



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



2019-2020



UAE PHONICS



UAE Phonics Book

English Language

Coursebook

Grade 01

Volume 3

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Introduction to UAE Phonics Programme


This course will provide learners with the essential language skills required to read and write with confidence. Through the materials provided, learners' literacy skills will be developed through interactive activities and independent learning. The materials focus on phonics, basic word groups and builds on this foundation throughout the course, supplemented with other essential skills for literacy.

Icons

There are some icons in the book that you will need to know.

The listening icon  shows that you have to listen to an audio track. The number shows which track to listen to.

The speaking icon  shows that you have to do a speaking activity.

The PCM icon  shows that you have to use one of the worksheets from the Teacher Handbook for the activity. The number shows which PCM to use.

Phonics Song

The Phonics Song is provided as an additional teaching tool for learners to become familiar with the phonics sounds through music. Actions can be made for each sound, so learners become increasingly familiar with them.

Course Guide

Phonics Focus

Structured sets of phonemes and graphemes are an integral feature of the course and will be applied through a variety of methods of learning, including blending, segmenting, word families and rhyming. It is essential that phonics is practised and reinforced throughout the entirety of the course.

High Frequency Words

An awareness of the most commonly used High Frequency Words will be incorporated throughout the course. Recognition of these words will enable learners to become faster and more fluent readers.

Handwriting Practice

Learners are supported through the basics of letter formation and penmanship. The course aims to develop fine motor skills and provide learners with the ability to write independently and with confidence.

Sentence Structure

Syntax is reinforced through repetition and progressively challenging activities that provide learners with the tools needed to create their own sentences while continuing their language learning.

Reading Comprehension

Relatable reading tasks and comprehension activities have been designed to challenge learners and enhance listening, speaking and writing skills. Through reading comprehension learners will build on their vocabulary, practise pronunciation and develop grammar knowledge.




























Phonics Focus - A-Z Review

Activity 1

Sing the alphabet song.

Activity 2

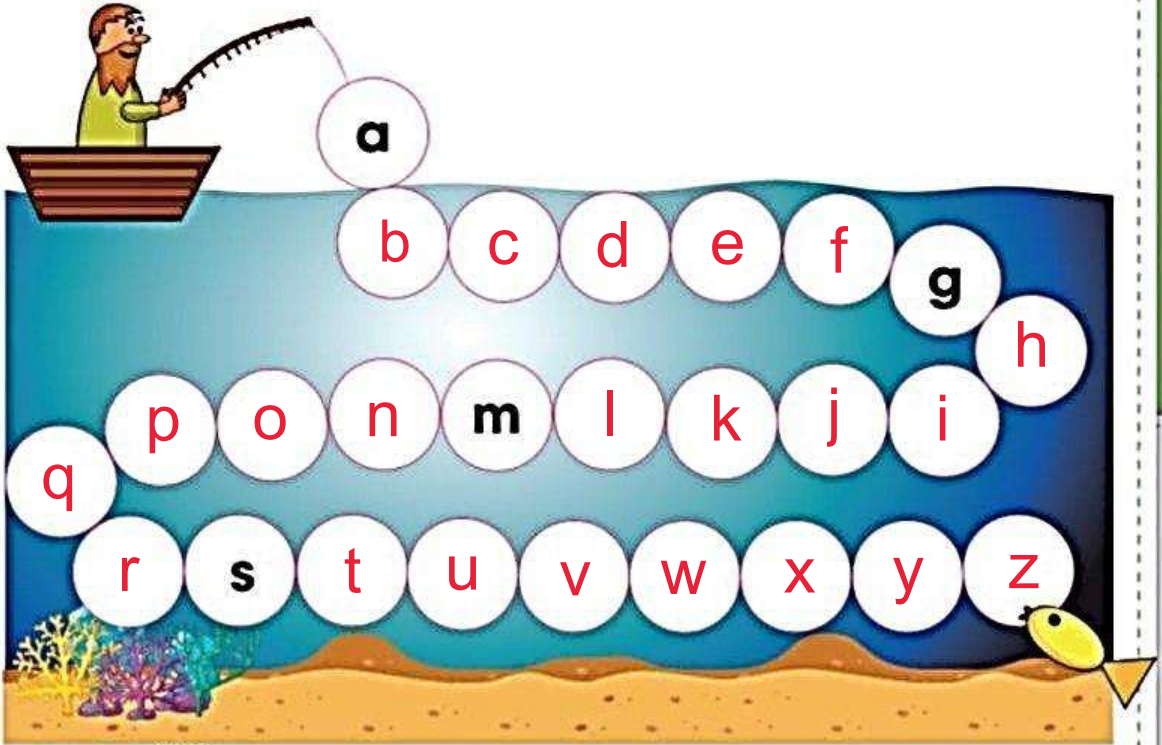
Say the sounds and the words to move around the board.

| | | | |
|--|--|--|--|
| Start  | a  | b  | c  |
| | d  | e  | f  |
| g  | h  | i  | j  |
| k  | l  | m  | n  |
| o  | p  | q  | r  |
| s  | t  | u  | v  |
| w  | x  | y  | z  |
| | | | Finish  |

Phonics Focus - A-Z Review

Activity 3

Write the letters to help the man catch a fish.



Activity 4

Paste the words in the correct order (a-z).

| | | |
|-----------------|-----------------|------------------|
| 1. apple | 2. elbow | 3. hand |
| 4. nose | 5. run | 6. yellow |

High Frequency Words

Activity 1

Listen and repeat.

me

do

big

dad

down

Activity 2

Find the High Frequency Words in the picture.



