

**Language
Early reading
And wrting activities**

Second 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 school

Page 4

Objective

- Using the vocabulary relating to school: the building, the head teacher's office, the yard, the flag, the games, the slide, the swing, the toilet, the school garden...

Sequence of activities

1. You will try to make language lessons as authentic as possible. They have to be linked to school situations, if possible. Thus there will not be any problem at the beginning of the year thanks to the first theme of this lesson.

The first picture of the activity book represents an everyday life scene which will remind the pupils of situations they have already seen. The teacher will take advantage of the pupils' experience in this lesson.

The children look at the picture for a few minutes. Then ask them to identify and name the different elements. First they will probably enumerate them. The new words will have to be associated to a context so that the pupils understand them. A word like "head" can refer to a part of the body or to the "boss". Only the context will tell you its meaning. The pupils will repeat the new words several times but they will also have to hear them and use them in various situations to remember them: *Show me your head.../ Go and see the head (teacher)*. The teacher will note that the precision of the language is as important as the number of words the pupils learn. As they learn more and more vocabulary, they will understand the meaning of a word with more precision.

Make sentences and ask the pupils to make sentences about the image: *Class 1 is next to... / The school garden is next to.../ There is a child who...* Then ask questions so that the pupils use the new vocabulary and make sentences again. Ask them to describe their school. Give vocabulary if necessary. The pupils revise the words they have just studied.

Use a few sentences to make up a dialogue. Play it with a pupil, and then ask two pupils to play it.

2. Recite the nursery rhyme twice at least. Ask questions to make sure the pupils understand it: *What is there in my school? How many buildings are there? How many classes are there? Where is the toilet?* Teach the nursery rhyme by unit of meaning. Divide the text into three parts and give more explanations if necessary. Then the pupils repeat two lines and then the whole text. Recite the nursery rhyme later in the week and throughout the school year to do revisions.

Sequence 1

2. Making patterns with lines

Page 5

Objective

- Making patterns with horizontal, vertical, oblique, broken lines.

Sequence of activities

At the beginning of the year the pupils they will draw the same kind of lines as last year. This activity will enable them to write letters later. Thus horizontal, vertical and oblique lines associated to the circle and portions of circle will enable to draw almost all the capital printing letters. The pupils can draw on a sheet of paper, a slate... before working in the activity book. They will use felt pens, pencils, pens, brushes, chalk... Make sure they hold their pens properly. They must not develop bad habits which would be difficult to lose. First they draw without lines. Then they will have to draw over dotted lines in the activity book.

Ask the pupils to look at the objects and name them. They will recognize elements of the previous page. Revise the vocabulary. Mention the dotted lines. The pupils will try to tell you what they have to do. Ask them to repeat what has been suggested and give precisions if necessary. Then the pupils will work on their own. Walk in the classroom to encourage the pupils and help them. You will also check that they hold their pens properly and that they are sitting properly.

Sequence 1

3. My classroom

Page 6

Objective

- Using the vocabulary relating to school: a table, a chair, a desk, a shelf, a chalkboard, geometrical shapes, pencils, felt pens, scissors...

Sequence of activities

Class life will enable the pupils to learn the contents of the lesson: they will progressively learn the vocabulary relating to the school things and the furniture, etc. Each time it is possible, the teacher will describe what he is doing: *I am putting the sheets away in the box. I am going to take a glue pot*, etc. He will also ask the pupils questions like: *Where are the sheets of paper? Where must you put the glue pot?* etc.

1. The pupils look at the picture. Then they will identify the place they can see. First they will probably enumerate the different elements: tables, chairs, a chalkboard, a bell, children, the schoolteacher, etc. Ask for more details. Then the pupils will tell you what people are doing: the children are drawing, they are cutting paper, they are playing with shapes, the schoolteacher is working with the children. The pupils will repeat the different sentences thanks to questions you will ask them. Thus they will use the new vocabulary again.

2. Proceed as in the previous language lesson: recite the nursery rhyme twice. Ask a few questions to make sure the pupils understand it. Teach the text by unit of meaning again. The pupils will recite the nursery rhyme regularly during the week and later on.

Sequence 1

4. Lines

Page 7

Objective

- Drawing vertical, horizontal and oblique lines.

Sequence of activities

As in the previous lesson, the pupils draw straight lines in various directions: vertical, horizontal and oblique lines. They can do exercises on the slate or on sheets of paper. Make sure the pupils get used to the right direction of the line which corresponds to the way we read: from left to right and from top to bottom. Leafing through books and understanding how pages should be "read" in the activity book will help the pupils to master spatial notions.

1. Ask the pupils to look at the drawings. They will identify the different elements. They will recognize the books and the shelves they saw in the picture of the language lesson. Do revision: *Where did you see the shelf? What do we put on a shelf? Where is this shelf in the classroom? What is there next to this shelf?* etc. Tell the pupils that books are not always in the same position: some are vertical, others are tilting. Now show that a portion of the line is dotted. Ask the pupils to tell you what they have to do: they have to draw over the lines. The pupils do the exercise. They will have to hold their pencils and sit properly. Congratulate the pupils who make their best, encourage those who have difficulties.

