



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION



2019-2020



# UAE PHONICS



# **UAE Phonics Book**

English Language

Coursebook

Grade 01

Volume 3

1440-1441 /A.H./ 2019-2020 A.D.

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## Introduction to UAE Phonics Programme


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

### Icons

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

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

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

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

### Phonics Song

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

# **Course Guide**

## **Phonics Focus**

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

## **High Frequency Words**

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

## **Handwriting Practice**

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

## **Sentence Structure**

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

## **Reading Comprehension**

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





























# Phonics Focus - A-Z Review

## Activity 1

Sing the alphabet song.

## Activity 2

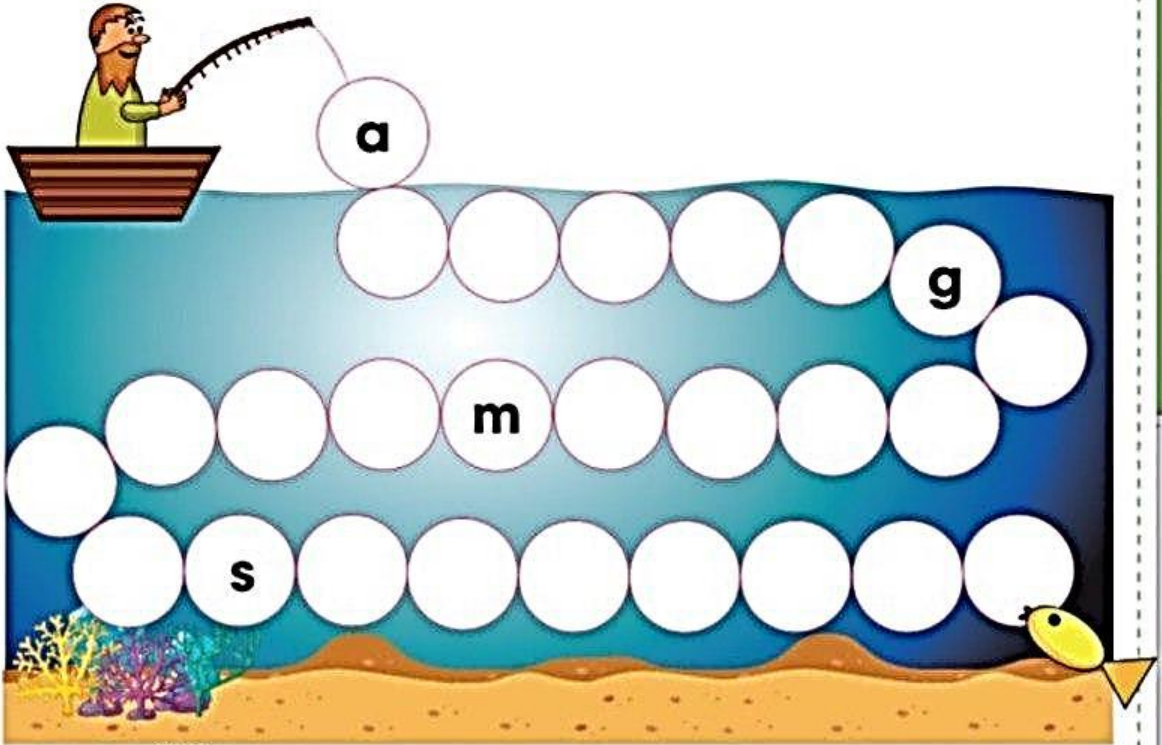
Say the sounds and the words to move around the board.

<b>Start</b> 	<b>1</b> a 	<b>2</b> b 	<b>3</b> c 
<b>7</b> g 	<b>6</b> f 	<b>5</b> e 	<b>4</b> d 
<b>8</b> h 	<b>9</b> i 	<b>10</b> j 	<b>11</b> k 
<b>15</b> o 	<b>14</b> n 	<b>13</b> m 	<b>12</b> l 
<b>16</b> p 	<b>17</b> q 	<b>18</b> r 	<b>19</b> s 
<b>23</b> w 	<b>22</b> v 	<b>21</b> u 	<b>20</b> t 
<b>24</b> x 	<b>25</b> y 	<b>26</b> z 	<b>Finish</b> 

## Phonics Focus - A-Z Review

### Activity 3

Write the letters to help the man catch a fish.



### Activity 4 12

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

1.	2.	3.
4.	5.	6.



