

**Language  
Early reading  
And wrting activities**

First Year

Teacher's book

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# Foreword

This activity book in the series *La maternelle des champions*, taking into account the two national languages in Cameroon, proposes an initiation into language, pre-writing, writing and pre-reading.

- As far as language is concerned, the pupils will work on the following themes: the human body and clothes, the house and the family, food, animals and plants, the town and the village (first year nursery school), the school, feasts, night and day activities, jobs, means of transport (second year nursery school).

- Concerning pre-writing and writing skills, first the pupils will draw lines, canes, bridges, wavy lines... which will enable them to write letters later. They will listen to the “sounds” produced by these letters and they will grow aware of all that is written around them. Thus they will progressively get ready to learn reading.

The approach takes into account the current pedagogical methods: pedagogy based on projects, developing skills and competences. The teacher will use the lessons in the activity book at the appropriate time: most of these will start with activities in which the pupils will observe and manipulate things. In other cases, the book will be used first.

The approach follows different steps: first the teacher introduces the new situation. The pupils are asked to think about it and analyze it. They are encouraged to give their ideas, several pupils expressing their points of view. At this moment the new notion is explained and summed up. Then the pupils put into practice the notion, consolidating early learned concepts. Finally integration activities allow them to apply the learned concepts and to solve a complex problem. According to the results of the pupils, the teacher will give further explanations and other exercises if necessary.

The activity book follows the ministry’s instructions: it is divided into six sequences. Double pages, at regular intervals, will enable to prepare for assessment. This deals with checking if each pupil can apply in another context what he or she has learned, using his or her knowledge and procedural knowledge. What the pupils can do will be enhanced, those who have difficulties will be helped.

## Sequence 1

### 1. My body

#### Page 4

#### Objective

- Introducing yourself, introducing your body.

#### Sequence of activities

It is the beginning of the school year, so the teacher will give vocabulary and expressions as often as possible: greetings (*Good morning, Good bye Miss/Mrs/Mr ...*), introductions (*My name is..., I am... His /her name is...*), instructions (*Come in, Sit down, Come here, Listen, Repeat, Be quiet...*), vocabulary (school things, furniture), questions (*What is...? Who has...? Have you got...?*), etc. The teacher will regularly describe what he does: *I am putting the sheets of paper away, I am closing the door, etc.*

1. You do not learn vocabulary thanks to lists you learn by heart. You must use the new vocabulary in a context to associate it with a situation. Thus the pupils will have to communicate to use new words. They will have to repeat the new words regularly in the day and the following days thanks to nursery rhymes, songs and activities in relation to the theme of the lesson.

Ask the pupils to look at the drawing. Introduce the vocabulary in context: *This is my body* (show your body) / *this is my head* (show your head), etc. Ask the pupils to repeat the words as they show their faces, their heads... Ask a pupil to repeat each new word. Correct if necessary. Repeat the word and ask a few pupils to repeat it, then the whole class will repeat it and finally a few pupils again. Then show the various parts of the body, the pupils will have to name them. Finally the children will work in pairs: one child asks a question, the other will answer the question: *What is this?/This is my head.*

2. The pupils will be able to do the exercise if they know the vocabulary of the lesson. On the blackboard draw a circle to explain "circle" and a cross to explain the second instruction. Later in the school year you can ask a child to explain the instruction.

3. Here is a possible method to teach the song to the class (it can be presented like a nursery rhyme): sing it (or recite it) once or twice, show the various parts of your body as you go along. Say the first line, repeat it once or twice, then the class will repeat it once or twice. Proceed as before with the second and the third lines, as they are identical. Then do the same thing with the three first lines. Proceed as before to the end of the song. Only the last line is new. Sing the whole song with the class. Sing it later in the day, the following days and throughout the school year to do revisions.

4. Thanks to this exercise the teacher will see how each pupils can represent its body.

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## Sequence 1

### 2. I scribble and I colour

#### Page 5

#### Objectives

- Holding the pencil properly.
- Drawing and colouring.

#### Sequence of activities

Pre-writing prepares for handwriting. The pupils have to do exercises which will help them to write letters and words later. In the lessons of the activity book, they will draw vertical and horizontal lines, circles, arcs of circle, canes, wavy lines, bridges, loops, straight-sided loops, etc. They will have to learn that we read and write from left to write and they will have to learn to write the letters properly.

1. In this first lesson, it deals with holding the pen properly. The teacher will make sure the pupils do not develop bad habits. The pupils can draw on sheets of paper before working on the activity book. They can draw

what they want. First they will learn to move the pencil on the sheet of paper, and to control what they do (the pressure on the pencil and their gestures).

Now the pupils look at the drawings in the activity book. They will name the various parts of the body they learned in the language lesson (revisions). Tell the pupils that the first person has got hair. Use the blackboard to show how it was drawn. The pupils have to carry it on. On the second drawing the person has not got hair. The pupils have to draw it; they can do it long or short, thick or thin.

2. Thanks to colouring, the pupils will be more and more precise in their gestures. They will perceive the limits of a certain space. Ask the pupils to look at the drawings. They will have to colour them, tell them it is to make them more beautiful. Give them felt pens and revise colours. Tell them not to go beyond the outlines of the drawing which are boundaries they should not go out of. If some pupils cannot do it, do not criticize them.

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## Sequence 1

### 3. My head

#### Page 6

#### Objectives

- Identifying and naming the various parts of the head.

#### Sequence of activities

1. Introduce the lesson according to what you do with the pupils on the theme of the body. You can revise the song of the previous lesson.