2. Proceed as before: ask the pupils to identify the objects and to tell you where we can find them. For example, they can speak about pencils, tidying things away, etc. Mention the dotted lines and ask the pupils to do the exercise.

Sequence 1

5. Pupils and teachers

Page 8

Objective

Using the vocabulary relating to school: the school master, the school mistress, the head teacher, the head teacher's office, the pupils, the parents, writing, drawing, cutting, painting, playing, dancing round in a circle....

Sequence of activities

Once again the lesson is linked to everyday life. Try to introduce it at the appropriate time. Give further information according to the place where you teach: there may be several teachers and several classes in the school (ask the pupils to name them), different kinds of activities may be performed in the class or in the school, etc.

There are several pictures in the page. The pupils will look at the whole page first and they will identify the place. Then they will give details about each drawing: they will describe them; finally ask questions to get more details. Mention the contents of the sheet of paper on the third picture; they will see it again in the drawing lesson. Give vocabulary if necessary. Ask the pupils to repeat the new words and the sentences the pupils have made. Correct the pronunciation, the intonation and the rhythm if necessary. Finally ask questions so that the pupils used what they have learned.

The teacher will have to take into account the heterogeneity of the pupils. The level of language is very different from a pupil to another. Some may not speak a lot at the beginning of the year. It does not mean they do not communicate (smile, sign language, attitude...) and remember what they hear.

Sequence 1

6. Spirals, crosses, round shapes

Page 9

Objective

- Drawing spirals, crosses and round shapes.

Sequence of activities

The pupils' gestures will get more and more precise thanks to new activities of drawing: spirals, crosses and round shapes. Before working in the activity book, give a few explanations and do exercises on the slate and/or on sheets of paper. The pupils will always start drawing round shapes from the top and turning to the left. As far as the spirals are concerned, there are several possibilities: turning to the left or to the right. It is also possible to start a spiral from outside to finish it in the middle and vice versa. So there are four possibilities you will find in the activity book.

Ask the pupils to look at the page. One of the children in the drawings of the previous language lesson was working on this sheet of paper; maybe the pupils will recognize it. It will give you the opportunity to do revision: *Where did you see this sheet of paper? What was the child doing? What can you see on the drawing?* Then ask the pupils to look at the contents of the page: first they will observe the drawings in the middle of the page and then the drawings around. They will have to tell you that there are snakes and that the spirals do not turn in the same direction and that they have different starting points.

The pupils will also have to name the decorations. Mention the arrows which indicate the starting point and the direction of the lines.

Sequence 2

1. A birthday party

Objective

- Using the vocabulary relating to feasts: a birthday.

Sequence of activities

Take advantage of a pupil's birthday to start the lesson, thus the latter will be linked to what the children live: ask whose birthday it is and how old the pupil is. Then ask the child if he celebrated his birthday at home. Other pupils will evoke the subject.

The pupils can play little scenes: they are celebrating a friend's birthday. They ask him how old he is, they make a cake, prepare candles, give him a present... The teacher will take part in the dialogue: he can ask the

questions and the pupils can answer the questions. For example: [name of a pupil], *it is your birthday!* / *Yes, it is my birthday!* / *How old are you?* / *I am 5 today.* / *This is a present for you.* / *What is it? A doll? Thank you!*

1. The pupils look at the scene and describe it. Imagine the dialogue between the characters. Ask the pupils questions to guide them.
2. Ask the pupils to look at the exercise. They will have to tell you what they have to do. Give precisions if necessary. When you correct the exercise, ask the pupils to make sentences like: *The boy got...* / *The girl got a ...* / *The ball is for...*
3. Proceed as usual: the pupils listen to the text. Ask questions to see if they understand it. Say the text again and give more explanations if necessary. Then teach the text to the class.

Sequence 2

2. Bridges, canes

Page 11

Objective

- Drawing bridges and canes.

Sequence of activities

Bridges and canes are parts of some letters. So today it deals with prewriting.

The pupils will practice on a sheet of paper and/or on the slate before working in the activity book. The following steps will have to be followed: bridges which go up (then double bridges in the second exercise of the activity book), bridges which go down and alternation of the two different bridges; separate canes and then one cane next to the other. In the last case in the activity book, the space between the lines is smaller. Show the candles and revise the contents of the previous language lesson: *What can you see? When do you use these candles? Where do you put them? It is somebody's birthday, what do you sometimes give him or her?* When the pupils work, check that the pupils hold their pencils properly.

Sequence 2

3. Christmas and Ramadan feasts

Page 12

Objective

- Using the vocabulary relating to feasts (Christmas, Ramadan feasts): a feast meal, a present, Father Christmas...

Sequence of activities

As usual try to link the content of the lesson to everyday life: it is nearly Christmas, for example.