## High Frequency Words

### Activity 1

Listen and repeat.

me

do

big

dad

down

### Activity 2

Find the High Frequency Words in the picture.



### Activity 3

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

me

do

big

dad

down

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

### Activity 4

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

me

do

big

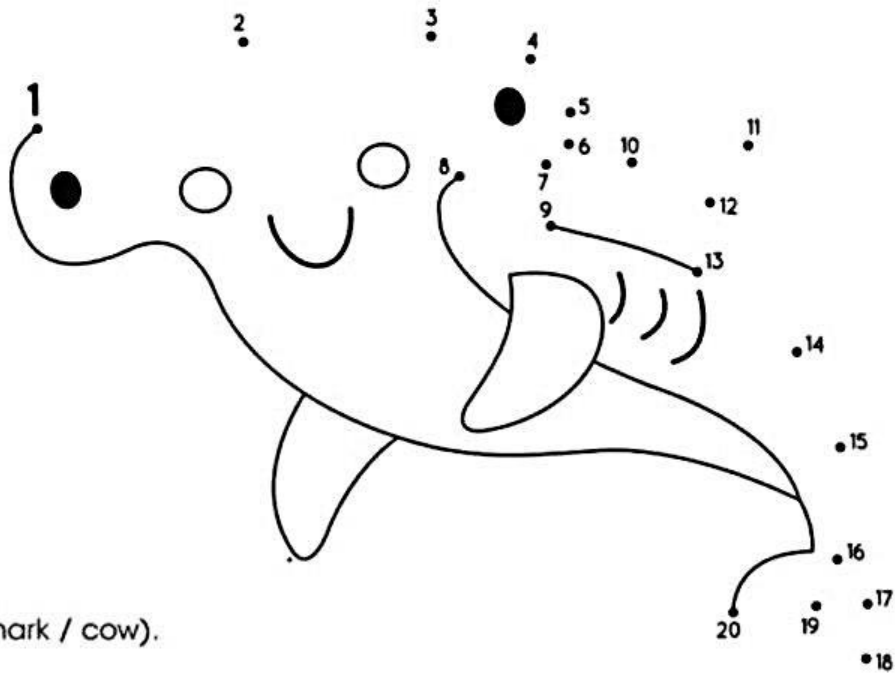
dad

down

# Numbers Review

## Activity 1

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



It is a (shark / cow).

## Activity 2

Write the words under the numbers.

fifteen  
thirteen

nineteen  
twelve

sixteen  
fourteen

eleven  
seventeen

twenty  
eighteen



## Review

### Activity 1





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





red      yellow      green  
 blue      brown  
 black      white      purple  
 orange      pink



### Activity 2 13

Paste the correct words into the boxes.

1. 	
3. 	
5. 	
7. 	

2. 	
4. 	
6. 	
8. 	

### Activity 3

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Notes

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## Phonics Focus - A-Z Review

### Activity 1 14

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

### Activity 2 130

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

1.  <input type="text"/>	2.  <input type="text"/>	3.  <input type="text"/>	4.  <input type="text"/>	5.  <input type="text"/>
---	---	---	--	---

### Activity 3

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

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

1 syllable	2 syllables	3 syllables
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## High Frequency Words

### Activity 1

Listen and repeat.

when

it's

see

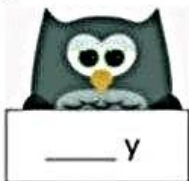
looked

very

### Activity 2

Write the missing letters.

1.



2.



3.



4.



5.



### Activity 3

Find the High Frequency Words.

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



### Activity 4

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

1. I can \_\_\_\_\_ zebras at the zoo.
2. The girl is \_\_\_\_\_ sleepy after school.
3. \_\_\_\_\_ are you going to the mall?
4. \_\_\_\_\_ under the tree.
5. The king \_\_\_\_\_ at the tiger.