Introduce the various parts of the head. Ask a few pupils to repeat the new words, and then the whole class will repeat them and finally a few pupils again. Correct the pronunciation if necessary. Play *Simon says*. When the teacher says: *Simon says point to your nose*, the pupils must obey him. If he only says: *Point to your nose*, they must not obey him. The children who make mistakes are eliminated. You will finish the game if it is not too long for the pupils who are eliminated. If it is too long, start a new game. The pupils who were not eliminated will be the winners.

In this game the pupils will only have to point to the various parts of the body. They will also have to name them in other activities.

2. Proceed as in the previous lesson to teach the nursery rhyme. You will recite it the next days and throughout the school year to revise.

3. The teacher will see how the pupils can represent their heads now.

To go further, you can play a game during the lesson or later to do revisions: it is a game with dice and it is about the different parts of the body.

The pupils can play in groups (you will choose the number of pupils in a group according to the total number of pupils). Each group will have to draw a body on a sheet of paper or on a slate, according to the instructions given by the die. If you do not have dice, draw the dots of a die on small sheets of paper or write 1, 2, 3... on each paper.

Each number corresponds to a part of the body. For example: 6 → the trunk; 1 → the arms; 2 → the hands; 3 → the legs; 4 → the feet; 5 → the head.

A pupil from each group comes and throws the die (or chooses a piece of paper). He or she will tell his friends what it is. Each member of the group, individually, draws the part of the body. To start the game you have to throw a 6. You can also decide that you have to throw a 1 twice to be able to draw the two arms, a 2 twice 2 for the hands, etc. The group who finishes his drawing first is the winner. You can play the same game with the various parts of the head the pupils have just learned. You must throw a 6 to be allowed to draw the head (a big circle, show the pupils the size so they can draw the eyes, the nose... in it). 1 corresponds to the eyes, 2 to the nose, 3 to the mouth, 4 to the ears, 5 to the hair. As previously, you can decide that you have to throw a 1 twice to be able to draw the eyes and 4 twice to be able to draw the ears.

**Sequence 1**  
**4. Circles and dots**  
**Page 7**

**Objective**

- Drawing circles and dots.

**Sequence of activities**

**1 and 2.** Ask the pupils to look at the drawing. They will name the parts of the body they can see. Mention the tee-shirt. Tell them to look at the dots. Explain they have to draw more dots. Give an example on the blackboard. The pupils can practice on a sheet of paper or on the slate before working on the activity book. Now ask them to look at what is around the picture: there are circles. Ask them to draw more circles where it is possible. Show the starting point on the blackboard and the direction of the line. First they will try on a sheet of paper or on the slate.

**3.** Ask the pupils to name the different parts of the head (revision). Mention the arrows so that they draw the circles properly and give an example on the blackboard.

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**Sequence 1**  
**5. My clothes**  
**Page 8**

**Objective**

- Naming clothes.

**Sequence of activities**

**1.** To start the lesson, you can ask the pupils to name their clothes. Bring clothes to show them and to play games. The pupils are learning vocabulary but they are also learning to make sentences, questions. For example today: *Are you wearing a dress?* A pupil will answer. Repeat the question and ask the pupils to repeat it. Then the first pupil will ask the question to another child. Then suggest different questions: *Are you wearing trousers? Is your shirt red?* (Revision of colours.) Encourage the pupils to talk: ask more questions, give the beginning of sentences, and give vocabulary. Do not insist if some pupils do not want to talk: give the word or the sentence.

Ask the pupils to look at the scene in the activity book. They will tell you what the children are doing. Ask them to name the clothes which are drying and the clothes the children are wearing. Ask them to imagine a dialogue. The little girl is telling the boy what she is hanging on the line and vice versa. Then the pupils can name the clothes they are wearing.

**2.** Ask the pupils to look at the drawing. They will name the clothes. Give vocabulary if necessary: dungarees, slippers, for example. Give the instruction. On the blackboard, explain what "join" means.

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**Sequence 1**  
**6. I draw over lines**  
**Page 9**

**Objective**

- Drawing over lines.

**Sequence of activities**

The pupils' gestures will be more and more precise. Here are the usual steps of the progression: first they will draw over dotted lines. Then they will carry on lines. They will sometimes draw parallel lines.

1. Ask the pupils to look at the drawings and to name the clothes (revision of the previous lesson). Do one of the drawings on the blackboard to explain "dotted lines". Show the pupils what they are supposed to do: they have to draw over the dotted lines. Tell them not to draw over the dotted lines which go toward the children for the moment. The pupils will work on their own. Walk in the classroom to help and encourage them and to see if they hold their pencils properly.

2. It is probably the first time you do this kind of exercise with the pupils. Give the instruction with precision: mention the coloured dots, the boy and the girl and the dotted lines. Then the children will do the exercise. When you correct, ask the children to make sentences like: *The girl is wearing a dress / the tee-shirt is for the boy, etc.*

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## Sequence 2

### 1. The family

#### Page 10

#### Objectives

- Using the vocabulary relating to the family.
- Introducing yourself and your family; asking questions about others.

#### Sequence of activities

1. To start the lesson and to do revisions, play a game. Say: *My name is... What is your name?* A child will answer the question and he will ask the same question to another friend and so on. Stop the game after a few pupils have answered. If there are two children of the same family ask the other pupils to introduce them: *X is Y's brother/Y is X's sister.* If it is not the case, start working on the activity book.

Ask the pupils to look at the situation. Then ask questions: *What can you see in the picture? Who is speaking? What is he showing? Who is the old man? Who is the old lady?* etc. Point to the boy and tell the pupils he is the one who is speaking. Read what he says. Repeat what he says again and point to the different characters. Then the pupils can ask questions to each other: *Who is he/she?* (They will point to somebody.) *He is the older brother / the baby / the father, etc.*

Then ask the pupils to talk about their families: *Who has a younger brother? A younger sister?* etc. The pupils can also ask their friends questions. Ask them to make different sentences: *How many brothers / sisters have you got? What is your father's name?* etc.