Ask the pupils to look at the pictures and to describe them. They will see that there are two different feasts. Thus they will understand that people do not celebrate the same feasts. This will give you the opportunity to encourage the pupils to know and respect other customs: this has to do with moral education and civics. Now ask for details about each picture. The pupils will tell you what the people are doing. You will have to win their trust so that they accept speaking in a different language from their mother tongue: you should be attentive, smile, encourage them. Sometimes you must speak slowly but naturally, use gestures and sign language to reassure them. You can start or finish sentences when they need help. You will always help a child who has difficulties. Thanks to the new vocabulary and the sentences the pupils make, there will be a dialogue between you and the pupils but also between the pupils themselves. Try to give them the opportunity to do that as often as possible. For example, chain questions from one pupil to another: a child answers a question, then, asks another question to a friend. *What present have you ever had for Christmas / your birthday? What did you eat during the Ramadan feast?* etc.

2. Say the nursery rhyme twice. Ask questions to know what the pupils understand. Say it again, ask or give more explanations if necessary. Teach the text in the same way as you did before: the pupils will repeat it by unit of meaning, then by longer parts and finally they will recite the whole text.

Sequence 2

4. Loops

Page 13

Objective

- Drawing loops.

Sequence of activities

There are loops in a certain number of letters, straight-sided loops in l or j. The pupils will draw loops which go up or down (from left to right as usual). They will also get used to starting working at the top of the page in the activity book.

1. First the pupils will draw loops on the slate or on sheets of paper, freely. They will draw over dotted lines later, in the activity book. Ask them to draw loops which go down and loops which go up. Explain that they must not lift the pencil or the piece of chalk. The pupils will have to get used to moving their hands on the sheet of paper without interrupting their gestures.

Now ask the pupils to take the activity book. They will look at the first exercise and at the dotted lines. Then they can start working.

2. This exercise is a little more difficult: the pupils have to observe the beginning of each line and then they have to carry them on. Ask the pupils to describe the loops and then they can do the exercise.

Sequence 2

5. The school feast

Page 14

Objective

- Using the vocabulary relating to feasts (the school feast): a dance, a show, the scenery, an exhibition, a banderole, a poster...

Sequence of activities

The teacher will ask the pupils to evoke feasts they took part in or they are going to take part in. A few pupils will speak. Others will give more details. Ask questions to get precisions.

Now ask them to look at the whole page in the activity book: the pupils must recognize a school feast. Then they will describe each picture without your help, ask for details if necessary. Help them if they need new words or new expressions. Finally ask questions so that the pupils use the new vocabulary again: *Where are the children? What are they doing? Who is looking at them? What is the photographer doing?* etc.

Proceed as before for the second picture. The pupils will have to describe what the children did for the school exhibition.

Sequence 2

6. The letter e, the letter l

Page 15

Objective

- Writing the letters e and l.

Sequence of activities

Oral learning will have to be linked to the initiation into writing. The pupils will have the opportunity to see all that is written around them and they will be able to tell you where they can see all that is written. Thus they

will understand why we write things: pieces of paper with the names of the pupils on them, the list of the pupils, activity books, books (stories, documentaries...), posters, the class/school rules, etc. Little by little, the pupils will understand that written language can be changed into oral language and vice versa. To produce written work, the pupils can dictate texts to an adult: the rules of a game, for example, the captions of a drawing to explain the growth of classroom plants or the school garden.

1. In this writing lesson, the pupils must identify common words in three different writings. Ask them to identify the letters e and l. Then read the other words.

2. Show how to write each letter on the blackboard. Mention the different writings. The pupils will do a few exercises on the slate and/or on sheets of paper before working in the activity book.

Sequence 2

7. The National Day Celebration

Page 16

Objective

- Using the vocabulary relating to feasts (The National Day Celebration): a parade, the flag, the national anthem, the officials...

Sequence of activities

Ask the pupils to evoke the previous National Day Celebration and the next one, if possible. You will work on the activity book when the pupils have said all that they can.

1. As usual the pupils look at the picture. They will react spontaneously first. They will tell you what they can see, what people are doing and they will mention a few details. Ask for precisions and help the pupils to make sentences if necessary. Then the pupils will draw parallel with the previous National Day Celebration: they will tell you if it was different from what they can see in the picture or not.

2. Sing the Cameroonian national anthem once and ask the pupils if they know what it is. The text is difficult for nursery school children, so it will not be possible to explain the whole song. However you can give a few explanations while you repeat the text. You can speak about a few words: the pupils may know the "cradle" of a baby, here it is the place our ancestors come from, it is where they were born, (ancestors meaning people who were here before us). They will probably recognize "tears, "blood", "water", "hills" ... "Fatherland" is the country we belong to, where we live. "Land" refers to the country, that is to say Cameroon.

Sequence 2

8. The letter o, the letter a

Page 17

Objective

-Writing the letters o and a.

Sequence of activities

1. To start the lesson, ask the pupils to spot the letters o and a in the names of the pupils, for example. Prepare a piece of paper with each name (the pieces of paper you use when you want to know who is absent, when you want to make groups, etc.). Hang some of them on the blackboard (some in which there is the letter o or/and a). If the pupils work on the names regularly, they will be able to read most of them. Help them if necessary. Now ask them to spot the letters a and o. The pupils who recognize the letters in their names will circle them on the blackboard. They will have to do the same exercise in the activity book with the word "Cameroon".