## Colours & Shapes Review

### Activity 1

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

red	yellow	green	blue
brown	purple	orange	pink

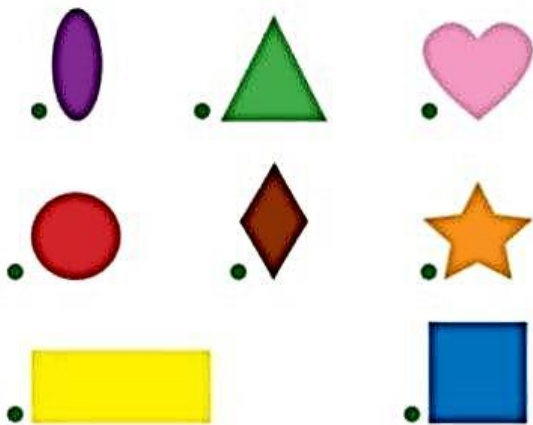


- The apple is \_\_\_\_\_.
- The table is \_\_\_\_\_.
- The books are \_\_\_\_\_.
- The bag under the table is \_\_\_\_\_ and orange.
- The pencils are red, green, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### Activity 2

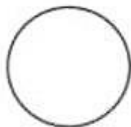
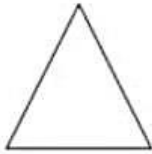






Match the words to the shapes.

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



### Activity 3

Listen and colour the shapes.

- 
- 
- 
- 
- 
- 
- 
- 

## Let's Read

### Activity 1

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



\_\_\_\_\_

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

### Activity 2

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

### Activity 3

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

1. Green Stars

2. Five Fish

3. Salma Likes Kites

### Activity 4

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

1. Salma likes to fly \_\_\_\_\_.
2. She goes to the \_\_\_\_\_ to fly her kite.
3. She meets her \_\_\_\_\_ at the park.
4. Salma has a \_\_\_\_\_ kite.
5. Alia has a \_\_\_\_\_.

### Activity 5

Write a sentence about Haza's kite.

\_\_\_\_\_



## Let's Write

### Activity 1

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

### Activity 2

Complete the sentences about your picture.

My name is \_\_\_\_\_ . I like to \_\_\_\_\_ .

These are my friends, \_\_\_\_\_ and \_\_\_\_\_ .

### Activity 3

Talk about your picture with a partner.

My name is Hamad.  
I like to play football.



These are my  
friends, Afra and Hessa.



## Notes

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









### Activity 1

Listen to the words. Circle the correct vowel sounds.

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
















### Activity 2

Write vowels to complete the words.

1.  s__n	2.  c__t	3.  k__d	4.  l__g
5.  w__b	6.  j__t	7.  p__t	8.  v__n

### Activity 3

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

1. <b>a</b>			
2. <b>e</b>			
3. <b>i</b>			
4. <b>o</b>			
5. <b>u</b>			

## High Frequency Words

### Activity 1

Listen and repeat.

look

don't

come

will

into

### Activity 2

Read the clues and write the High Frequency Words.

1. Which word begins with c? \_\_\_\_\_

2. Which word ends with o? \_\_\_\_\_

3. Which word begins with l? \_\_\_\_\_

4. Which word ends in l? \_\_\_\_\_

5. Which word has ' ? \_\_\_\_\_

### Activity 3

Find the High Frequency Words.

*Do you want to come to the zoo?*

*We will look at the gorillas!*

*Get into the car.*

*We don't want to be late.*

*Let's go!*



### Activity 4

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

1. She \_\_\_\_\_ take a photo on my phone.

2. Put the pen \_\_\_\_\_ your bag.

3. \_\_\_\_\_ upstairs to see my toys.

4. We will \_\_\_\_\_ at the ducks.


5. \_\_\_\_\_ sit there.

## Feelings

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

### Activity 1

Listen and repeat.

		
happy	sad	angry
		
excited	scared	sleepy

### Activity 2

Match the sentences to the pictures.

1. She is scared. ●



2. He is sad. ●



3. She is angry. ●

4. He is excited. ●

5. She is happy. ●

6. He is sleepy. ●

### Activity 3

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

How are you?



I am excited.



# Feelings

## Activity 4

Circle the correct pictures.

- |          |   |   |            |  |   |
|----------|---|---|------------|--|---|
| 1. sad   |  |  | 2. excited |  |  |
| 3. happy |  |  | 4. sleepy  |  |  |
| 5. angry |  |  | 6. scared  |  |  |

## Activity 5

Read the sentences and draw faces.

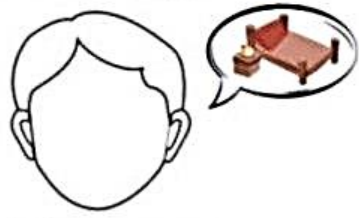
1. He is happy.