1. Ask the pupils to identify the two characters: the father and the mother. Show the dotted lines and ask the pupils to draw over them.

2. There are blanks in the nursery rhyme. All the pupils in the class do not have brothers and sisters; in this case you can use the names given in the lesson to fill in the blanks. Ask the pupils to finish the sentences in turn.

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## Sequence 2

### 2. Vertical lines

#### Page 11

#### Objective

- Drawing vertical lines.

#### Sequence of activities

Ask the pupils to look at the page. They will recognize the father's tee-shirt in the previous lesson (language). Ask them to describe it: lines and dotted lines. Give the instruction. Then ask them to look at what is around the picture: there are vertical dotted lines. Explain the pupils they have to draw over them. Tell them to follow the arrows. The pupils will learn that you start drawing lines on the left. You draw vertical lines from top to bottom. It deals with teaching children how a page should be read.

Before or after working in the activity book, the pupils will draw on the slate or sheets of paper and they will use various materials (chalk, brushes, felt pens...).

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## **Sequence 2**

### **3. My house**

**Page 12**

#### **Objective**

- Using the vocabulary relating to the house: house, furniture, roof (raffia, iron sheet), window, door, brick, raffia, round, rectangular...

#### **Sequence of activities**

Ask the pupils to look at the residences near the school. They will name them: a house, a building. Then they will describe them: the door, the windows, the walls, the roof... Give vocabulary when necessary. Use spatial vocabulary: *At the top, it is the roof. Downstairs there is the door, etc.*

Then work on the activity book so that the pupils can see various kinds of residences. They will look at each picture and they will describe each house: a round house with a raffia roof, a bungalow with an iron sheet roof, a house made of concrete blocks with an iron sheet roof, a building.

Make sentences like: *Who lives in this building? ... lives in... Do you live in a building? What is the roof of /your/ the house made of? The roof is made of iron sheet, etc.*

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## **Sequence 2**

### **4. Horizontal lines**

**Page 13**

#### **Objective**

- Drawing horizontal lines.

#### **Sequence of activities**

Ask the pupils to look at the page. The pupils will have to recognize the building they saw in the previous lesson (language). Do revision: *Is it a house? Who lives in this building? Is the roof made of iron steel?* etc. Point to the doors and the windows, the pupils will have to name them.

Show the dotted lines: the pupils have to finish the drawing. Give an example on the blackboard, tell the pupils they must draw horizontal lines from left to right (you write from left to right).

The pupils will draw lines on sheets of paper (squared or not), on the slate or on the blackboard. They will use pens, pencils, a piece of chalk...They can also make coils with modeling clay or with clay and put them horizontally.

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## **Sequence 2**

### **5. My living room**

**Page 14**

#### **Objective**

- Using the vocabulary relating to one of the rooms of the house: the living room (lounge, cane/wooden armchairs, a cupboard, a wooden table, a drum, a radio, a television set, a computer, a clock, bookshelves, a lamp, a tablecloth...).

#### **Sequence of activities**

Ask the pupils to look at the page and to tell you what they can see: the inside of two houses. Then give the name of the room. A few pupils will repeat it and then the whole class. Read the boy's words and ask the pupils

to point at the different elements of the living room. The pupils will have to name them: a bamboo cupboard, a table with a tablemat on it and wooden chairs, a radio, a drum.

Proceed as before for the second image.

Then ask questions: *Is there a drum / a computer in the boy's house? Is there a lamp in the girl's house? What can you see next to the...?* etc. Ask a few pupils to tell you what there is in their living-rooms.

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## Sequence 2

### 6. Oblique lines

#### Page 15

#### Objective

- Drawing oblique lines.

#### Sequence of activities

Ask the pupils to look at the images. Then they will name the objects they can see. They will recognize them as they saw them in the previous lesson (language).

The pupils will notice the dotted lines. Ask them if the drawings are finished. The pupils will understand what they have to do. Mention the arrows which indicate the direction of the line. The pupils must get used to starting on the left of the page and at the top.

Drawing is getting a little more difficult here: the pupils have to draw parallel lines, which means they must already master spatial notion. Tell them they have to handle their pencils properly. Use the blackboard to show how to proceed.

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## Sequence 2

### 7. My bedroom

#### Page 16

#### Objective

- Using the vocabulary relating to one of the rooms of the house: a bedroom (a bed, a mat, a bush lamp, an iron box, a wardrobe, a bedside lamp, a mirror, a fan...)

#### Sequence of activities

Ask the pupils to look at the page and to tell you what they can see: *How many pictures can you see? Who are the children? Have you ever seen them? Which room of the house are they showing?* Then they will tell you what they can see in the bedroom of a village house. Ask them to point at the different elements. They will repeat the new words and the sentences they have made: *In the bedroom there is a cupboard. This is a bamboo bed. There is a mat on the floor,* etc. Then ask questions so that the pupils use the new vocabulary again and make sentences.

Proceed as before for the modern bedroom. Then the pupils will use the new vocabulary to speak about the two pictures: *Who has a bush in his bedroom? Has the girl got a cupboard in her/his bedroom?* etc. Finally the pupils will talk about their own bedroom: *What is there in your bedroom? Is there a... in your bedroom?* Then the children will ask their friends questions (chain questions): a pupil asks a question; another one answers; this one asks a question to another friend and so on.

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## Sequence 2

### 8. Patterns with lines

#### Page 17

#### Objective

- Making patterns with vertical, horizontal and oblique lines.



