

Teaching Suggestions for Kids Shine English Reader 1 and Activity Book 1

Topic	Unit 1: About Me – Hello. My name is Ben.
Content Standards	BI 1.0 Listening and Speaking BI 3.0 Writing
Learning Standards	BI 1.3.1 Participate politely in daily conversations to: (iii) introduce oneself. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines, and patterns. BI 3.2.8 Write words and phrases in legible print.
Integrated Strands	FK 1.1.2 KD 2.3.1
Teaching Materials	Reader 1 and Activity Book 1, red and green party hats
Suggested Activities Reader <ul style="list-style-type: none"> • Pair the children up. Ask each pair to name themselves as number 1 and number 2. Give all the number 1's red party hats, and the number 2's green party hats. Ask all those wearing red hats to introduce themselves by saying to their partners, "Hello. My name is..." Then, reverse their roles. • Now, ask all the red hat wearers to switch partners, and then ask their new partners a 'Wh' question, e.g. "Hello. What is your name?" Similarly, get the green hat wearers to change partners, and ask the same question. Guide the children in writing their own names down on page 2 of the Reader. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 2 of the Activity Book. 	

Topic	Unit 1: About Me – I am a boy/girl.
Content Standards	BI 1.0 Listening and Speaking BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 1.3.1 Participate politely in daily conversations to: (iii) introduce oneself. BI 2.3.5 Read simple sentences. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines, and patterns. BI 3.2.8 Write words and phrases in legible print.
Integrated Strands	FK 1.1.2 FK 2.1.3 KD 2.3.1
Teaching Materials	Reader 1 and Activity Book 1, 'girl' and 'boy' dolls, newspaper cuttings
Suggested Activities Reader <ul style="list-style-type: none"> • Bring 2 types of dolls to class: one is a 'girl' doll, the other is a 'boy' doll. Get the children to observe the two dolls and say something about the dolls, e.g. "The 'girl' doll is wearing a dress. She has long hair. / The 'boy' doll is wearing a T-shirt and shorts. He has short hair." • Give the children newspaper cuttings showing children. Ask them to circle all the girls. Next, give them a new set of newspaper cuttings, and ask them to circle all the boys. • Ask the children to complete the activity on page 3 of the Reader. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 3 of the Activity Book. 	

Topic	Unit 1: About Me – My face
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.3.2 Read familiar words printed in the surroundings. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines, and patterns. BI 3.2.4 Copy familiar words in eligible print.
Integrated Strands	FK 1.1.2 FK 2.1.3 KD 2.3.1
Teaching Materials	Reader 1 and Activity Book 1, a doll
Suggested Activities Reader <ul style="list-style-type: none"> • Guide the children in recognising and in naming the parts of a face as shown on page 4 of the Reader. • Bring a doll to class. Ask the children to observe the doll's face. • Point to the parts of the doll's face, e.g. eye, ear, mouth, nose, chin. As you point to a specific part, get the children to point to the same part on their own faces, and to name it. Activity Book <ul style="list-style-type: none"> • Get the children to complete the activity on page 4 of the Activity Book. 	

Topic	Unit 1: About Me – My body
Content Standards	BI 1.0 Listening and Speaking BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 1.2.2 Listen to and sing songs. BI 2.3.2 Read familiar words printed in the surroundings. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.2.1 Write recognisable letters.
Integrated Strands	FK 1.1.2 KE 1.1.3 FK 2.1.3
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> • Play the 'Simon says' game. When you say, "Simon says, touch your head.", get the children to touch their heads. Do the same for other parts of the body. Tell them that if you do not say, "Simon says..." (e.g. "Raise your hand."), they should not follow your instructions. • Let the children sing the song on page 5 of the Reader, and do the appropriate actions. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the activity on page 5 of the Activity Book. 	

Topic	Unit 1: About Me – I have one head/neck.
Content Standards	BI 2.0 Reading BI 3.0 Writing

Learning Standards	BI 2.3.5 Read simple sentences. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines, and patterns.
Integrated Strands	FK 1.1.2 KD 2.3.1
Teaching Materials	Reader 1 and Activity Book 1
Suggested Activities Reader <ul style="list-style-type: none"> Name body parts that are singular, e.g. nose. Get the children to touch their own noses while saying a short sentence, “I have one nose.” Do the same for other body parts that are singular. Next, name body parts that are plural, e.g. legs. Let the children point to their own bodies while saying, “I have two legs.” Do the same for other body parts that are plural. Get the children to answer the question on page 6 of the Reader. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children. Activity Book <ul style="list-style-type: none"> Guide the children in completing the activity on page 6 of the Activity Book. 	

Topic	Unit 1: About Me – Time to Revise
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.3.2 Read familiar words printed in the surroundings. BI 2.4.1 Recognise and name objects or people in pictures. BI 3.1.3 Develop hand-eye coordination through scribbling, drawing lines, and patterns.
Integrated Strands	FK 1.1.2 KE 1.1.3 FK 2.1.3
Teaching Materials	Reader 1 and Activity Book 1, pictures of blank faces, picture cut-outs of facial features
Suggested Activities Reader <ul style="list-style-type: none"> Divide the children into groups of four. Give each group a picture of a blank face (without the specific features). Then, give the children cut-outs of the face parts (e.g. eyes, ears, mouth, nose, etc.) and ask them to stick the cut-outs correctly on the blank face. Guide the children in singing the song ‘Head and Shoulders, Knees and Toes’, and in performing the appropriate actions. Get the children to complete the activity on page 7 of the Reader. Activity Book <ul style="list-style-type: none"> Guide the children in completing the activity on page 7 of the Activity Book. 	

Topic	Unit 2: My Family and I – My family
Content Standards	BI 1.0 Listening and Speaking BI 2.0 Reading BI 3.0 Writing