2. She is sad.



3. He is sleepy.



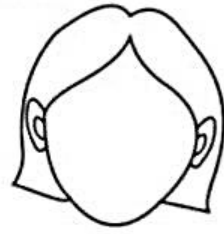
4. She is excited.



5. He is angry.





6. She is scared.




## Activity 6

Write sentences about the pictures.

- 

He is \_\_\_\_\_
- 

She \_\_\_\_\_
- 

\_\_\_\_\_

## Let's Read

### Activity 1

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



### Dilly the Dragon

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

### Activity 2

Read the story. Circle the correct answers.

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

### Activity 3

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

This is Dilly.



Dilly is a happy dragon.



## Let's Write

### Activity 1

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

lemon

ball

kite

girl

foot

sun

tree

boy

dog

shoe



### Activity 2

List any other things in the picture that you know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Activity 3

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

Write another sentence about the picture.









\_\_\_\_\_



## Beginning Sounds

### Activity 1

Write the beginning sounds for each of these words.

1. 	2. 	3. 	4. 
5. 	6. 	7. 	8. 

### Activity 2

Listen to the words. Circle the correct sounds.

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

### Activity 3

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

m	g	e	sh
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## High Frequency Words

### Activity 1

Listen and repeat.

back

from

children

him

if

### Activity 2

Read the clues and write the High Frequency Words.

1. Which word has eight letters? \_\_\_\_\_

2. Which word ends with k? \_\_\_\_\_

3. Which word has two letters? \_\_\_\_\_

4. Which word begins with f? \_\_\_\_\_

5. Which word has three letters? \_\_\_\_\_

### Activity 3

Find the High Frequency Words.

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



### Activity 4

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

1. The \_\_\_\_\_ like to play in the pool.

2. Go to bed \_\_\_\_\_ you are sleepy.





3. I am excited to go \_\_\_\_\_ to the toy shop.

4. Give \_\_\_\_\_ a pen.

5. Who is the book \_\_\_\_\_ ?

# Pronouns

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

I	you	he	she	It
				

## Activity 1

Find the pronouns.



t n e l x m a e j y o u n c h e p a i t g t s h e

## Activity 2

Circle the correct words.

1. 	2. 	3. 
I    it	it    she	she    he

## Activity 3 ✂️ 15 🗨️

Pick a card and practise making sentences with a partner.

He is excited.



She is happy.



## Let's Read

### Activity 1

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



### Play Time

*The children like to play with toys.*

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

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

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

*The children share their toys.*



dinosaur



share

### Activity 2

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

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

### Activity 3

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

## Let's Write

### Activity 1

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

1.



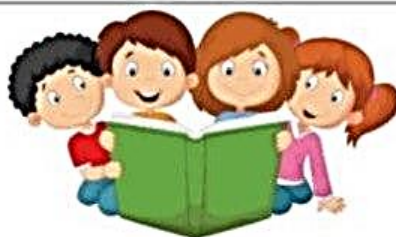
Bees like to eat honey.

What do you like to eat?

---

---

2.



The children like to read books.

What do you like to do?

---

---

3.



Butti likes to play with his train.

What toy do you like to play with?

---

---

4.



Ahmad likes to play with Hamdan.

Who do you like to play with?

---

---

### Activity 2

Use Activity 1 to ask your classmates questions.

What do you like to do?



I like to play football.

# Notes


Lined area for taking notes.

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## Sounds in Words





### Activity 1

Listen to the words. Circle the ending sounds.

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

### Activity 2

Write the ending letters for each word.

1. 	2. 	3. 	4. 
fro__	lio__	lea__	quee__

### Activity 3

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



ends with x	ends with p	ends with ll
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Sounds in Words

### Activity 4

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

cat

ant

fox

kid

seven

shell

yellow

### Activity 5

Listen to the words. Write the middle sounds.

1.

2.

3.

