

## Teacher's Handbook for e-Daya English 4

Topics	Teaching Objectives	Learning Outcomes	Teaching Materials	Teaching Procedures	Enrichment/ Suggested Follow-up Activities
Myself – I am (Pg. 1-3)	<ol style="list-style-type: none"> <li>1. Introduce oneself.</li> <li>2. Tell about one's name.</li> </ol>	<p>2.1.3 Carry out simple conversations.</p> <p>2.1.1 Use body language such as gesture, eye contact and facial expression with appropriate language responses.</p>	<ol style="list-style-type: none"> <li>1. Sentence cards.</li> <li>2. Figurines/ puppets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce a figurine or a puppet. Example: I am Abu.</li> <li>2. Introduce another figurine or puppet's name. Example: I am Mei Lin.</li> <li>3. Teacher introduces herself.</li> <li>4. Get children to introduce themselves and say their names.</li> <li>5. Put up a sentence. Drill the children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Know your friend. Form a circle. Get children to come in front of the circle and introduce themselves. Let them talk about their likes, hobbies and the place where they stay.</li> <li>2. Drawing Oneself. Draw a picture of oneself and colour the picture.</li> <li>3. Collecting pictures of oneself. Get children to collect their childhood photographs and put them in an album.</li> <li>4. Myself in 20 years' time. Ask children to draw themselves in 20 years' time. Get them to compare their drawings. Let the children talk about the pictures they have drawn.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: myself            introduce yourself         friend</p>
You are (Pg. 4)	<ol style="list-style-type: none"> <li>1. Introduce oneself.</li> <li>2. State one's sex.</li> </ol>	<p>2.1.2 Carry out simple functions of language orally e.g. to greet, to think, to ask.</p>	<ol style="list-style-type: none"> <li>1. Sentence cards.</li> <li>2. Figurines/ puppets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce a figurine or a puppet. Example: I am Abu. I am a boy. Next, let the figurine or puppet point to another figurine or puppet. You are a girl.</li> <li>2. Introduce another figurine or puppet. Example: I am Mei Lin. I am a girl. You are a boy. (Let the latter figurine/ puppet point to the former figurine/ puppet.)</li> <li>3. Get a boy child to come to the front of the class and state his name and sex. Then ask him to point to another child</li> </ol>	<ol style="list-style-type: none"> <li>1. Blindman's Buff. Divide the class into groups. Appoint a leader for each group. Get the group leader to start the game by covering his/ her eyes with a handkerchief. He/ She will be the first "blindman". He/She must say, "I am..... I am a boy/girl. You are a boy/girl." If the answer is correct, the first "blindman" can remove the handkerchief. Change the "blindman".</li> <li>2. Collecting pictures of friends. Get children to collect pictures or photographs of their friends and keep them in an album. Get them to find out their</li> </ol>

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				and state his or her sex. Repeat with other children. 4. Put up the sentence cards and drill the children.	friends' names. 3. Telephone Directory. Get children to find out their friends' names and make a telephone directory. <b>Teaching Point</b> Suggested Vocabulary: friend    boy    girl    name(s) I            you
Knowing others (Pg. 5)	1. Asking a friend's name. 2. State one's name.	2.1.3 Carry out simple conversations.	1. Question and sentence cards. 2. Figurines/Puppets. 3. A song.	1. Introduce a figurine/puppet. Use the figurine/puppet to ask for a child's name. Example: What is your name? My name is Mei Lin. 2. Get a pair of children to ask each of their names. Repeat with other pairs of children. 3. Put up the question and sentence cards. Drill the children. 4. Singing a song "I am Mei Lin" to the tune of "Are you sleeping?"	1. Role-play. Get children to act in different roles in situations. Get a child to be an immigration officer and enquire about another child's name in order to issue him/her a passport. Get another to act as a teacher who is registering a child on the first day of school. <b>Teaching Point</b> Suggested Vocabulary: name            friend
Knowing others (Pg. 6)	1. Asking about one's age. 2. Count the number of candles on a cake.	2.1.2 Carry out simple functions of language orally e.g. to greet, to thank, to ask. 2.1.3 Carry out simple conversations.	1. Question and sentence cards. 2. A cake. 3. Some candles.	1. Show a birthday cake with 5 candles on it. Tell the class to sing a birthday song for a birthday child. Then, ask the birthday child the question "How old are you?" The child must say, "I am 5 years old." Get the class to count the number of candles on the cake. 2. Put up the question and the sentence on the board. Drill the class.	1. Decorate a birthday cake. Give the children some play dough. Ask them to make a cake and decorate it. 2. Count the candles. Get some small cakes. Put different number of candles on the cakes. Get children to count the candles. 3. Celebrating a Birthday Party. Find out which child's birthday is approaching. Get the child to celebrate his birthday in school and get the children to count the number of candles on the birthday child's cake. Ask children to sing the "Happy Birthday" song. <b>Teaching Point</b> Suggested Vocabulary: age                    years old birthday            celebrate