Activity 3

Listen to the sentences. Fill in the gaps using words from the box.

me

do

big

dad

down

1. Ali sits down on a chair.
2. Zara has a big pool.
3. Give the blue book to me.
4. What toys do you like?
5. My mum and dad like cheese.

Activity 4

Practise saying the High Frequency Words. Tick the words that you know.

me

do

big

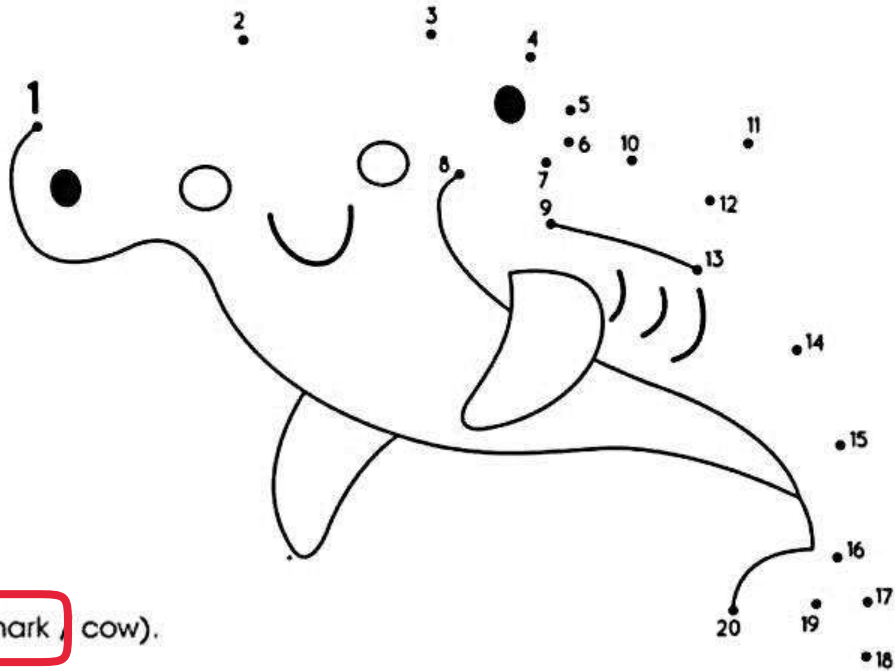
dad

down

Numbers Review

Activity 1

Join the numbers from 1-20. Then, circle the answer.



It is a (shark) cow.

Activity 2

Write the words under the numbers.

| | | | | |
|----------|----------|----------|-----------|----------|
| fifteen | nineteen | sixteen | eleven | twenty |
| thirteen | twelve | fourteen | seventeen | eighteen |

| | | | | |
|--|--|---|--|--|
| 1.  <u>eleven</u> | 2.  <u>twelve</u> | 3.  <u>thirteen</u> | 4.  <u>fourteen</u> | 5.  <u>fifteen</u> |
| 6.  <u>sixteen</u> | 7.  <u>seventeen</u> | 8.  <u>eighteen</u> | 9.  <u>nineteen</u> | 10.  <u>twenty</u> |

Review

Activity 1


Use the words in the box to talk about the fish.

red yellow green
 blue brown
 black white purple
 orange pink



Activity 2 13

Paste the correct words into the boxes.

| | |
|--|-------|
| 1.  | sit |
| 3.  | neck |
| 5.  | heart |
| 7.  | duck |

| | |
|--|------|
| 2.  | gift |
| 4.  | exit |
| 6.  | bag |
| 8.  | jam |

Activity 3

Write the words from Activity 2 in the correct order (a-z).

1. bag
3. exit
5. heart
7. neck

2. duck
4. gift
6. jam
8. sit



Phonics Focus - A-Z Review

Activity 1 14

With a partner, make words with the cards. Then, say the words.

Activity 2 130

Listen to the words and clap the syllables. Then, write the number of syllables.

| | | | | |
|--|--|--|---|--|
| 1.  2 | 2.  3 | 3.  1 | 4.  2 | 5.  3 |
|--|--|--|---|--|

Activity 3

Say the words and count the syllables. Then, write the words in the table.

| | | |
|----------|---------|-----------|
| elephant | arrow | rectangle |
| robot | gorilla | seven |
| hat | tree | |
| brown | cow | thirteen |
| | iguana | |

| 1 syllable | 2 syllables | 3 syllables |
|------------|-------------|-------------|
| cow | seven | rectangle |
| hat | robot | elephant |
| tree | thirteen | iguana |
| brown | arrow | gorilla |

High Frequency Words

Activity 1

Listen and repeat.

when

it's

see

looked

very

Activity 2

Write the missing letters.

1.



ver_y

2.



s_e_e

3.



L_o_k_e_d

4.



W_h_e_n

5.



it'_s

Activity 3

Find the High Frequency Words.

I like to go to Jebel Jais **when** **it's** cold.
I can **see** the mountains.
One day, I went with my family.
It **looked** **very** nice.



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. I can **see** zebras at the zoo.
2. The girl is **very** sleepy after school.
3. **When** are you going to the mall?
4. **It's** under the tree.
5. The king **looked** at the tiger.