### Sequence of activities

Ask the pupils to look at the page. Then they will name the objects: a fan, a mat, an iron box. Ask the pupils where they saw these objects: in one of the bedrooms in the previous language lesson. Ask them to describe each object. They will see that the drawings are not finished: dotted lines and lines they will have to carry on. Keep on teaching the pupils positioning on the sheet of paper: you start on the top of the page and by the drawing on the left: the fan. Walk in the class while the children are working. Encourage them, help the pupils who have difficulties and make sure they hold their pencils properly.

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### Sequence 3

#### 1. What I eat: fruit

Page 18

#### Objective

- Using the vocabulary relating to fruit (banana, orange, pawpaw, pineapple, apple, mango...).

#### Sequence of activities

1. If possible, bring fruit in the classroom. The pupils will name them and repeat the new words. Correct the pronunciation if necessary.

Ask the pupils to look at the picture in the activity book. They will describe it: a girl, fruit. They will name the fruit and tell you what the girl is doing.

Play a game. The teacher says: *I went to the market and I bought...* (Give the name of a fruit: bananas, for example). A pupil repeats the whole sentence and adds an element (*I went to the market and I bought bananas and mangoes*). A third pupil does the same thing: he repeats his friend's sentence and adds his own element. Play the game four or five times with the same sentence, it is a good memory exercise too. Play the game again with a new sentence and different pupils. In each case the final sentence will be repeated by the whole class. Think of adding elements of the lesson.

2. Recite the nursery rhyme twice. Ask the pupils a few questions to see what they have understood: *What do I sell? Do I sell oranges?* Repeat each sentence. Give explanations as far as the new vocabulary is concerned: *hard, ripe, juicy, sweet, enjoy*. Teach the nursery rhyme line by line. Ask the pupils to repeat the first sentence, then the second. Recite the nursery rhyme later in the day and the following days to revise the lesson.

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### Sequence 3

#### 2. Broken lines

Page 19

#### Objective

- Drawing broken lines.

#### Sequence of activities

1. Ask the pupils to look at the first drawing and to name it: it is the stallholder's basket they saw in the previous language lesson. Revise this lesson: *What does the woman sell?* Recite the nursery rhyme with the pupils. Then ask the pupils to look at the basket and to spot the broken lines. The pupils have already had to do this kind of exercise several times. So they will easily understand the instruction here: they have to draw over the dotted lines and they have to carry on the lines.

2. Ask the pupils to tell you what they can see. The pupils will recognize the stallholder's tee-shirt. Ask the pupils which lines they have to carry on. For both exercises use the blackboard to show the direction of the line. You always start drawing lines on the left. For the second exercise, you draw the line on the left first. You start drawing vertical broken lines from the top, horizontal broken lines from the left.

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### Sequence 3

#### 3. What I eat: vegetables

Page 20

##### Objective

- Using the vocabulary relating to food: vegetables (carrot, green pepper, potato, cassava, yam, green bean...).

##### Sequences of activities

1. If possible, bring vegetables the pupils will see in the activity book (you can also show cards representing these vegetables). Ask the children to name them. Give them to the pupils and ask questions: *What vegetable have you got? Who do you want to give your carrot to? Do you like potatoes? Who likes green beans? Who wants cassava?* etc. Ask the pupils to describe the picture in the activity book: a boy, vegetables. They will tell you what the boy is doing. Read his words and ask the pupils to repeat them. Name and ask the pupils to name the vegetables. Imagine other sentences relating to the boy: *I am eating green beans / cassava, etc.*

Ask the pupils what vegetables they eat regularly and which vegetables they like: *What vegetables do you eat? What vegetables do you like? Do you eat...? Do you like...?*

You can play the same game as the one in the lesson about fruit (sequence 3, lesson 1).

2. Proceed as before for the nursery rhyme: recite it once or twice. Ask a few questions to see what the pupils have understood. Repeat it by unit of meaning and give explanation if necessary. Then teach the nursery rhymes line by line: the teacher says the line once or twice, a few pupils will repeat it and then the whole class. Then repeat two lines each time.

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### Sequence 3

#### 4. Wavy lines

Page 21

##### Objective

- Drawing wavy lines.

##### Sequence of activities

This picture will give you the opportunity to revise fruit and vegetables. Ask the pupils to name the characters and what they sell. Then they will look at his stall. Mention the dotted lines. Ask the pupils to tell you what they have to do: they will have to draw over the lines and carry on the lines. Use the blackboard to show the direction of the lines (from top to bottom, from left to right).

Before working on the activity book, you can ask the pupils to draw on the slate, on sheets of paper. They will use felt pens, pencils, brushes, chalk...

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### Sequence 3

#### 5. What I eat: meat and fish

Page 22

##### Objectives

- Using the vocabulary relating to food: meat and fish.

- Using the vocabulary relating to drinks.

##### Sequence of activities

1. It will not be possible to show the pupils the food you will talk about during the lesson. You can bring cards or drawings.

Ask the pupils to look at the picture in the activity book. Then ask them what the children are doing: they are eating. Then they will look at each picture. Read what the children say. Ask the pupils to identify the food. A few pupils will repeat the words and the sentences, and then the whole class. Ask a few questions: *What is this child eating? Who is eating chicken?* etc.

Now ask questions about what they eat and what they like: *Who likes meat? What do you drink in the morning? At lunch? What meat have you already eaten?* etc.

You can play the game mentioned in the lesson about fruit here again; the pupils can use all the food they know now.

2. Recite the nursery rhyme once or twice. Then repeat it again sentence by sentence. Explain the new vocabulary: *catch, alive, let it go, bit my finger* (mime the action). Teach the nursery rhyme: here the unit of meaning is the sentence. Say the nursery rhyme later in the day and throughout the school year, like the other nursery rhymes. Thus the pupils do revision.

