

Teaching Suggestions for Kids Shine English Reader 2 and Activity Book 2

Topic	Unit 1: At Home – Rooms in the house (living room and bedroom)
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.3.2 Read familiar words printed in the surroundings. BI 2.3.5 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 3.2.4 Copy familiar words in eligible print.
Integrated Strands	FK 1.1.2 KD 2.3.1
Teaching Materials	Reader 2 and Activity Book 2, a doll’s house
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show the children a doll’s house. Point to the living room and bedroom, and get the children to name the two rooms in the house. • Ask further questions that relate to the two rooms, e.g. “Where do you watch television? Where do you sleep?” Encourage the children to give their responses. • Guide the children in naming the things found in the living room and bedroom as shown 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: At Home – Rooms in the house (kitchen and bathroom)
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.3.2 Read familiar words printed in the surroundings. BI 2.3.5 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 FK 2.1.3 KD 2.3.1
Teaching Materials	Reader 2 and Activity Book 2, a doll’s house, pieces of toy furniture

Suggested Activities**Reader**

- Show the children a doll’s house. Point to the kitchen and bathroom, and get the children to name the two rooms in the house.
- Ask further questions that relate to the two rooms, e.g. “Where does your mum cook? Where do you bathe?” Encourage the children to give their responses. Guide the children in naming the things found in the living room and kitchen as shown on page 3 of the Reader.
- Bring pieces of toy furniture for the doll’s house (e.g. bed, stove, etc.), and get the children to place those pieces of furniture in the correct rooms of the doll’s house.

Activity Book

- Guide the children in completing the activity on page 3 of the Activity Book.

Topic	Unit 1: At Home – Where are you?
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standard	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 FK 2.1.3
Teaching Materials	Reader 2 and Activity Book 2, picture cards, stick-on cut-outs
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Put up picture cards of 4 rooms (i.e. living room, kitchen, bedroom and bathroom) on the whiteboard. • Give the children stick-on cut-outs of a man, a woman, a boy, and a girl. • When you say, “Father is in the living room.”, the children must paste the ‘man’ cut-out on the living room picture card. Do the same for all the other rooms, alternating between cut-outs, e.g. “Sister is in the bedroom.” 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the activity on page 4 of the Activity Book. 	

Topic	Unit 1: At Home – Things we do at home
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standard	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 2 and Activity Book 2, word cards

Suggested Activities**Reader**

- Get the children to talk about the activities they do at home, and the rooms in which they carry out those activities.
- Place word cards of the rooms in a house around the classroom. When you say an action word (e.g. cook), the children must run to the part of the classroom that has the correct word card (e.g. kitchen).
- Guide the children in reading the sentences on page 5 of the Reader.

Activity Book

- Guide the children in completing the activity on page 5 of the Activity Book.

Topic	Unit 1: At Home – How to keep the house clean
Content Standards	BI 2.0 Reading BI 3.0 Writing
Learning Standards	BI 2.3.5 Read simple sentences. BI 3.2.1 Write recognisable letters.
Integrated Strands	FK 1.1.2 KD 2.3.1 PM 3.1.4
Teaching Materials	Reader 2 and Activity Book 2, pieces of cloth, a scrunched up piece of paper, dustbin, broom

Suggested Activities**Reader**

- Get the children to role-play the scenes found on page 6 of the Reader. Get different children to wipe the table with a cloth, to throw a scrunched up piece of paper into the dustbin, to sweep the floor using a broom, and to wipe the window using a cloth.
- Advise the children on the importance of keeping the house clean. Guide them in answering the question found on page 6 of the Reader. The question aims to improve the Higher Order Thinking Skills (HOTS) of the children.

Activity Book

- Guide the children in completing the activity on page 6 of the Activity Book.

Topic	Unit 1: At Home – Time to Revise
Content Standard	BI 2.0 Reading BI 3.0 Writing
Learning Standard	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 FK 2.1.3
Teaching Materials	Reader 2 and Activity Book 2, picture cards of things found at home