Colours & Shapes Review

Activity 1

Fill in the missing colour words. Use the words in the box.

red yellow green blue
brown purple orange pink

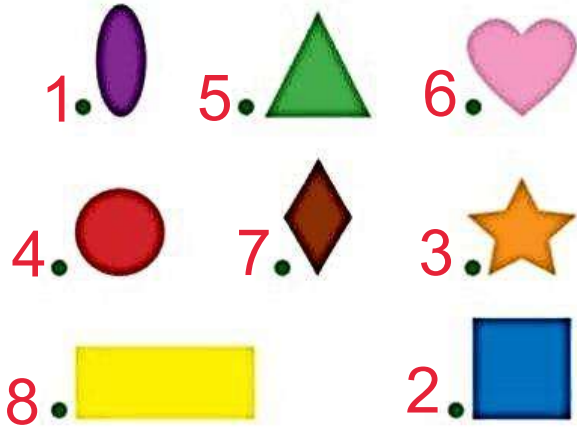


- The apple is red.
- The table is brown.
- The books are green.
- The bag under the table is blue and orange.
- The pencils are red, green, pink, yellow and purple.

Activity 2

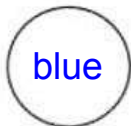






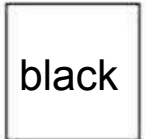
Match the words to the shapes.

- oval ●
- square ●
- star ●
- circle ●
- triangle ●
- heart ●
- diamond ●
- rectangle ●



Activity 3

Listen and colour the shapes.

-  1. blue
-  2. green
-  3. red
-  4. yellow
-  5. brown
-  6. orange
-  7. pink
-  8. black

Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



Salma likes kites.

*My name is Salma.
I like to fly kites.
I go to the park to fly my kite.
I meet my friends at the park.
These are my friends, Alia and Haza.
I have a red kite.
Alia has a purple kite.
Haza has a kite too.
It is green and orange.*

Activity 2

Read the story. Who is the story about? Point to the person in the picture.

Activity 3

Choose a name for the story. Then write it on the line.

1. Green Stars

2. Five Fish

3. Salma Likes Kites

Activity 4

Read the story again. Then, fill in the gaps.

1. Salma likes to fly kites.
2. She goes to the park to fly her kite.
3. She meets her friends at the park.
4. Salma has a red kite.
5. Alia has a purple kite.

Activity 5

Write a sentence about Haza's kite.

Haza has a kite too.

Let's Write

Activity 1

Draw a picture of you and your friends. What do you like to do?

Activity 2

Complete the sentences about your picture.

My name is Nada. I like to play with my doll.

These are my friends, Sham and Jana.

Activity 3

Talk about your picture with a partner.

My name is Hamad.

I like to play football.



These are my friends, Afra and Hessa.



Notes

Short Vowels - a, e, i, o, u









Activity 1

Listen to the words. Circle the correct vowel sounds.

1. a e **i** o u
2. a **e** i o u
3. a e i **o** u
4. a e i o u
5. a e i o **u**

Activity 2

Write vowels to complete the words.

| | | | |
|--|--|--|--|
| 1.  s <u>u</u> n | 2.  c <u>a</u> t | 3.  k <u>i</u> d | 4.  l <u>e</u> g |
| 5.  w <u>e</u> b | 6.  j <u>e</u> t | 7.  p <u>o</u> t | 8.  v <u>a</u> n |

Activity 3

Say the sounds. Circle the pictures that have the sounds.

| | | | |
|-------------|---|---|---|
| 1. a |  |  |  |
| 2. e |  |  |  |
| 3. i |  |  |  |
| 4. o |  |  |  |
| 5. u |  |  |  |

High Frequency Words

Activity 1

Listen and repeat.

look

don't

come

will

into

Activity 2

Read the clues and write the High Frequency Words.

1. Which word begins with c?

come

2. Which word ends with o?

into

3. Which word begins with l?

look

4. Which word ends in l?

will

5. Which word has ' ?

don't

Activity 3

Find the High Frequency Words.

Do you want to **come** to the zoo?

We **will** **look** at the gorillas!

Get **into** the car.

We **don't** want to be late.

Let's go!



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. She **will** take a photo on my phone.

2. Put the pen **into** your bag.

3. **Come** upstairs to see my toys.

4. We will **look** at the ducks.




5. **Don't** sit there.

Feelings

○ Listen to your teacher. Say the words. Learn the words.

Activity 1

Listen and repeat.

| | | |
|---|---|--|
|  |  |  |
| happy | sad | angry |
|  |  |  |
| excited | scared | sleepy |

Activity 2

Match the sentences to the pictures.

1. She is scared. ●

2. He is sad. ●

3. She is angry. ●

4. He is excited. ●

5. She is happy. ●

6. He is sleepy. ●



Activity 3

Tell your partner how you feel. Show each feeling on your face.

How are you?



I am excited.



Feelings

Activity 4

Circle the correct pictures.

1. sad



2. excited



3. happy



4. sleepy



5. angry



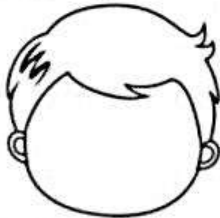
6. scared



Activity 5

Read the sentences and draw faces.

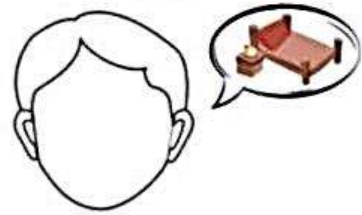
1. He is happy.



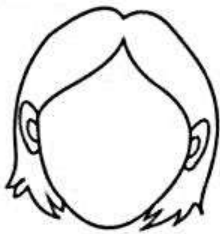
2. She is sad.



3. He is sleepy.



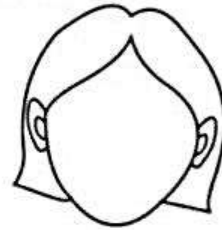
4. She is excited.



5. He is angry.



6. She is scared.



Activity 6

Write sentences about the pictures.