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### Sequence 3

#### 6. Spirals

#### Page 23

#### Objective

- Drawing spirals.

#### Sequence of activities

1. Once again the theme of the lesson is food. Ask the pupils to look at the picture and to describe it: a woman is selling lollipops. Give the word if necessary. Ask them to point to each lollipop. Mention the dotted lines. Explain that they have the shape of spirals. The pupils will have to follow each line with their fingers. Then they will have to do the same thing with their pencils. Mention the arrow and explain it is the starting point. You must turn from left to right. Some spirals need to be started from the inside, others from the center. There are different sizes of lollipops and different number of "winds".

2. Ask the pupils to identify and name the objects. They are lollipops. They have a slightly different shape as the ones in the previous activity. The pupils have to colour the space between the black lines. Mention the black dot which indicates the starting point.

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### Integration activities 1

#### Pages 24-25

#### Objectives

- Evaluating the learned notions of the sequence. Through everyday life situations, the pupil will show what he or she has learned concerning the various parts of the body, clothes, the members of the family, the rooms of a house, the furniture of each room, food (fruit, vegetables, meat, fish, drinks); drawing vertical, horizontal, oblique lines, broken lines, wavy lines, spirals.

#### Sequences of activities

- The pupils are introduced to a new situation. They look at the picture, talk about it, give their point of view and then the teacher guides them.

- Give the instructions: read the first instruction, a few pupils repeat it. Ask a few questions to make sure everybody understands (proceed as before for the different instructions).

- The pupils work on their own when it deals with drawing. As far as language is concerned, evaluating the pupils individually would be more precise.

- The pupils' work: they explain what they have done and justify their answers.

- You will suggest activities according to the results of the pupils. Some children may have difficulties and they need help to consolidate the notions of the sequence. What the pupils can do will be enhanced even though they do not know everything.

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### Sequence 4

## 1. Plants

Page 26

### Objective

- Using the vocabulary relating to plants.

### Sequence of activities

This lesson is closely linked to the activities of the book. If possible, grow plants in the classroom or in the playground. It is always better to learn vocabulary through concrete activities: gardening, watching plants grow; knowing what tools you use.

1. Ask the pupils to look at the pictures and to describe each of them. Read what the children say and ask the pupils to repeat the sentences. They will revise fruit here. Thanks to the description of each drawing the pupils will make sentences like: *The children are under the mango tree. The mother put the pawpaws in her basket.* Then ask questions so that the pupils speak about the picture: *What are the children doing? Who is picking bananas? What is the mother doing? Has the mother picked mangoes?* etc.

2. Thanks to this exercise the pupils will name new plants and they will associate fruit to trees. Ask the pupils to identify and name the different elements. Then give the instruction. Then make sentences like: *The coconut is the fruit of the coconut tree. The groundnut grows underground.*

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## Sequence 4

### 2. Bridges, canes

Page 27

### Objective

- Drawing bridges and canes.

### Sequence of activities

Bridges and canes will help the pupils to write the letters like m, n, i, u, t. First the canes will be drawn separately one next to the other. When the pupils write m, they will link bridges, drawing over their lines when they move up. Considering the letter m as a succession of canes would not make their gestures flowing. The pupils can do different kinds of exercises on the slate or on sheets of paper.

The pupils will look at each drawing on the activity book. They will have to mention the coloured circles and the fact that they have to draw around them, the starting point and the arrow which indicates the direction of the line. Give details about each drawing and give an example on the blackboard: succession of bridges going up, succession of bridges going down, the third one is a combination of the two previous ones.

Then give details about the following drawings. Show how to do them on the blackboard. Ask the pupils to practice without a pencil and then on the slate or/and on sheets of paper.

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## Sequence 4

### 3. The school garden

Page 28

### Objectives

-Using the vocabulary relating to plants and gardening: a cabbage, a salad, maize, the garden/the vegetable garden, a cutlass, a hoe, a rake, a watering-can, to water...

### Sequence of activities

As in the previous lesson, if possible, language will have to be linked to activities of gardening in the classroom. Even if it is not possible to have a school garden, the pupils will be able to watch plants grow thanks to a few seeds in a pot and cotton. Ask the pupils to talk about friends or people in their families who garden.

1. Ask the pupils to look at the scene. Then ask a few questions: *Where are the children? Where is the garden?* Then the pupils will look at the children. Read the children's words. Make sure the pupils understand them. Then ask them to repeat the sentences several times. Then ask them to identify and name the vegetables which grow in the garden and the tools the children will probably use. The teacher will ask questions so that the pupils use the new vocabulary again and make sentences.

2. Recite the nursery rhyme once or twice. Explain the new vocabulary: *rainbow, healthy*. Thanks to this nursery rhyme the pupils revise colours. They will learn it as they learned the previous nursery rhymes: line by line, then they will repeat two lines each time and finally the whole text.

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#### Sequence 4

#### 4. The letter o

Page 29

#### Objectives

- Identifying and writing the letter o.

#### Sequence of activities

Little by little the pupils will have to be aware of all that is written around them. At the beginning a "word" does not really mean anything for them. Using only oral language, which is continuous, the pupils do not immediately sense the separation of words. In the activity book, the words are always presented with a picture, this should help them. Make cards with the letters you study (and a few more the pupils will identify in their names or in a friend's name). Play games in which the pupils recognize and classify the letters. You can also play Memory game: put series of two cards with the same letters on them back to front. A pupil turns a first letter and then a second one. If the two letters are identical, he or she wins the pair. If it is not the case, he or she puts them back to front again in the same place. Another pupil plays, following the same rules. Little by little the pupils will remember where the letters are. The winner is the child who has more pairs than his friends. You can decide that a pupil who wins a pair can play again.