2. Write the letters o and a in different writings: capital and small printing, small cursive. The pupils will have to name the o and the a each time. Then show how to write the letters. As usual the pupils can start practicing in the air with their fingers, on the slate or on a sheet of paper without lines. Finally the pupils will work in the activity book. Mention the arrows and the dotted lines which will help the children. They will write the last

letters without help. Check that they move their pencils in the right direction. The last exercise consists in writing a whole word. Use the blackboard to explain how to write each letter and how to join them.

Sequence 3

1. In the daytime, at night

Page 18

Objective

- Using the vocabulary relating to night and day activities.

Sequence of activities

This lesson will have to be linked to mathematics and early learning activities when you work on the notion of time. Ask the pupils to describe a sequence of activities. They will have to tell you what they do before and after an activity, the day before or the following day. Each day the date will be written down, you can ask the pupils to name the day before and the day after. Thus little by little the pupils will grow aware of time.

Ask the pupils to look at the first series of pictures of the activity book. They will understand that there are two episodes of a story. The pupils will tell you what they have understood. Then they will describe each picture. Say the sentences of the dialogue and ask the pupils to repeat them. Tell the pupils that it is important to have a good breakfast and ask what the possible consequences could be if you do not eat in the morning. The pupils can play the scene. First the teacher will play the role of the adult. Then two pupils can play in front of their friends. The children can also work in pairs. Proceed as before with the second story. Ask the pupils questions about the importance of brushing one's teeth: *Why must we brush our teeth? When must we do it? What do we use to brush our teeth and how must we do it?* You will also evoke the importance of sleeping enough: *Why do we sleep in the evening? Do children go to bed at the same time as adults? What happens if we do not sleep enough?*

Sequence 3

2. The letter m, the letter n

Page 19

Objective

- Writing the letters m and n.

Sequence of activities

1. Once again, the teacher can use the names of the pupils to work on the letters. There is the same kind of exercise in the activity book. Ask the pupils to look at the exercise: they will have to mention the letters m and n. You can talk about the "house of the m" and "the house of the n". Explain that only words with the letter indicated can be in the "house". Ask the pupils to name contents of the drawings. Then ask them to look at the words under each drawing. Give the instruction. Ask a pupil to repeat it and ask questions to make sure everybody understands.

2. The pupils will draw canes and bridges at the beginning of the lesson if necessary. Show the different writings of a letter on the blackboard. The pupils will spot the m and then the n. Then show how to write each letter. As usual, the children will practice with their fingers in the air and on the slate and/or on a sheet of paper. They will have to write between lines in the activity book.

Sequence 3

3. Activities of the day (1)

Page 20

Objective

- Using the vocabulary relating to the activities of the day.

Sequence of activities

In the activity book, there are only a few pictures representing possible activities of the day. The teacher will evoke many other things thanks to the pupils' experience: in the classroom, at home, during the holidays, during their free time...

In the activity book, four activities are represented in the first lesson: the meals, getting washed and washing clothes. Ask the pupils to look at each drawing and to describe it. They will have to give many details: the name of the rooms and the furniture, the name of objects you use to wash (shampoo, soap, toothpaste, a toothbrush, a towel), what you can buy at the market, a woman washing clothes and children hanging up the washing, etc. Ask for details about what the people are doing: what you do when you get washed, when you go to the market, when you wash clothes, etc. Then the pupils will imagine the dialogues between the characters: the child who is at the market tells his mother what he would like her to buy; the mother is speaking to a stallholder; people are having lunch and they are speaking, etc. Ask the pupils to talk about these situations: *Have you ever been to the market? Who did you go the market with? What did you buy? When do you wash? When do you brush your teeth? Why do you use to do it?*

Sequence 3

4. The letter i, the letter u

Page 21

Objective

- Writing the letters i and u.

Sequence of activities

The letters i and u are presented together because you partly write them in the same way. You can do two different lessons if you prefer. As usual the letters can be identified in names or in other words: the days of the week, words the pupils learned in another lesson, etc. In each case the pupils will identify and name the letter. They have to link the shape of the letter to its sound.

1. In the activity book, the letter i is presented (you can do the same kind of activity with the letter u). Ask the pupils to name each drawing. They will repeat the words several times to see if they can hear the sound [i]. Give the instruction. To go further, you can ask the pupils to find more words with the same sound.

2. The first exercise will help the pupils to write the two letters properly. Show how to write them in the different writings. As usual the pupils will practice in the air with their fingers, on the slate and/or on a sheet of paper before working in the activity book.

Sequence 3

5. Activities of the day (2)

Page 22

Objective

- Using the vocabulary relating to the activities of the day.

Sequence of activities

Four activities are presented in the pictures of the activity book: a father is doing odd jobs with his children; two girls are playing with a doll; boys and girls are playing ball; people are having a barbecue party. Thanks to the pupils' experience you will evoke many other activities. Ask them, for example, to speak about what they do at home.