1.



He is sad.

2.



She is happy.

3.



He is angry.

Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



Dilly the Dragon

This is Dilly. Dilly is a happy dragon. She sees a butterfly. She is excited. The butterfly flies away. Dilly is sad. Dilly sees a mouse. She is scared. She huffs and puffs. She is angry. Dilly is sleepy. It's time to go to bed!

Activity 2

Read the story. Circle the correct answers.

1. Dilly is a (happy / sad) dragon.
2. She is (angry / excited) when she sees a butterfly.
3. Dilly is (sleepy / sad) when the butterfly flies away.
4. Dilly is (scared / sad) when she sees a mouse.
5. She huffs and puffs when she is (happy / angry) .
6. Dilly is (sleepy / excited) so it's time to go to bed.

Activity 3

Read the story again. Tell the story to your partner.

This is Dilly.



Dilly is a happy dragon.

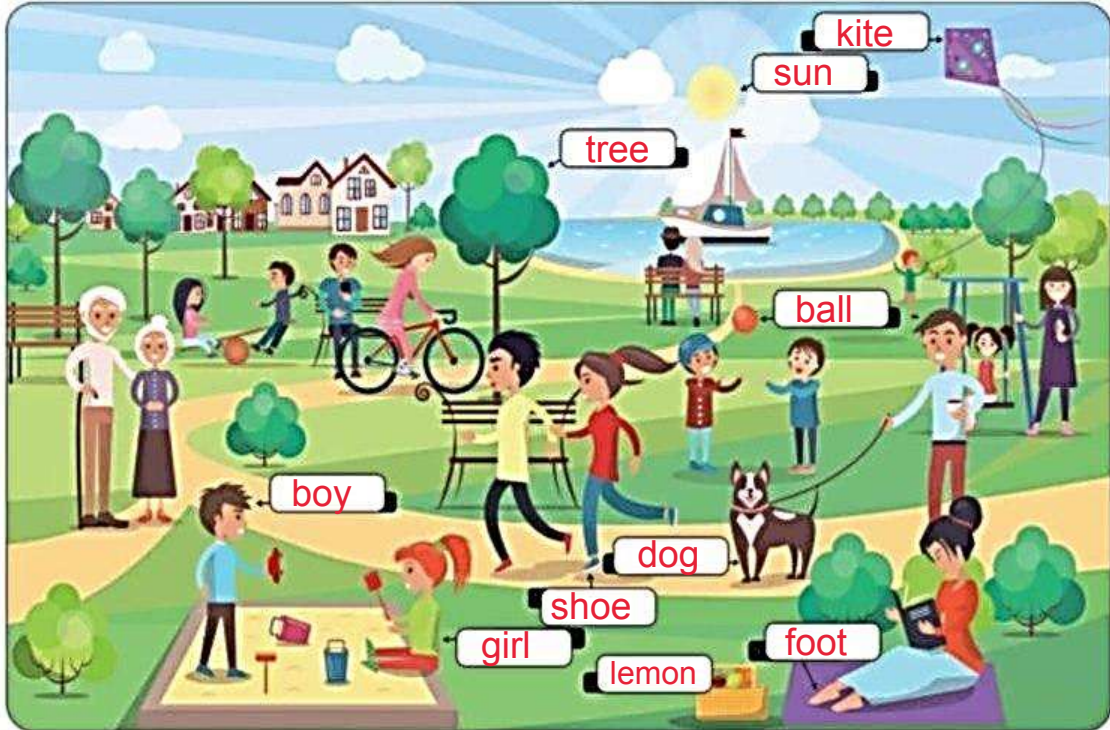


Let's Write

Activity 1

Look at the picture. Write the words. Use the words in the box.

lemon ball kite girl foot
sun tree boy dog shoe



Activity 2

List any other things in the picture that you know.

1. bike
2. seats
3. picnic basket
4. swing
5. houses
6. boat

Activity 3

Read this sentence. *I can see a boy and a girl.*









Write another sentence about the picture.

I can see grandpa and grandma.

Beginning Sounds

Activity 1

Write the beginning sounds for each of these words.

| | | | |
|--|--|--|--|
| 1.  | 2.  | 3.  | 4.  |
| n | u | d | t |
| 5.  | 6.  | 7.  | 8.  |
| p | n | ch | c |

Activity 2

Listen to the words. Circle the correct sounds.

- 1. b **d** p
- 2. ph s **f**
- 3. **w** v th
- 4. k **qu** c
- 5. **g** j y

Activity 3

Work with a partner to write three words that begin with each sound.

| m | g | e | sh |
|---------------|----------------|-----------------|--------------|
| <u>mouth</u> | <u>girl</u> | <u>egg</u> | <u>ship</u> |
| <u>monkey</u> | <u>goat</u> | <u>exit</u> | <u>shell</u> |
| <u>man</u> | <u>gorilla</u> | <u>elephant</u> | <u>shop</u> |

High Frequency Words

Activity 1

Listen and repeat.

back

from

children

him

if

Activity 2

Read the clues and write the High Frequency Words.

1. Which word has eight letters?

children

2. Which word ends with k?

back

3. Which word has two letters?

if

4. Which word begins with f?

from

5. Which word has three letters?

him

Activity 3

Find the High Frequency Words.

The **children** are happy.
They are coming **back** **from** the zoo.
Dad drives the car.
They ask **him** for ice cream.
They can have ice cream **if** they are hungry.



Activity 4

Listen to the sentences. Fill in the missing High Frequency Words.