1. Ask the pupils to look at the drawings and to name them. Then mention each word. Show the letter o on the blackboard. Ask who has the letter o in his or her name. Show pieces of cardboard with the name of the corresponding pupils (if the teacher has made such pieces of cardboard). Then give the instruction. Give an example on the blackboard to show the pupils how to circle.

2. Before doing this exercise, the pupils will practice in the air with their fingers, then on sheets of paper or on the slate, without lines. On the blackboard, show how to write o in capital letter and then in cursive writing.

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#### Sequence 4

#### 5. Landscapes

Page 30

#### Objectives

- Using the vocabulary relating to landscapes: a mountain, a hill, a forest, a house, a river, a fisherman, a track, a bus, the sea, a beach, a rock, a castle, a boat/a pirogue...

#### Sequence of activities

Proceed the same way for each picture: the pupils look at it and they tell you what they can see. Then mention the details they have not talked about: the name of natural places, for example, or what people are doing. Ask them to make sentences about people: *Somebody is working in a garden. A fisherman is fishing in the river.* For the second picture: *The children are playing in the sand. The fishermen caught a fish. The fisherman is selling fish.* Ask questions so that the pupils use the vocabulary and make sentences. To go further, the teacher will watch the surroundings of the school with the pupils.

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**Sequence 4**  
**6. The letter u**  
**Page 31**

**Objectives**

- Identifying and writing the letter u.

**Sequences of activities**

1. Start working with the pupils' names. Show the pieces of cardboard on which you have written the names (if it is not the case, you can write names on the blackboard). Ask the pupils to spot the names with a u. Then the pupils will point at this letter on the piece of cardboard or they will circle it on the blackboard. Show them how to write the letter u on the blackboard. They will draw it in the air with their fingers, then on a sheet of paper, without lines, and on the slate.

2. Now the pupils write the letter u taking lines into account. First the lines are far from each other. Then they are close to each other, so the pupils will have to be more precise in their gestures.

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**Sequence 5**  
**1. Domestic animals**  
**Page 32**

**Objective**

-Using the vocabulary relating to domestic animals.

**Sequence of activities**

To start the lesson, the pupils will talk about their experiences: some may have animals or they may have seen domestic animals at friends'.

1. Ask the pupils to look at the drawings. Then they will name the animals. Give vocabulary if necessary. Read what the characters say. Make the corresponding sounds to explain "barking" and "mewing". Ask the pupils to repeat the sentences. Correct the pronunciation if necessary. As far as the parrot is concerned, explain that some animals of that species do not really "talk", but they are able to reproduce a few words or short sentences. Ask a few questions so that the pupils use the vocabulary again and make sentences. For example: *What is the dog doing? Does the cat talk? Who meows? Where is the parrot?*

2. Recite the nursery. Mime the actions so that the pupils understand the way the animals move. Repeat it once or twice. Ask a few questions to make sure the pupils understand it. Teach the nursery rhyme sentence by sentence. As it is quite long, you can divide it into two parts. You can hang the nursery rhyme in the classroom and ask the children to illustrate it.

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**Sequence 5**  
**2. The letter a**  
**Page 33**

**Objectives**

- Identifying and writing the letter a.

**Sequence of activities**

You can do the same activity as in the previous writing lesson : ask the pupils to spot the letter a in names. Show how to write it on the blackboard. The pupils will practice in the air with their fingers, then on a sheet of paper and/or on the slate before working in the activity book.

1. Now the pupils will have to associate the letter and the sound. Give a few examples with the pupils 'names and then with other words. Then do the same activity with the pictures and the words in the activity book. Tell them that there are no colours in the drawings. Give the instruction.

2. The pupils have to reproduce different ways of writing a letter. First they will have to identify these letters and name the writing.

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**Sequence 5**  
**3. Wild animals**  
**Page 34**

**Objective**  
- Using the vocabulary relating to wild animals.

**Sequence of activities**  
Ask the pupils to talk about their experiences: they may have seen wild animals around them (birds, insects, snakes, mice, etc).

1. Ask the pupils to look at the scene for a few minutes. Then they will describe it. They will name the animals and they will make sentences like: *The monkey is in the tree. The butterfly is flying. The elephant is walking, etc.* Ask the pupils to repeat the words and the sentences. Correct the pronunciation and the intonation if necessary. Then ask a few questions so that the pupils speak again: *Where is the monkey? What can you see in the sky? What is there near...?* Use the vocabulary of the previous lesson. For example: *Is there a dog/a cat in the forest?*

2. Recite the nursery rhyme. Make gestures to explain the vocabulary : swing from one foot to the other to explain "goes like this and that"; open your arms to explain "he's terribly big"; show your fingers, your toes, your nose when you say these words. The pupils will make these gestures when they learn the nursery rhyme.

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**Sequence 5**  
**4. The letter I**  
**Page 35**

**Objectives**  
- Identifying and writing the letter i.

**Sequence of activities**  
Before working on the activity book, work on the names of the pupils or write words on the blackboard. The pupils will identify the letter i and you will show how to write it on the blackboard. The pupils will practice with their fingers in the air, then on a sheet of paper or on the slate.

1. Ask the pupils to name the drawings. Give the word when nobody knows it. Then ask the pupils to find the letter i and to circle it. The pupils will repeat the words and you will insist on the syllable which has the letter i.

2. First show how to proceed on the blackboard. Mention the printing and cursive writings. Explain the differences. Show how to write a capital I too.

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**Sequence 5**  
**5. Farm animals**

**Objective**

Using the vocabulary relating to farm animals (a farm, a hen, a rooster, a chick, a duck, a sheep, a goat, a cow, a rabbit, a pig, a horse, a farmer, a field, a fence, a henhouse...).