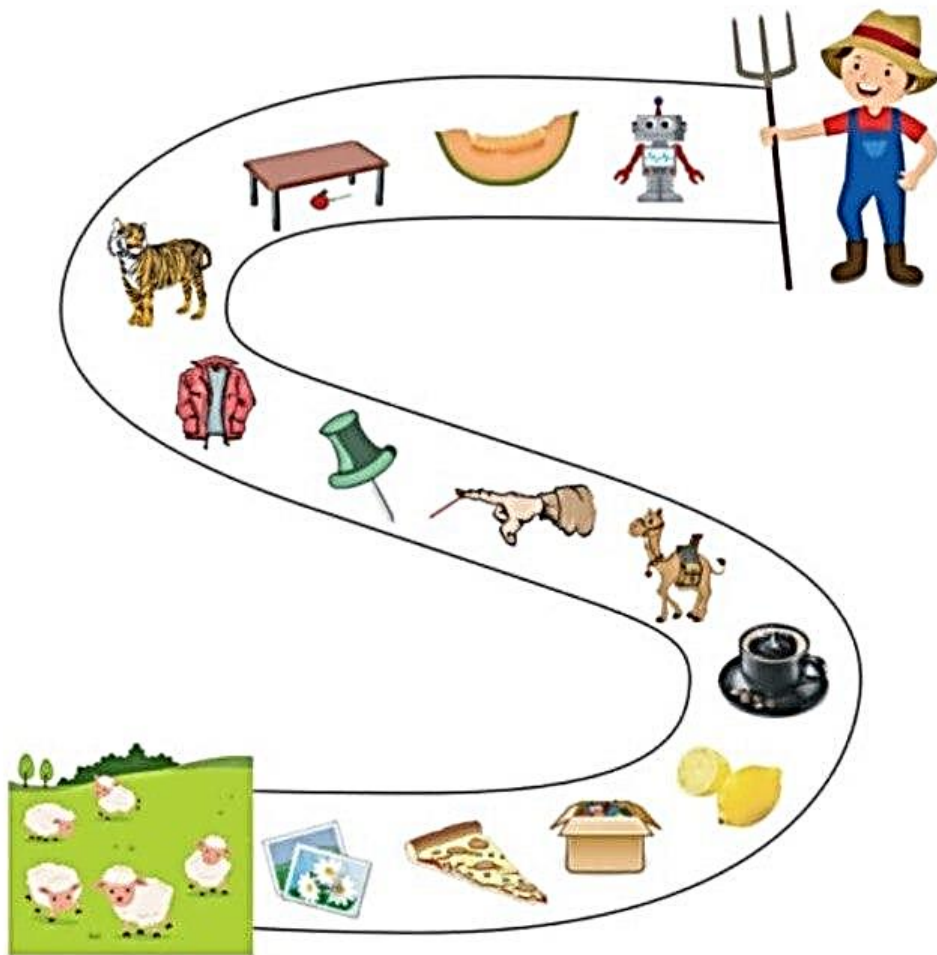
4.

5.

### Activity 6

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

Say the middle sounds for each word.





## High Frequency Word Review

### Activity 1

Find the High Frequency Words in the word search.

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

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

### Activity 2

Read the clues and write the correct High Frequency Words.

it's

if

very

big

looked

1. Which word has six letters? \_\_\_\_\_
2. Which word ends with g? \_\_\_\_\_
3. Which word has two letters? \_\_\_\_\_
4. Which word begins with v? \_\_\_\_\_
5. Which word has three letters and ' ? \_\_\_\_\_

### Activity 3









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

1. What \_\_\_\_\_ you like to eat?
2. The children are \_\_\_\_\_ sleepy.
3. Give the yellow books to \_\_\_\_\_.
4. Do you want to \_\_\_\_\_ to the zoo?
5. They \_\_\_\_\_ at the clouds in the sky.

# Body Parts





## Activity 1

Listen and repeat.

			
head	shoulder	knee	toe
			
eye	ear	mouth	nose

## Activity 2

Circle the correct words.

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

## Activity 3

Label the pictures.



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Let's Read

### Activity 1

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

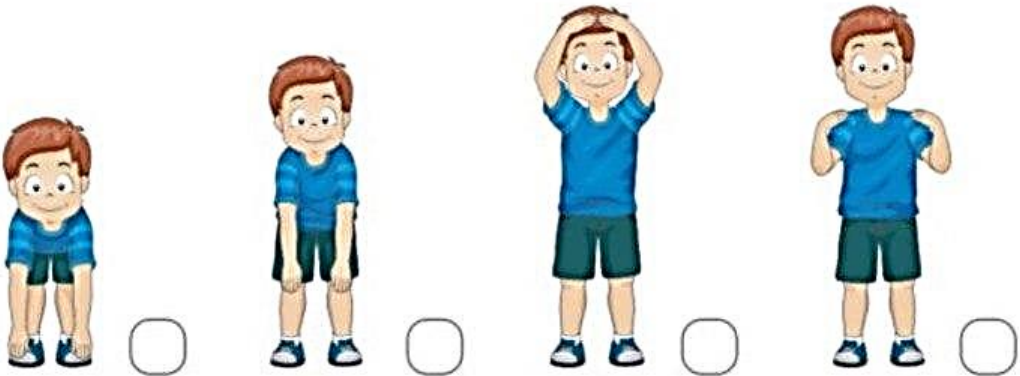
*Head, shoulders, knees and toes,  
knees and toes,  
Head, shoulders, knees and toes,  
knees and toes,  
And eyes and ears and mouth and nose,  
Head, shoulders, knees and toes,  
knees and toes!*