1. The **children** like to play in the pool.

2. Go to bed **if** you are sleepy.






3. I am excited to go **back** to the toy shop.

4. Give **him** a pen.

5. Who is the book **from** ?

Pronouns

- Listen to your teacher. Say the words. Learn the words.
- **Alli** is happy → **He** is happy

| I | you | he | she | It |
|---|---|---|---|--|
|  |  |  |  |  |


Activity 1

Find the pronouns.



Activity 2

Circle the correct words.

| | | |
|---|---|--|
| 1.  | 2.  | 3.  |
| I <input checked="" type="checkbox"/> it | it <input checked="" type="checkbox"/> she | she <input checked="" type="checkbox"/> he |

Activity 3 ✂️ 15 🗨️

Pick a card and practise making sentences with a partner.

He is excited.



She is happy.



Let's Read

Activity 1

Look at the picture. What can you see? Talk about the picture with a partner.



Play Time

The children like to play with toys.

Zayed likes to play with cars. **He** has a purple car, a green car and a red car. **He** likes the purple car.

Moza has a doll. **She** gives **it** tea in a cup.

Sultan likes to play with dinosaurs. **He** likes to play with Zayed's red car.

The children share their toys.



dinosaur



share

Activity 2

Read the story. Draw lines to match the questions to the correct answers.

- | | |
|---------------------------------------|---|
| 1. What do the children like to do? | 4. Sultan likes to play with dinosaurs. |
| 2. What does Zayed like to play with? | 3. She has a doll. |
| 3. What does Moza have? | 5. The children share their toys. |
| 4. Who likes to play with dinosaurs? | 1. The children like to play with toys. |
| 5. What do the children share? | 2. He likes to play with cars. |

Activity 3

Read the story again. Can you see any pronouns? Circle the pronouns in the story.

Let's Write

Activity 1

Look at the pictures and read the sentences. Answer the questions.

1.

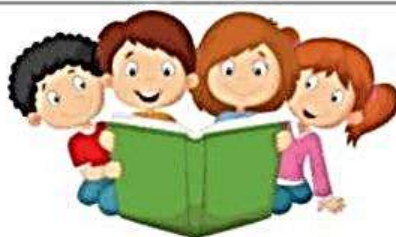


Bees like to eat honey.

What do you like to eat?

I like to eat honey.

2.



The children like to read books.

What do you like to do?

I like to read books.

3.



Butti likes to play with his train.

What toy do you like to play with?

I like to play with
my train.

4.



Ahmad likes to play with Hamdan.

Who do you like to play with?

I like to play with
Ahmed.

Activity 2

Use Activity 1 to ask your classmates questions.

What do you
like to do?



I like to play
football.

Notes







Lined area for taking notes, enclosed in a dashed border.

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Sounds in Words





Activity 1

Listen to the words. Circle the ending sounds.

| | | |
|--|--|--|
| 1.  | 2.  | 3.  |
| p n t | p t d | t h m |
| 4.  | 5.  | 6.  |
| c s o | ff ss ll | sh wh th |

Activity 2

Write the ending letters for each word.

| | | | |
|--|--|--|--|
| 1.  | 2.  | 3.  | 4.  |
| fro <u>g</u> | lio <u>n</u> | lea <u>f</u> | quee <u>n</u> |

Activity 3

With a partner say the words. Then, write the words in the correct place.



| ends with x | ends with p | ends with ll |
|---------------|-------------|--------------|
| <u>fox</u> | <u>cup</u> | <u>ball</u> |
| <u>box</u> | <u>mop</u> | <u>doll</u> |
| <u> </u> | <u>tap</u> | <u>shell</u> |

Sounds in Words

Activity 4

Look at the words. Circle the letters in the middle of the words.

caat cant foox kid
seven shell yellow

Activity 5

Listen to the words. Write the middle sounds.

1. 2. 3. 4. 5.

Activity 6

With a partner, help the farmer get to his sheep.

Say the middle sounds for each word.

d l b
 g ck i ng m ff
 o zz o m

High Frequency Word Review

Activity 1

Find the High Frequency Words in the word search.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| i | c | h | i | l | d | r | e | n | o |
| b | j | a | s | v | o | b | p | z | f |
| a | e | e | n | m | w | h | e | n | r |
| c | d | a | d | a | n | b | n | y | o |
| k | q | p | e | n | x | r | h | t | m |

- down
- dad
- when
- back
- from
- children

Activity 2

Read the clues and write the correct High Frequency Words.

it's

if

very

big

looked

- Which word has six letters? looked
- Which word ends with g? big
- Which word has two letters? if
- Which word begins with v? very
- Which word has three letters and ' ? it's

Activity 3









Listen to the sentences. Fill in the missing High Frequency Words.

- What do you like to eat?
- The children are very sleepy.
- Give the yellow books to him.
- Do you want to come to the zoo?
- They looked at the clouds in the sky.

Body Parts





Activity 1

Listen and repeat.

| | | | |
|---|---|---|---|
|  |  |  |  |
| head | shoulder | knee | toe |
|  |  |  |  |
| eye | ear | mouth | nose |

Activity 2

Circle the correct words.

| | | | |
|--|--|--|--|
| 1.  | 2.  | 3.  | 4.  |
| ear knee | head eye | shoulder toe | mouth nose |

Activity 3

Label the pictures.



1. eye 

2. nose 

3. mouth 

4. knee 

5. head 

6. ear 

7. shoulder 

8. toe 

Let's Read

Activity 1

Read and then sing the song. Point to the body parts as you sing.