**Sequence of activities**

Ask the pupils to speak about what they can see in the surroundings, especially if they live in the countryside where there are farmers.

1. The pupils look at the picture for a few minutes and describe it. Then ask for more details. The children will name the animals. Give the vocabulary when necessary. The pupils will tell you what the characters are doing. Say sentences or ask the pupils to make sentences like: *The woman is giving grain to the hens, the chicks and the rooster. The man/the farmer is looking after the cows, the goats and the sheep. He is in the meadow/field. The child is giving carrots to the rabbits.* Ask the pupils where the animals are. Then ask questions so that the pupils talk about the picture: *Where are the rabbits? What about the cows? Who is looking after the cows? What is the boy doing? What do the sheep eat? What about the hens?* Etc.

2. Ask the pupils to look at the animals and to name them. The name of the young will be given when necessary: the calf, the lamb, the duckling.

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**Sequence 5****6. The letter e****Page 37****Objectives**

- Identifying and writing the letter e.

**Sequence of activities**

As previously, the pupils will identify the letter e in names of the children of the class.

1. Now ask the pupils to name the drawings. Give the words the pupils do not know. Correct the pronunciation if necessary. Then give the instruction. Ask the pupils to look at the way you write the letter e. They will notice that sometimes you can see this letter twice in a word.

2. Before doing this exercise the pupils will do a few activities and the teacher will give explanations. They will draw loops which coil around in the same way as the e goes; first in the air with their fingers then on a sheet of paper and/or on the slate. Finally the pupils will do the exercise in the activity book; here they have to draw smaller and smaller loops. Show how to write the letter e in capital printing, small printing and small cursive. The pupils can also practice before working in the activity book.

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**Sequence 5****7. Animals living in water****Page 38****Objective**

- Using the vocabulary relating to aquatic animals.

**Sequence of activities**

It may be more difficult to ask the pupils to talk about their experiences, except if they live at the seaside or near a river.

1. The pupils look at the picture for a few minutes. Then ask a few questions: *Where are we? Do you know these animals?* Give the vocabulary if necessary. Use the spatial vocabulary so that the pupils spot the animals: *At the top, there is... At the bottom, it is... Near... , there is...* Ask the pupils to repeat the words and the



sentences. Then ask questions so that the pupils use them more spontaneously: *Which animal is on the sand? Has the turtle got antennas? Which animal has antennas? What has the turtle got on its back?* etc.

2. Now the pupils will learn to make the difference between animals which live in fresh water and animals which live in the sea. The teacher will help them if they have never heard of this. First introduce the situation: there are animals and two expanses of water. Ask them to make the difference: you can see the sea and a river. Explain that the animals which live in rivers usually do not go into the sea and vice versa. Ask the pupils to spot the dots and the pupils will try to tell you what they have to do. Give precisions if necessary. When the children do the exercise or when you correct it, they will make sentences like: *Frogs live in rivers. The octopus lives in the sea.* Ask questions so that the pupils make more sentences.

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**Sequence 5**  
**8. The letter l**  
**Page 39**

**Objectives**

- Identifying and writing the letter l.

**Sequence of activities**

The pupils who have the letter l in their names will put their hands up. Show the corresponding pieces of cardboard or write the names on the blackboard. Ask the pupils to find words with the letter l or the sound [l].

1. Ask the pupils to name what they can see in each drawing. Give the new vocabulary. Show how the letter l is written in each case. Give the instruction and the pupils will work on their own. Then correct the exercise. The pupils will repeat the words several times so that they can hear the sound l.

2. Before writing the letter l the pupils will do a few exercises. First ask them to draw loops going up on a sheet of paper and/or on the slate. Then ask them to draw straight-sided loops which go up. It is the same exercise as in the activity book. When they are quite skilful, do the activities in the activity book.

3. Use the blackboard to show how to write the letter l in small cursive.

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**Sequence 6**  
**1. In town**  
**Page 40**

**Objective**

- Using the vocabulary relating to life in town: a street, a car, a truck, a motorbike, pedestrians, a pedestrian crossing, a shop, a shopkeeper, a building, a street lamp, a petrol station...

**Sequence of activities**

To start the lesson, talk about the surroundings of the school and the difficulties the pupils may have. The school may be situated in the countryside or in town.

If the pupils live in town, they will give concrete examples: *What can you see near the school or when you go to school?* A few pupils will speak. The others will give precisions. To help the pupils, you can start sentences: *And next to..., there is a... Opposite the school, there is... The baker is near...* Give vocabulary when necessary. Then ask questions so that the pupils use the new words again.

If the pupils do not live in town, you will use the activity book first. You can also start the lesson reading a story which takes place in town to give the context of the lesson.

On the activity book, proceed as usual: the pupils look at the picture for a few minutes. Then they will speak about it. Help them: ask questions or start sentences as it was suggested before. Correct the pronunciation, the intonation and the rhythm of the sentences if necessary. Then ask questions about the different elements of

the picture and about the characters: *Where must pedestrians cross the street? Where do you think the boy is going? How is the street lit at night? Which vehicles can you see in the street?* etc.

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## Sequence 6

### 2. The letters c and g

Page 41

#### Objectives

- Identifying and writing the letters c and g.

#### Sequence of activities

Once again, to start the lesson, the pupils can spot the letters in the names of the pupils of the class. Write a few names on the blackboard and ask pupils to circle the letter c and the letter g. If it is not possible write other words on the blackboard. The pupils will listen to the sound produced by each letter.

1. Ask the pupils to name the objects. Give the words the pupils do not know. Then ask them to look at each word and give the instruction. Show the two different ways of writing the letters. Ask them to name the letters they have to finger trace.