In the activity book the pupils will look at each drawing and describe it. They will imagine what the people are saying: *Give me the nails. / I need nails. / Daddy, do you want some nails? / Here is a nail. / Will you hold the board for me, please? Of course, I will!* etc. Then the pupils can play scenes thanks to the dialogue they have made (work on pictures 1, 2 and 4). First the teacher will play with the pupils to help them and to make sure they make the right sentences. Finally two pupils will play the scene.

Here is a possible dialogue (picture 2): *What is your doll's name? Her name is... I would like her to wear a dress. Here are clothes, choose what you want!*

Sequence 3
6. The letter t
Page 23

Objective

- Writing the letter t.

Sequence of activities

Writing a t is almost like writing an i: it is taller and there is a horizontal line (but no dot). That is why t is presented after i in the activity book.

1. Use words the pupils know or the names of the pupils to introduce the letter. Then work on the activity book. In the first exercise the pupils will name the drawings. They will repeat each word several times. Then they will have to find the words in which you hear [t]. Finally give the instruction.
2. Write the letter t in different writings on the blackboard. The pupils will have to recognize them. If possible, they will have to identify them in words (names of the pupils, with a capital T at the beginning and another one in the middle of the word, for example). Then show how to write them on the blackboard. Ask the pupils to practice in the air with their fingers, on the slate and on a sheet of paper before working in the activity book.

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 vocabulary relating to school, feasts, daytime activities; writing letters (e, l, o, a, m, n, t, i and u).

Sequences of activities

- The pupils are introduced to a new situation. They look at the picture, 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, then 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 pre-writing and writing. 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 of them 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.

Sequence 4
1. The doctor
Page 26

Objective

- Using the vocabulary relating to jobs (the doctor).

Sequence of activities

You can start the lesson asking questions to a pupil who is coming back to school after he has been ill (you can also evoke a child who is absent). He will tell the class what he had, what the symptoms were, if he saw a doctor and if he took medicine. If the child saw a doctor, ask him where it was, what the doctor did, what he used, etc. If the pupils cannot talk about their experiences, ask them who you must see when you are ill. Then ask the questions suggested above.

Then you can work in the activity work. Thanks to the pictures, the pupils can observe a doctor's job. They will look at the whole page and give the people's job. Then they will describe each picture: a doctor is auscultating somebody; a doctor is treating somebody; a doctor is writing a prescription. The pupils can imagine a dialogue on the first picture. They will play the scene and first the teacher will play the role of the doctor (he will ask the questions): *What is your name? What is the matter with you? Do you have a sore throat? stomach ache? earache? Do you cough? Do you have a temperature? Did you take medicine at home?* etc. The pupils will imagine the answers before playing the scene. Then two pupils will play it. A few groups will play it, changing the questions and the answers.

Sequence 4
2. The letter c
Page 27

Objective

- Writing the letter c.

Sequence of activities

The letter c is not difficult to write for the children: it is the mere portion of a circle. However they will have to be careful not to close it too much, it would look like o or a; they will not close it too much, it would look like i.

1. The pupils will identify the letter c in words you will choose or in names of pupils or in the activity book. Ask them to name the drawings of the first activity. The pupils will repeat the words a few times. Then repeat only the first syllable so that the pupils hear the sound. Then they will choose the right letter under each drawing. To go further, ask the pupils to find more words which start with the same sound.

2. To prepare the activity, use the blackboard to give explanations and ask the pupils to practice on the slate. The pupils have to write a word. Show how to write the letters you have not studied.

Sequence 4
3. The farmer
Page 28

Objective

- Using the vocabulary relating to jobs (the farmer).

Sequence of activities

If possible, ask the pupils to talk about their experiences, especially if the school is in the countryside. If it is not the case, use the pictures in the activity book. They are scenes the pupils may not have seen. Thus you will give new vocabulary.

Ask the pupils to look at the page. The children will have to describe it. They will understand that they are all about the same topic. Then they will describe each picture. They will tell you what the people are doing. Tell them there are sentences under each picture. Read them. The pupils will progressively notice all that is written in the page. They started writing a few words. Today they understand that you can find information in a text, it was the same thing when you read a story to them. Little by little they will grow curious about all that is written around them. Thus they will feel like reading later on.

Finally ask questions so that the pupils use the new vocabulary again and make sentences.

Sequence 4
4. The letter g
Page 29

Objective

- Writing the letter g.

Sequence of activities

1. Proceed as before: the pupils will identify the letter in words you studied in the activity book or in names. Ask the pupils to name the drawings of the first activity. The pupils will repeat the words several times. Introduce the letters they can use to complete the words. Pronounce the sounds they produce. The pupils try the two possibilities, and then they write the answer. To go further, they will try to find more words which starting with the letter g.

2. Write the letter g in different writings on the blackboard. Then explain how to write them. As far as the small cursive is concerned, tell the pupils that it is the same beginning as the letter a. Then they will have to draw a straight-sided loop which goes down. Before the exercise you can ask the pupils to draw these kinds of loops (it is like writing j without lifting the pencil and without a dot). Show how to write the words on the blackboard too. Ask the pupils to name all the letters and show how to write them.