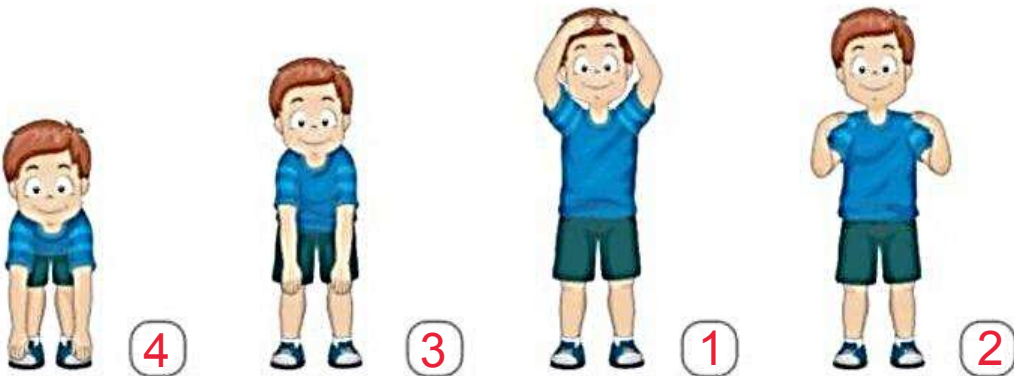
*Head, shoulders, knees and toes,
knees and toes,
Head, shoulders, knees and toes,
knees and toes,
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes,
knees and toes!*

1. How many times can you see the word **toes**? six
2. How many times can you see the word **head**? three
3. How many times can you see the word **mouth**? one

Activity 2





Talk about the pictures with a partner.

Write numbers (1-4) to put the pictures in the correct order.



Activity 3

Sing the song again. Practise singing in different ways.

| | |
|--|---|
|  slow |  fast |
|  quiet |  loud |

Let's Write

Activity 1

With a partner, write a new song like *Head, Shoulders, Knees and Toes*.

The words in the box can help you.

thumb

tooth

elbow

neck

finger

leg

neck _____, elbow _____, hand and foot,
hand and foot,

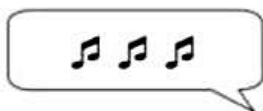
neck _____, elbow _____, hand and foot,
hand and foot,

And tooth _____ and thumb _____ and finger _____ and leg _____,

neck _____, elbow _____, hand and foot,
hand and foot!

Activity 2





Sing your new song to your classmates.



Words







Activity 1

Look at the pictures. Circle the correct words.

| | | | | | |
|--|---------------------|---------------------|--|---------------------|---------------------|
| 1.  | sand land | band hand | 2.  | ping king | sing ring |
| 3.  | duck puck | tuck luck | 4.  | wink sink | pink rink |

Activity 2

Write the missing letters.

| | | | | | |
|--|---------------|--|---------------|---|---------------|
| 1.  | r <u>i</u> ng | 2.  | d <u>e</u> sk | 3.  | fr <u>o</u> g |
| 4.  | f <u>i</u> sh | 5.  | st <u>a</u> r | 6.  | g <u>i</u> ft |

Activity 3

Listen and circle the correct words.

| | | | |
|----|-------------|-------------|-------------|
| 1. | swim | fish | star |
| 2. | duck | gift | drum |
| 3. | desk | shop | hand |
| 4. | crab | king | frog |
| 5. | flag | bird | girl |

Activity 4

Read all the words from Activity 3 with a partner.

swim





fish

Words


Activity 5

Listen and write the missing words.


1. The green **frog** likes to jump.
2. Her dress is **pink** and orange.
3. Thank you for the **gift**.
4. Can you see the **star** in the sky?
5. Look at the yellow **duck**!

Activity 6


Paste letters in the boxes to make the words.

1. 


| | | | |
|---|---|---|---|
| h | a | n | d |
|---|---|---|---|

2. 

| | | | |
|---|---|---|---|
| b | i | r | d |
|---|---|---|---|

3. 

| | | | |
|---|---|---|---|
| d | e | s | k |
|---|---|---|---|

4. 

| | | | |
|---|---|---|---|
| g | i | r | l |
|---|---|---|---|

Activity 7







List any more words with four letters that you know. Then, circle the vowels.

ink - uck - ink - uck - ing
ey - ing - ing - ard - lue
oys - ard - rog - ens - ish

Family





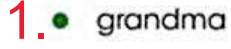
Activity 1

Listen and repeat.

| | | | | | |
|---|---|---|---|--|---|
|  |  |  |  |  |  |
| mum | dad | sister | brother | grandma | grandpa |

Activity 2

Match words to pictures.

| | | |
|---|--|--|
| 1.  | 2.  | 6.  |
| 3.  | 4.  | 5.  |
| 5.  | 6.  | 1.  |
| | | 2.  |

Activity 3

Write letters to complete the words.



1. mum

2. grandma

3. brother

4. sister

5. grandpa

6. dad

Family

Activity 4

Write the words.

