Help pupils to be aware of the importance of making responsible decisions to benefit others as well. <p><u>Learning Booklet : Food Fit for a King</u></p> <p><u>Vocabulary:</u> chocolate, custard, fish, ice cream, jelly, sausages, stew, Internet, king, queen, enormous, gigantic, huge, bowls, pots, plates, dishes, hungry, shook, shivered, quaked, quivered, hundreds, mumbled, muttered, screeched, stammered, stuttered</p> <p><u>Word Identification</u></p>	<ul style="list-style-type: none"> ▪ Labour Day Holiday (02.05.16)

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> • vowel: [long e, -eet] • word parts: [-ing, -ook (shook, book, cook)] <p><u>High Frequency Words</u> thank, give, stop(ped), another, [enough] rhyming refrain: shivered/quivered, feet/eat, muttered/stuttered <u>Learning Booklet : Food Fit for a King</u> Vocabulary Exercises Pg 3 – 4 : Crossword Puzzle Pg 17 : Vocabulary Cloze : With helping words Pg 18 : MCQ Gender words: king/queen Special word: Internet Food words: chocolate, custard, fish, ice cream, jelly, sausages, stew Synonyms: shook/shivered, quaked/quivered, stammered/stuttered</p> <p><u>Listening</u> <u>Learning Booklet : Food Fit for a King</u> Words ending : <ul style="list-style-type: none"> • -ook, -ing, -eet Booklet Pg 5</p> <p><u>Listening Comprehension & Oral Book 2</u> Exercise 4</p>	
8	09.05.16 – 13.05.16	<p><u>Food Fit For A King</u> <u>Grammar</u> Collective nouns:</p> <ul style="list-style-type: none"> • bowls of custard, dishes of ice cream, hundreds of people, plates of chocolate/fish/jelly, pots of sausages, pots of stew • Turn to page 4 and ask the pupils: • What did Charlie make for the king? • List the words huge pots of stew and huge bowls of custard on the board. • Turn to page 8 and ask: • What did Charlie make for the king’s children? • List the words enormous pots of sausages and enormous plates of jelly on the board. • Turn to page 12 and ask: • What did Charlie make for the king’s cats? • List the words gigantic dishes of ice cream and gigantic plates of chocolate fish on the board. • Turn to page 18 and ask: 	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<ul style="list-style-type: none"> • How many people came to Charlie’s house? • List the words hundreds of people on the board. • Read through the groups of words on the board. • Underline the words pots, bowls, plates, dishes and hundreds. • Explain to the pupils that these are words for groups of people, animals or things and are called collective nouns. <p>Booklet Pg 7- 9</p> <p><u>Food Fit For A King</u> <u>Grammar</u> Verbs</p> <ul style="list-style-type: none"> • past tense –ed, e.g. screeched except shake/shook special verb: look up • Have pupils read pages 2 and 4 of the Big Book. • Have them point to the action words (verbs) on the two pages. • Ask them why most of the verbs end with the letters –ed. • Ask them to look for a verb that is in the past tense but does not end with the letters –ed. (shook) • Put the word cards (refer RS10.3) face down in a tray. Invite a volunteer to draw a card from the pile and make a sentence with the word on the card using the past tense form. • Write the sentence on the board, editing where applicable. • Do the same with the other word cards in the tray. • For the verb look up, explain that it is a special verb that is made up of two words and it means to find out by looking in a reference book, a list or on the Internet. <p>Booklet Pg 10</p> <p><u>Food Fit For A King</u> <u>Grammar</u> <u>Prepositions:</u></p> <ul style="list-style-type: none"> • for, from, to, in, up, out • Write the following sentences on a large piece of paper and put it on the board. • <i>Charlie McBing got a letter from the king.</i> • <i>I am coming to your house on Saturday.</i> • <i>“Look at all the food in my house,” said Charlie McBing.</i> • <i>The next day Charlie McBing looked out the window, and coming up his path he saw hundreds of people.</i> • <i>That food was fit for a king.</i> • Have pupils read the sentences. • Underline the prepositions and remind the pupils that we 	

Week	Week beginning Monday	Details of work to be covered/Resources	Remarks
		<p>use these prepositions to show place or where something happens.</p> <ul style="list-style-type: none"> • Have pupils make sentences using each of the prepositions in context. <p>Booklet pg 11</p> <p><u>Learning Booklet : Food Fit for a King</u> <u>Comprehension : Prized Pumpkin</u> Booklet Pg 12 – Pg 13 Comprehension Structure</p> <ul style="list-style-type: none"> • Table format : To write in correct answer(s) • Choose the correct answer : Circle A or B • Answer the question by writing out in full sentences <p><u>Synthesis & Transformation : Conquer Book</u> Exercise 26 -30 : Combining Sentences with “both”</p>	
9	16.05.16 – 20.05.16	<p>Mini-Test (5%)</p> <ul style="list-style-type: none"> • Vocabulary MCQ • Grammar MCQ • Grammar Cloze • Editing for Spelling & Punctuation • Sentence Combining • Comprehension OE 	<ul style="list-style-type: none"> ▪ Exam Week
10	23.05.16 – 27.05.16	<ul style="list-style-type: none"> ▪ Post Examinations <p><u>Synthesis & Transformation : Conquer Book</u> Exercise 31 -35 : Combining Sentences with “although”</p>	