Sequence 4

5. The grazier

Page 30

Objective

- Using the vocabulary relating to jobs (the grazier).

Sequence of activities

1. If the pupils live in the countryside, ask them to talk about what they can see around them. If it is not the case, use the documents of the activity book.

Ask the pupils to look at the picture. Then they will describe it. First they will probably name the animals they can see. They will have to tell you the man's job. Read the caption. Ask the pupils to make sentences to describe the situation: *The hens are near... The chicks are the hens' young. The cows are in... They are eating...* etc. The teacher can ask the pupils questions, he can start sentences to help them. In each case the pupils learn new words relating to the topic of the lesson, then they use them in different kinds of sentences: declarative, negative and interrogative sentences (*The cows are eating grass. / The hens are not near the cows. / Has Adamus got a lot of animals? etc.*).

2. This is a traditional English song. It deals with ducks and the noise they make. You can change the name of the animals and the noise they make. This will give you the opportunity to revise the vocabulary of the lesson.

Sequence 4

6. The letter d, the letter q

Page 31

Objective

- Writing the letters d and q.

Sequence of activities

1. Ask the pupils to look at the pictures and to describe them. Introduce the words one by one. The pupils will repeat them several times, and then they will repeat the syllable with the sounds d and q produced. Ask them to match each drawing to the right word. The pupils will identify the letters d and q.

2. Writing the letter d is a little like writing the letter a. The pupils will have to learn where to stop the vertical line. Writing the beginning of the letter q is also close to writing the beginning of the letter a. Here they have to know where to stop as they go down.

Before doing the exercise in the activity book, ask the pupils to write the letters several times and to draw canes. Show how to write the letters d and q on the blackboard. First the pupils will practice on the slate or on a sheet of paper.

Sequence 5

1. The shopkeeper

Page 32

Objective

- Using the vocabulary relating to jobs (the shopkeeper).

Sequence of activities

All the pupils have been shopping with their parents or with their elders. You can ask a few pupils to talk about this, to start the lesson or after the activities of the book. The pupils can play scenes: the teacher will play the role of the shopkeeper with a pupil. With the class, you will decide what the teacher wants to buy and how much it costs. This lesson will give you the opportunity to revise the vocabulary relating to politeness: *Good morning, Good morning Sir/Miss, please, thank you, good bye*, etc.

1. Ask the pupils to look at the scene and to tell you what they can see. The pupils will name the man's job; they will tell you what he sells and what the customer wants to buy. Ask the pupils to imagine the dialogue between the two characters. (Preparation of the activity suggested above).
2. Recite the text twice. Then ask the pupils what the person wants to know. They will have to name the different products they can hear in the text. Repeat the text to help the pupils. Finally teach the nursery rhyme. To go further, the pupils can imagine what the shopkeeper answers.

Sequence 5

2. The letter p

Page 33

Objective

- Writing the letter p.

Sequence of activities

As it was suggested before, the pupils can spot the letter in the names of the pupils (it can be the first letter of a name and after, the letter in the middle of a name). Repeat the sound the letter produces several times. Then ask the pupils to repeat the names. They will try to find more words with the letter p.

1. It is the same kind of exercise in the activity book. Read the words. Ask the pupils to repeat them. Then the pupils will have to find the words which start with a p. Finally they will draw a line from the word to the corresponding drawing.
2. Write the letter t in different writings on the blackboard. The capital letter is not difficult to write. As far as small cursive is concerned, there are two different steps. The small horizontal line is new for the pupils and it is the most difficult part. As usual, the pupils practice on the slate before working in the activity book. Read the word they have to write and show how to proceed for each letter (the pupils must link the letters) on the blackboard.

Sequence 5

3. The seamstress

Page 34

Objective

- Using the vocabulary relating to jobs (the seamstress).

Sequence of activities

First the pupils will tell you if they have already seen a seamstress working. If it is the case, ask where it was, what the person was doing, what tools he or she was using, etc.

1. Proceed as before: the pupils look at the picture for a few minutes, and then they tell you what they want. They will name the place: a workroom. Then they will tell you what the people are doing: a woman is working on a sewing-machine, another one is taking a customer's measurements and a third one is trying on clothes. Ask the pupils to name the different objects: a pair of scissors, thread, a needle, a tape-measure, ribbon, cloth... The pupils can imagine a dialogue and play the scene. For example: *Good morning Miss, what would you like? / I need a dress. / What colour would you like? / I would like a yellow and green dress. / Come here, I am going to take your measurements. / When will it be ready? / You can come back next week.* You can divide the text into two parts or make it longer so that many pupils can participate.

2. Recite the nursery rhyme. Make sure the pupils understand it. Then teach it sentence by sentence. After a few repetitions the class will be able to recite the whole text.

Sequence 5

4. The letter b, the letter f

Page 35

Objective

- Writing the letters b and f.

Sequence of activities

1. First the pupils will identify the two letters. Pronounce words with the two letters so that they recognize the sounds they produce (the sound can be at the beginning of the word or in the middle of the word). Ask the pupils to find more words with these sounds.