1. grandma

2. grandpa

3. dad

4. mum

5. sister

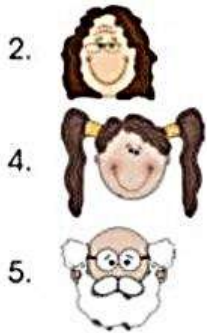
6. brother



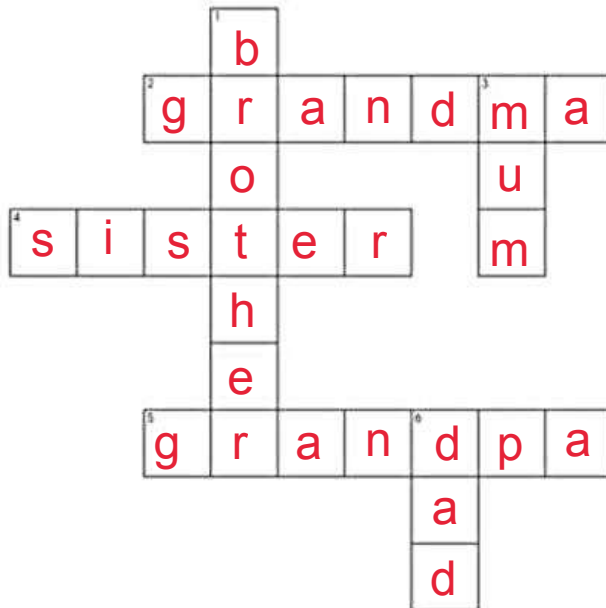
Activity 5

Use the pictures to do the crossword.

Across →



Down ↓



Let's Read

Activity 1

Look at the picture. Who can you see? Talk about the picture with a partner.



My family

Hi! My name is Madia.
This is a picture of my family.
This is my brother. He is seven years old.
This is my mum. She is a vet.
This is my dad. He is a teacher.
This is my grandma and this is my grandpa. They live in Ajman. They have a big house.
We are a very happy family.

Activity 2

Read the story. Point to each person in the family as you read.

Activity 3

Read the story again. Fill in the blanks.

1. Madia's brother is seven years old.
2. Her mother is a vet.
3. Her father is a teacher.
4. Her grandma and grandpa live in Ajman.
5. They are a very happy family.

Activity 4

Choose a name for the story. Then write it on the line.

1. My Toys

2. My Feelings

3. My Family

Let's Write

Activity 1

Draw a picture of your family.

This is my family.

Activity 2

Tell a partner about your family.



Activity 3

Write about your picture.

1. This is my family.
2. This is my father and my mother.
3. This is my sister and my brother.
4. This is my grandpa and my grandma..
5. I have a lovely family.

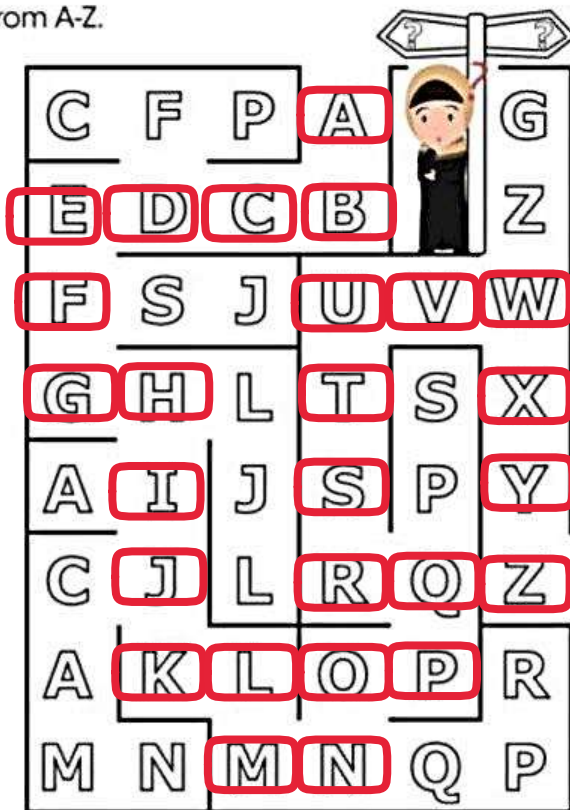
Phonics Review


Activity 1 -

Sing the alphabet song.

Activity 2

Colour the letters from A-Z.



| | | | | | |
|---|---|---|---|---|---|
| C | F | P | A |  | G |
| E | D | C | B | | Z |
| F | S | J | U | V | W |
| G | H | L | T | S | X |
| A | I | J | S | P | Y |
| C | J | L | R | Q | Z |
| A | K | L | O | P | R |
| M | N | M | N | Q | P |

Activity 3

Colour the beginning sounds.









| | | | |
|---|---|---|---|
| o | a | t | n |
| m | e | h | n |
| s | o | c | u |
| r | a | l | c |

Phonics Review







Activity 4

Circle the middle sounds.

| | | |
|--|--|---|
|  <p>a o i</p> |  <p>e i a</p> |  <p>e u o</p> |
|  <p>ou oi oo</p> |  <p>ou oi ow</p> |  <p>oo ou oy</p> |

Activity 5 ✂️ 17

Paste the ending letter.

| | | |
|---|---|---|
|  |  |  |
| <p>r e d</p> | <p>b a g</p> | <p>h a t</p> |
|  |  |  |
| <p>f o x</p> | <p>w e b</p> | <p>s u n</p> |

Phonics Review

Activity 6

Match the letters to make words. Then, write the words.

1.  sp
2.  ti
3.  du ~~ck~~
4.  ig ~~loo~~
5.  el

2. ger tiger

1. oon spoon

5. bow elbow

4. loo igloo

3. ck duck

Activity 7

Listen and circle how many syllables are in each word.

- | | | | | | | | | | |
|----|----------|---|----------|----------|----|---|----------|---|--------|
| 1. | 1 | 2 | 3 | octopus | 2. | 1 | 2 | 3 | window |
| 3. | 1 | 2 | 3 | zoo | 4. | 1 | 2 | 3 | zero |
| 5. | 1 | 2 | 3 | elephant | 6. | 1 | 2 | 3 | jacket |

Activity 8

With a partner, split the words into syllables.