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My head. (Pgs. 7-8)	<ol style="list-style-type: none"> <li>Show parts of the head.</li> <li>Match parts of the head.</li> </ol>	<p>1.4.2 Listen and perform actions based on instructions in games.</p> <p>2.2.1 Name parts of the body.</p>	<ol style="list-style-type: none"> <li>Flash cards.</li> <li>Pictures.</li> </ol>	<ol style="list-style-type: none"> <li>Show a picture of a pair of eyes. Ask children the function of the eyes. Get children to point to their own eyes. Introduce the word 'eyes'. Drill the word.</li> <li>Repeat with other parts of the head. (Examples: nose, ear, mouth, head, neck, eyebrow, hair, teeth and tongue.)</li> <li>Put up pictures of the parts of the head and ask children to match with the flash cards.</li> <li>Play the game "Simon Says." Children point to parts of their head according to teacher's instructions.</li> </ol>	<ol style="list-style-type: none"> <li>Match My Head. Have parts of the head of different animals. Get children to match the heads with their bodies.</li> <li>Identify the Murderer. Give instructions to draw a picture. Children follow the instructions. Then, Children compare their drawings of the murderer's face. <u>Instruction:</u> The police are looking for this man. His head is round. He has a long, sharp pointed nose. His eyes are round. He has thick eyebrows. There is a scar on his face. His hair is short. He has two long ears. He wears a pair of earrings. His mouth is small.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary:</p> <table> <tr> <td>head</td> <td>nose</td> <td>eyes</td> </tr> <tr> <td>ears</td> <td>face</td> <td>hair</td> </tr> <tr> <td>mouth</td> <td>cheek</td> <td>eyebrow</td> </tr> </table>	head	nose	eyes	ears	face	hair	mouth	cheek	eyebrow
head	nose	eyes												
ears	face	hair												
mouth	cheek	eyebrow												
My body. (Pg. 9 - 10)	<ol style="list-style-type: none"> <li>Show parts of the body.</li> <li>Label parts of the body.</li> </ol>	<p>2.2.1 Name parts of the body.</p>	<ol style="list-style-type: none"> <li>Pictures.</li> <li>Flash cards.</li> <li>A song.</li> <li>Rhyme chart.</li> </ol>	<ol style="list-style-type: none"> <li>Introduce a picture of the hand. Get children to show their own hand. Show the word on a flash card. Drill the children.</li> <li>Repeat with other parts of the body. Examples: finger, shoulder, elbow, leg, toe, knee.</li> <li>Get a child to be a model. Teacher points to his hand and other parts of the body. Get different children to name the part shown.</li> <li>Put up a picture on parts of the body. Get different children to label the parts of the body with the flash cards.</li> <li>Put up a song. Get children to sing the song "Head, shoulders, knees and toes."</li> <li>Put up a rhyme. Children recite the</li> </ol>	<ol style="list-style-type: none"> <li>Draw parts of the body. Give children paper and ask them to draw parts of the body.</li> <li>Pin my nose. Put up a picture of an outline of a face. Blindfold a child. Get the child to pin the nose onto the picture. The other children must try to guide the blindfolded child to put the picture of the nose to the left or to the right, or give other instructions where needed. Then remove the handkerchief. Let the children to see where the picture of the nose has been pinned. Repeat with other children and also with other parts of the body.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary:</p> <table> <tr> <td>body</td> <td>see</td> <td>smell</td> <td>touch</td> </tr> </table>	body	see	smell	touch					
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				rhyme.	hear hands legs
This is... (Pg. 11)	<ol style="list-style-type: none"> <li>1. Make sentences from a substitution table.</li> <li>2. Carry out actions while singing a song.</li> </ol>	1.5.1 Listen to songs and rhymes and respond to the rhythm.	<ol style="list-style-type: none"> <li>1. A substitution table.</li> <li>2. A song.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher puts up a substitution table. Teacher gives examples on how to make sentences from the table. Get different children to make sentences from the table. Drill on the sentences.</li> <li>2. Put up a song chart. Get children to show the action while singing the song to the tune of "The Mulberry Bush."</li> </ol>	<ol style="list-style-type: none"> <li>1. Making a Mobile Figurine. Draw outlines of figures on different manila cards. Get children to colour and cut out the shapes. Use strings to tie up the figurines into a mobile form. Get children to label parts of the body of the mobile figurines. Hang the mobile figurines in the class.</li> <li>2. Making a Scrapbook. Collect pictures of actors, actresses or people. Paste them into a scrapbook and label the parts of the head and body.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: body head hair face eyes ears neck shoulders arms lips tongue teeth</p>
My family. (Pg. 12)	<ol style="list-style-type: none"> <li>1. Name the people in one's family.</li> <li>2. Talk about a family member.</li> </ol>	2.2.2 Name members of the family	<ol style="list-style-type: none"> <li>1. Flash cards.</li> <li>2. Photos/pictures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show a photo of a family. Introduce the people in the photo. Get children to talk about their own family.</li> <li>2. Introduce a family tree in the form of a picture. Show the word "grandfather". Drill on the word. Repeat with other family members. (Examples: grandmother, father, mother, brother and sister).</li> <li>3. Get children to match the pictures with the names of the family members.</li> </ol>	<ol style="list-style-type: none"> <li>1. A Family Album. Get children to collect photos of their family members and put them in an album.</li> <li>2. Drawing a Family Tree. Get children to draw and colour their own family tree.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: family father mother sister brother baby grandmother grandfather</p>
That is .. (Pg. 13)	<ol style="list-style-type: none"> <li>1. Construct sentences from a substitution table.</li> <li>2. Recite a rhyme.</li> </ol>	2.2.4 Name things in familiar stories, poems and songs.	<ol style="list-style-type: none"> <li>1. A substitution table.</li> <li>2. A rhyme chart.</li> </ol>	<ol style="list-style-type: none"> <li>1. Put up a substitution table. Show children how to make sentences from the table. Then, get them to make as many sentences from the table. Drill them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a Card for a family member. Make a card for a family member to express one's appreciation. Decorate the card with coloured papers and wordings.</li> </ol>