In the activity book, the pupils will have to name the contents of the drawings. They will repeat the words several times. Insist on the beginning of the word as the pupils have to find the first letters among two letters. Then give the instruction. Show how to write each letter on the blackboard. The letter b is a big straight-sided loop. Writing the beginning of the letter b is like writing the beginning of the letter l and you add a small loop. Writing the beginning of the letter f is also like writing the beginning of the letter l. Then the vertical line has to be carried on in a straight-sided loop, symmetrical to the other one. Finally a small loop has to be drawn, like in the letter b.

2. Write the letter b in different writings. Ask the pupils to name them. Show how to write the letters on the blackboard. The pupils will practice before working on the activity book.

Sequence 5

5. The policeman

Page 36

Objective

- Using the vocabulary relating to jobs (the policeman).

Sequence of activities

A lot of pupils have already seen a policeman working or they have already heard of his role. You can ask them to talk about it, to start the lesson or when you work on the activity book.

Ask the pupils to look at the page and to name the person they can see on each drawing. Then they will look at each picture and describe it. Ask questions if necessary. Give the vocabulary. As usual, work on the different aspects of language: sounds, the meaning of words, syntax, that is to say making sentences with words, and grammar.

Thanks to picture 1 and 2, you will revise road safety: rules have to be respected by pedestrians and drivers. Ask the pupils what they must do in the street: they must walk on the pavement or on the side of the street, they must not play near the cars, they must not go onto the road, they must cross the street with their parents, etc. Thanks to the last picture you will talk about the fact that we must respect rules (the law), you will evoke the possible consequences if the rules are not respected.

Sequence 5

6. The letter j, the letter y

Page 37

Objective

- Writing the letters j and y.

Sequence of activities

1 and 2. Ask the pupils to identify the person: he is the policeman they saw on the previous language lesson. Read the caption. Write the name "jimmy" on the blackboard, without the capital letter. Ask the pupils to repeat it several times, insisting on the first sound and the last one. Circle the first letter and the last one. Ask the pupils to name them. Then they will try to find more words containing these letters, in the names of the pupils, for example, or in words they have seen: January, etc. They will do the same kind of exercise with the words and the drawings of the activity book.

3. In the letters j and y, there is a straight-sided loop which goes down under the line. That is why the pupils can learn writing them at the same time. Give explanations on the blackboard. The pupils will practice on the slate first. Finally they will write the policeman's name. Show how to proceed on the blackboard.

Sequence 5

7. The driver

Page 38

Objective

- Using the vocabulary relating to jobs (the driver).

Sequence of activities

All the pupils know what a driver is as they have already seen buses, taxis, bush taxis. However this lesson will give you the opportunity to teach new vocabulary: a passenger, the luggage, a trunk, a traveler, to take the bus/the taxi, etc. The pupils can play a few scenes: a passenger wants to take a bus because he wants to go somewhere; somebody wants to take a taxi and needs help to put the suitcase or luggage in the boot; a customer asks a taxi driver how much it will cost him or her to go somewhere, etc. The pupils will make up the dialogues and the teacher can play them with a pupil first.

1. Ask the pupils to look at the first picture. They will say what they want and then you will guide them. When they have described the different elements of the drawing, ask a few questions to recapitulate. Thus the pupils will use the new vocabulary again.

2. The nursery rhyme is short. It will be easy to understand and learn. The pupils can illustrate it.

Sequence 5

8. The letter h, the letter k

Page 39

Objective

- Writing the letters h and k.

Sequence of activities

1. The pupils can identify the letters thanks to the first exercise of the activity book. Introduce the two letters, name them. Show the different writings on the blackboard (capital and small printing, small cursive). Ask the pupils whose names contain the letters to put up their hands. Write their names on the blackboard and ask the pupils to spot the letters. Then give the instruction. The pupils will work on their own. When you correct the exercise, ask the pupils how many letters they have circled.

2. Show the pupils how to write the two letters on the blackboard. You start the two letters in the same way. The letter k is a little more difficult to write because of the small loop. The pupils can practice on the slate or on sheets of paper first, without lines.

Sequence 6

1. Going on foot, on a bicycle, on a motorcycle

Page 40

Objective

- Using the vocabulary relating to the means of transport (on foot, on a bicycle, on a motorbike).

Sequence of activities

The pupils will talk about the means of transport they know before or when you work on the activity book. You can ask one or a few pupils how they came to school. To go further ask more questions: *Who came by car this morning? Who has already been in a car? Have you ever been on a motorcycle? Do you parents sometimes take a motorcycle taxi to go somewhere?* etc.

Ask the pupils to look at each drawing in the activity book. Read the captions each time. Ask the pupils to name a few elements of the bicycle: *Where do you put your hands when you ride a bike? What about your feet? How can you stop the bike? Where do you sit on a motorcycle? What does a motorcycle need to move?* Then they will try to tell you what means of transport you use according to where you are going: you can go to somewhere close to your house on foot. You walk after getting out of a car. You can cycle to go to places which are not very far.