- | | | | |
|--------------|----------|--------------|----------|
| 1. triangle | 3 | 2. angry | 2 |
| 3. sister | 2 | 4. purple | 2 |
| 5. rectangle | 3 | 6. shoulders | 2 |
| 7. sixteen | 2 | 8. excited | 3 |

twen



ty



Vocabulary Review

Activity 1

Match the sentences to the pictures.

1. It is angry.
2. He is sleepy.
3. She is sad.
4. He is excited.
5. It is scared.
6. She is happy.

1.



4.



5.



2.



3.



6.



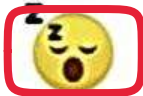
Activity 2 ✂️ 18

Match the parts of the face to show each feeling.

Activity 3 🎧 155

Listen to the sentences and circle the correct feelings.

1.



2.



3.



4.



5.



6.



Activity 4

Look at the pictures and write sentences.

1.



The dragon is happy.

2.



The lion is angry.

3.



The boy is sleepy.

Vocabulary Review

Activity 5

Unscramble the words. Then, match the words to the picture.

1. neke = knee ●
2. adeh = head ●
3. umoth = mouth ●
4. oet = toe ●
5. yee = eye ●
6. soen = nose ●
7. hrsoldue = shoulder ●
8. rea = ear ●



Activity 6

Tell your partner who is in the picture. Use the words in the box to help you.

| | | |
|--------|---------|---------|
| mum | dad | brother |
| sister | grandma | grandpa |



Let's Read

Activity 1

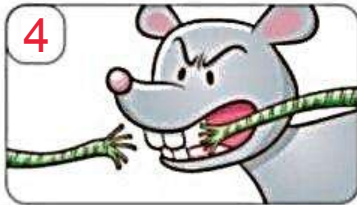
Read the story. What is it about? Talk about the story with a partner.

Lion and Mouse

Lion sleeps on the grass. Mouse sings and dances on his head.
Lion wakes up. He is angry. Mouse is scared. Lion lets him free.
Later, Lion is in a trap. He is sad and scared.
He asks mouse to help. Mouse bites the trap.
Lion is free. Now, Lion and Mouse are good friends!

Activity 2

Read the story again. Put the pictures in order 1-5.



Activity 3

Answer the questions.

1. What is the name of the story? Lion and Mouse.
2. Who are the characters in the story? A lion and a mouse.

Activity 4







Retell the story of Lion and Mouse. Use words from the box to help you.

| | | | | |
|--------|--------|-------|-------|--------|
| sleeps | dances | sings | angry | scared |
| free | trap | help | bite | friend |

Let's Write

Activity 1

Which animal do you like best? Circle your choice.

| | | |
|---|---|--|
|  |  |  |
| shark | camel | cat |
|  |  |  |
| bird | tiger | elephant |

Activity 2

Draw a picture of you and the animal you like best.

Activity 3

Finish the sentence.

I think the best animal is a cat because it's nice
cute and adorable. Every one can raise a cat,
a child or an adult.

Activity 4

Check that you did these things in your writing. Tick (✓) the boxes.

I used capital letters.



I used spaces.



I used a full stop.



Notes

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Vocabulary Checklist

Tick the words you can read (✓).

Feelings

| | | | | | |
|---------|--------------------------|--------|--------------------------|--------|--------------------------|
| happy | <input type="checkbox"/> | sad | <input type="checkbox"/> | angry | <input type="checkbox"/> |
| excited | <input type="checkbox"/> | scared | <input type="checkbox"/> | sleepy | <input type="checkbox"/> |

Pronouns

| | | | | | | | | | |
|---|--------------------------|-----|--------------------------|----|--------------------------|-----|--------------------------|----|--------------------------|
| I | <input type="checkbox"/> | you | <input type="checkbox"/> | he | <input type="checkbox"/> | she | <input type="checkbox"/> | it | <input type="checkbox"/> |
|---|--------------------------|-----|--------------------------|----|--------------------------|-----|--------------------------|----|--------------------------|

Body Parts

| | | | | | | | |
|------|--------------------------|----------|--------------------------|-------|--------------------------|------|--------------------------|
| head | <input type="checkbox"/> | shoulder | <input type="checkbox"/> | knee | <input type="checkbox"/> | toe | <input type="checkbox"/> |
| eye | <input type="checkbox"/> | ear | <input type="checkbox"/> | mouth | <input type="checkbox"/> | nose | <input type="checkbox"/> |

Family

| | | | | | |
|---------|--------------------------|---------|--------------------------|---------|--------------------------|
| mum | <input type="checkbox"/> | dad | <input type="checkbox"/> | sister | <input type="checkbox"/> |
| brother | <input type="checkbox"/> | grandma | <input type="checkbox"/> | grandpa | <input type="checkbox"/> |

High Frequency Word Checklist

Tick the words you can read (✓).

| | | | | | | | | | |
|------|--------------------------|-------|--------------------------|----------|--------------------------|--------|--------------------------|------|--------------------------|
| me | <input type="checkbox"/> | do | <input type="checkbox"/> | big | <input type="checkbox"/> | dad | <input type="checkbox"/> | down | <input type="checkbox"/> |
| when | <input type="checkbox"/> | it's | <input type="checkbox"/> | see | <input type="checkbox"/> | looked | <input type="checkbox"/> | very | <input type="checkbox"/> |
| look | <input type="checkbox"/> | don't | <input type="checkbox"/> | come | <input type="checkbox"/> | will | <input type="checkbox"/> | into | <input type="checkbox"/> |
| back | <input type="checkbox"/> | from | <input type="checkbox"/> | children | <input type="checkbox"/> | him | <input type="checkbox"/> | if | <input type="checkbox"/> |

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