2. Before working on the activity book, the pupils will do a few exercises. The letter c is not difficult to write for the pupils: it is the portion of a circle (however the pupils will have to know where to stop the circle). To help them write the letter g, ask them to draw straight-sided loops which go up (it is approximately the symmetry of what was done in the previous lesson with the letter l). Then show the pupils how to write the whole letter. First the pupils will practice on a sheet of paper and/or on the slate, without lines.

When you start working on the activity book, mention the lines and explain that the letters has to be written between the lines. Give an example on the blackboard.

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## Sequence 6

### 3. In a village

Page 42

#### Objective

- Using the vocabulary relating to life in the village: a house, a field, a tractor, a track, a bush taxi, a well, a fountain, a river...

#### Sequence of activities

The beginning of the lesson will depend on what the pupils know. If they live in a village, ask them to look at the surroundings: *What is there in the village? What can we see opposite/near the school?* etc.

If the pupils live in town, it is probably better to start working on the activity first.

Introduce the situation and ask the pupils to look at the picture for a few minutes. Ask them a few questions so that they can say what they want: *Where are we? What can we see on the picture?* You can help them by giving the beginning of sentences and the new vocabulary. Then ask more questions so that they give details on what has not been mentioned: *What do you grow in a vegetable garden?* (Revision of the lesson about plants and school garden.) *What vehicle does the farmer use to work in the field? What vehicle can you see on the track?* etc. Then ask more questions so that the pupils use the new vocabulary again. You will revise the previous lesson thanks to questions like: *Are there buildings in a village? Where are there many cars: in a town or in a village?*

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## Sequence 6

### 4. The letter s

Page 43

**Objectives**

- Identifying and writing the letter s.

**Sequence of activities**

Ask the pupils to identify the letter s in the names of the pupils. They will spot the letter on pieces of cardboard or on the blackboard. Then they will listen to the corresponding sound.

1. Ask the pupils to describe what they can see. They will watch how you write the letter s. Ask them to draw "write" over the letter with their fingers. Mention that the two different ways of writing the letter are quite different.

2. It is because of this difference that the pupils will have to identify the letters in this exercise. Use the blackboard to do revision: write the letter s in the two different ways. Then give the instruction, the pupils will work on their own. When you correct the exercise, ask the pupils how many s they have circled. Then ask them to give precisions: how many s in each writing.

3. Give explanations and use the blackboard so that the pupils write the letters properly. The pupils will practice on a sheet of paper and/or on the slate before working on the activity book.

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**Sequence 6****5. How does it end?**

**Page 44**

**Objectives**

- Telling a story and justifying your choices.

**Sequence of activities**

Proceed the same way for each story: introduce the situation. The pupils look at the series of pictures for a few minutes. Then they will tell you what they have understood. They will probably start speaking about the first drawing. Then they have to see that there are two possible endings. Ask them to describe the two drawings. Then the pupils will have to make a choice among the two propositions. They will have to justify it. As far as the first story is concerned, the pupils will note that it is better to start year 1 with enthusiasm than crying. To go further, ask the pupils to imagine why the girl is scared. This will help and maybe reassure some pupils for next year. Concerning the second story, which is linked to moral education, the teacher will remind the pupils of the importance of respecting rules when you play. Moreover it is important to have a good attitude when you win (you must not despise the others) and when you lose (you must accept losing without sulking, maybe you will win next time).

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**Sequence 6****6. The letters n and m**

**Page 45**

**Objectives**

- Identifying and writing the letters n and m.

**Sequence of activities**

The pupils will identify the letters on the names of the pupils of the class or on words they saw in the previous lessons.

1. Ask the pupils to name the drawings. In each case, ask them to spot the words several times. The pupils will have to listen to the sound the two letters produce. Then they will look at how you write the letters. Then give the instruction. The pupils will note that you can see the letter m three times in the word "mummy".

2. Write m and n on the blackboard before doing the exercise. Mention the similarities in the two letters. As usual, the pupils can practice in the air with their fingers, then on a sheet of paper and/or on the slate, without lines.

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**Integration activities 2**  
**Pages 46-47**

**Objectives**

- Evaluating the learned notions of the sequence. Through everyday life situations, the pupil will show what he has learned concerning the vocabulary relating to the town, the village, animals, and plants. Concerning writing, it deals with the letters a, e, i, o, u, l, c, g, s, n and m.

**Sequences of activities**

- The pupils are introduced to a new situation. They look at the pictures, talk about it, give their points of view and then the teacher guides them.
  - Give the instructions: read the first instruction, a few pupils repeat it. Ask a few questions to make sure everybody understands (proceed as before for the different instructions).
  - The pupils work on their own when it deals with drawing. As far as language is concerned, evaluating the pupils individually would be more precise.
  - The pupils' work: they explain what they have done and justify their answers.
  - You will suggest activities according to the results of the pupils. Some pupils may have difficulties and they need help to consolidate the notions of the sequence. What the pupils can do will be enhanced, even if they do not know everything.
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**The alphabet**  
**Page 48**

**Objective**

- Identifying the letters of the alphabet and the letters of your name.

**Sequence of activities**

The pupils have worked on some letters in the second period of the school year. They have seen other letters on different occasions: when they wrote their names, their friends' names or other words. In the activity book they will see the whole alphabet, with three different writings: small and capital printing, small cursive. So the pupils will have to associate the letters to recognize the letters of their names. Use the blackboard to help them. Prepare small pieces of paper with the different writings. Distribute them. Then call the pupils who have a paper with an a on it. Three pupils will come in front of the class, each showing a different way of writing the letter a. The teacher will write them on the blackboard. Proceed as before with the letters the pupils have studied and then with the most common letters. It is a long activity, so you need two lessons to perform it. Then the pupils will do the exercise in the activity book.