Sequence 6

2. The letter r

Page 41

Objective

- Writing the letter r.

Sequence of activities

First the pupils will have to identify the letter and hear the corresponding "sound". The teacher can introduce the letter r thanks to the names of the pupils or to words the pupils have studied. It is better to find words starting with the letter r. Thus they will identify the sound [r] more easily. Circle and ask the pupils to circle the letter r in the words on the blackboard. The pupils will repeat the words several times and the syllables with the letter r.

In the activity book ask the pupils to identify and name the contents of the drawings. Then, give the instruction. Make sure the pupils only circle the words beginning with an r.

Sequence 6

3. Going on the road, going by train

Objective

- Using the vocabulary relating to the means of transport (on the road, by train).

Sequence of activities

The pupils will talk about their experiences as far as traveling by train or by car is concerned. Ask the child who is speaking, where he was going, who he was with and who was driving the car. He will talk about his impressions: was it a long trip? Was there much traffic? etc.

1. Ask the pupils to look at the picture and to describe it. The pupils will name the different vehicles they can see. Take advantage of this lesson to revise road safety: pedestrians and drivers must respect rules on the road.

The pupils will tell that you must be careful on the road; you must walk on the pavement or on the side of the road.

The scene may be less familiar to the pupils than the one which takes place on the road. The pupils look at the picture and the teacher will probably have to guide them and give the vocabulary: the train, the locomotive, a wagon, the rails, the passengers, the luggage...

2. As the nursery rhyme is short, the pupils will learn it easily. It will give you the opportunity to revise the means of transport with them.

Sequence 6

4. The letter s

Page 43

Objective

- Writing the letter s.

Sequence of activities

1. The teacher will choose words so that the pupils identify the letter s and the sound it produces. You can work on the names of the pupils, on words the pupils have studied or on the first exercise of the activity book. Ask the pupils to name the contents of the drawings. The pupils will repeat the words several times. They will identify the words which start with an s. Write them on the blackboard, it is important that the children grow familiar with all that is written around them. They will also visualize the words which start with the letter s.

2. Write an s in the two different writings on the blackboard. Show the pupils how to write this letter. They will do a few exercises before doing the exercise in the activity book.

Sequence 6

5. Going on water or in the air

Page 44

Objective

- Using the vocabulary relating to the means of transport (on the water or by the air).

Sequence of activities

In this lesson it will more difficult for the pupils to talk about their experience. But they have probably seen planes in the sky, boats if they live near the sea, etc. The teacher can also read stories and bring pictures in relation to that topic.

1. Ask the pupils to look at the pictures. They will describe each of them. Thanks to pictures 1 and 2, you will evoke two different ways of going on water: two women are crossing a river to go to a plantation by pirogue; there are passengers on a liner and a cargo is transporting merchandise. The pupils will have to tell you that these two boats are arriving at a harbour. Ask them to imagine what is going to happen: the passengers are going to get out of the boat, the merchandise is going to be unloaded and put into trucks. Then ask the pupils to look at the airport. They will give you many details about the different elements. Explain that you have to show your papers if you want to take the plane (do not give details here except maybe the fact that you must buy a ticket before traveling). Give the new vocabulary: to take off, to land (mime the movement of the plane with your hand and point at the corresponding picture), the gangway, etc.

2. Recite the nursery rhyme and proceed as before to teach it.

Sequence 6

6. The letters v, w, x, z

Page 45

Objective

- Writing the letters v, w, x and z.

Sequence of activities

The pupils do not see the last letters of the alphabet much, so it is sometimes difficult for them to memorize them. You can play Memo to help them: write a letter on a piece of cardboard. Prepare two pieces of cardboard with the same letter and half of the alphabet. Put the pieces of cardboard back to front on the table. The first pupil chooses two pieces of cardboard. If it is a pair, he keeps it and plays again. If it is not the case, he puts the pieces of cardboard back to front again at the same place. Another pupil plays. The winner is the child who has more pairs than the others. You can play the game with the other half of the alphabet another day.

1. You must introduce the letters before doing the exercise (see above). Give the instruction, one by one as there are many.

2. Show how to write the letters on the blackboard. The pupils will write the letters and the words on the slate before doing the exercise.

Integration activities 2

Pages 46-47

Objectives

- Evaluating the learned notions of the sequence. Through everyday life situations, the pupil will show what he or she has learned concerning the vocabulary relating to the town and the village, jobs and means of transport and writing letters of the alphabet (b, c, f, g, p, r, s, v).

Sequences of activities

- The pupils are introduced to a new situation. They look at the picture, 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, then 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 pre-writing and writing. 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 of them 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.

The alphabet

Page 48

Objective

- Learning the alphabet.

Sequence of activity

1. You will give exercises to the pupils, in which they will identify and read the letters of the alphabet. First the pupils point the letter you will say (in the order and then randomly). Then write the corresponding small letters on the blackboard. Finally give the instruction of the exercise. The pupils can have a look at the blackboard if they need help.

2. This nursery rhyme will help the pupils to memorize the letters of the alphabet in the order. It will help them to remember all the letters but also the alphabetical order.