1. How many times can you see the word **toes**? \_\_\_\_\_
2. How many times can you see the word **head**? \_\_\_\_\_
3. How many times can you see the word **mouth**? \_\_\_\_\_

### Activity 2





Talk about the pictures with a partner.

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



### Activity 3

Sing the song again. Practise singing in different ways.

 slow	 fast
 quiet	 loud

## Let's Write

### Activity 1

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

The words in the box can help you.

thumb

tooth

elbow

neck

finger

leg

\_\_\_\_\_, \_\_\_\_\_, *hand and foot,*

*hand and foot,*

\_\_\_\_\_, \_\_\_\_\_, *hand and foot,*

*hand and foot,*

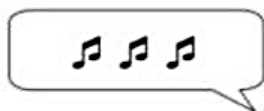
*And* \_\_\_\_\_ *and* \_\_\_\_\_ *and* \_\_\_\_\_ *and* \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, *hand and foot,*

*hand and foot!*

### Activity 2





Sing your new song to your classmates.



# Words







## Activity 1

Look at the pictures. Circle the correct words.

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

## Activity 2

Write the missing letters.

1. 	r _ ng	2. 	d _ sk	3. 	fr _ g
4. 	f _ sh	5. 	st _ r	6. 	g _ ft

## Activity 3

Listen and circle the correct words.

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

## Activity 4

Read all the words from Activity 3 with a partner.



# Words


## Activity 5

Listen and write the missing words.


1. The green \_\_\_\_\_ likes to jump.
2. Her dress is \_\_\_\_\_ and orange.
3. Thank you for the \_\_\_\_\_.
4. Can you see the \_\_\_\_\_ in the sky?
5. Look at the yellow \_\_\_\_\_!

## Activity 6


Paste letters in the boxes to make the words.

1. 


--	--	--	--

2. 

--	--	--	--

3. 

--	--	--	--

4. 

--	--	--	--

## Activity 7

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

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# Family


## Activity 1

Listen and repeat.


					
mum	dad	sister	brother	grandma	grandpa

## Activity 2

Match words to pictures.

1.  2. 

3.  4. 

5.  6. 

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

## Activity 3

Write letters to complete the words.

1. m\_\_

2. gr\_nd\_a

3. b\_o\_h\_r

4. si\_te\_\_

5. \_\_ra\_dp\_\_

6. \_\_d

# Family

## Activity 4

Write the words.

1. \_\_\_\_\_



2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Activity 5

Use the pictures to do the crossword.

**Across** →

2.



4.



5.



**Down** ↓

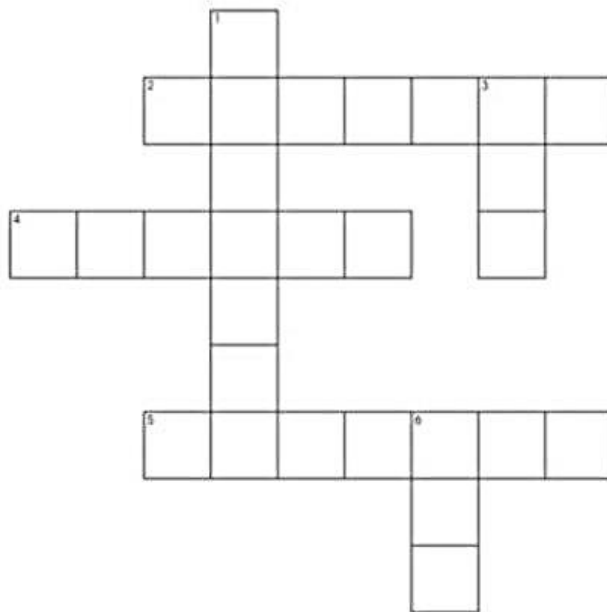
1.



3.



6.





## Let's Read

### Activity 1

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



\_\_\_\_\_

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

### Activity 2

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

### Activity 3

Read the story again. Fill in the blanks.

1. Madia's brother is \_\_\_\_\_ years old.
2. Her \_\_\_\_\_ is a vet.
3. Her \_\_\_\_\_ is a teacher.
4. Her \_\_\_\_\_ and grandpa live in Ajman.
5. They are a very \_\_\_\_\_ family.

### Activity 4

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

1. My Toys

2. My Feelings

3. My Family

## Let's Write

### Activity 1

Draw a picture of your family.

This is my family.

### Activity 2

Tell a partner about your family.



This is my  
family.

### Activity 3

Write about your picture.

1. This is my \_\_\_\_\_
2. This is \_\_\_\_\_
3. This \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Phonics Review

### Activity 1 -

Sing the alphabet song.

### Activity 2

Colour the letters from A-Z.



### Activity 3

Colour the beginning sounds.









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

# Phonics Review







## Activity 4

Circle the middle sounds.

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

## Activity 5 ✂️ 17

Paste the ending letter.

 <p>r e</p>	 <p>b a</p>	 <p>h a</p>
 <p>f o</p>	 <p>w e</p>	 <p>s u</p>

## Phonics Review

### Activity 6

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

- |    |   |    |     |       |
|----|---|----|-----|-------|
| 1. |  | sp | ger | _____ |
| 2. |  | ti | oon | _____ |
| 3. |  | ig | bow | _____ |
| 4. |  | du | loo | _____ |
| 5. |  | el | ck  | _____ |

### Activity 7

Listen and circle how many syllables are in each word.

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

### Activity 8

With a partner, split the words into syllables.

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

twen



ty



## Vocabulary Review

### Activity 1

Match the sentences to the pictures.

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



### Activity 2 ✂️ 18

Match the parts of the face to show each feeling.

### Activity 3 🎧 155

Listen to the sentences and circle the correct feelings.

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

### Activity 4

Look at the pictures and write sentences.

1.	
2.	
3.	

## Vocabulary Review

### Activity 5

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

1. neke = \_\_\_\_\_ ●
2. adeh = \_\_\_\_\_ ●
3. umoth = \_\_\_\_\_ ●
4. oet = \_\_\_\_\_ ●
5. yee = \_\_\_\_\_ ●
6. soen = \_\_\_\_\_ ●
7. hrsoldue = \_\_\_\_\_ ●
8. rea = \_\_\_\_\_ ●



### Activity 6

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

mum      dad      brother  
sister      grandma      grandpa



## Let's Read

### Activity 1

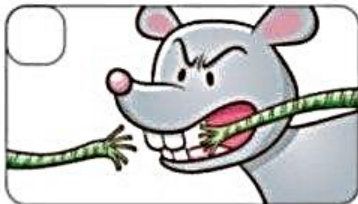
Read the story. What is it about? Talk about the story with a partner.

### Lion and Mouse

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

### Activity 2

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



### Activity 3

Answer the questions.

1. What is the name of the story? \_\_\_\_\_
2. Who are the characters in the story? \_\_\_\_\_

### Activity 4

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







sleeps	dances	sings	angry	scared
free	trap	help	bite	friend



## Let's Write

### Activity 1

Which animal do you like best? Circle your choice.

		
shark	camel	cat
		
bird	tiger	elephant

### Activity 2

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

### Activity 3

Finish the sentence.

I think the best animal is a \_\_\_\_\_ because \_\_\_\_\_

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### Activity 4

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

I used capital letters.

I used spaces.

I used a full stop.

## Notes

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## Vocabulary Checklist

Tick the words you can read (✓).

### Feelings

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

### Pronouns

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

### Body Parts

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

### Family

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

## High Frequency Word Checklist

Tick the words you can read (✓).

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

## Notes

## Notes

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## Notes

A large white rectangular area with rounded corners, outlined by a dashed line. It contains 25 horizontal lines for writing notes.

## Notes

Lined area for taking notes, consisting of 25 horizontal lines within a dashed border.

## Notes

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## Notes



A large, white rectangular area with rounded corners and a dashed border, designed for taking notes. It contains 25 horizontal lines for writing. The area is centered on a green background.