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				2. Put up a rhyme chart. Get children to recite the rhyme.	2. Create a Family Tree. Collect photos of one's family. Arrange the photos to form a lovely family tree. The most creative design gets a reward. <b>Teaching Point</b> Suggested Vocabulary: family            love            eldest youngest        members
My classroom. (Pgs. 14 -15)	1. Find the things in a classroom. 2. Label the things in a classroom.	1.3.1 Listen to words said aloud and identify objects named in the environment. 3.3.3 Recognise some familiar words in the environment.	1. Flash cards. 2. Realia. 3. Pictures.	1. Introduce the topic for the day. Introduce the word "blackboard" and show the picture. Drill the children. Get children to match the picture with the flash card. 2. Repeat with other things in the classroom. Examples: chair, table, desk, waste paper basket, chalk, book, bag, ruler and clock. 3. Divide children into groups. Ask them to find the things in the classroom and label them.	1. Play the game "Simon Says" Children follow the instructions on the game "Simon Says." Children point to different objects in the classroom as instructed. 2. Draw and label pictures. Children draw pictures of things in the classroom and label them. 3. Search and label. Give children word cards of objects in the classroom. Get them to find the things in the classroom and label the things with the word cards. <b>Teaching Point</b> Suggested Vocabulary: classroom    things        objects chair         table         desk basket        chalk         waste paper book          bag            clock ruler         child         teacher
My classroom. (Pg. 16)	1. Talk about things in the classroom. 2. Name the things in a classroom.	2.4.2 Ask questions based on observations.	1. Pictures. 2. Flash cards.	1. Show a picture. Get children to talk about the picture. 2. Children name the things in the classroom, talk about the shapes and colours of the objects. 3. Teacher gets children to match the objects with the words.	1. Playing the game "What do you have?" Teacher divides the class into groups. Get the children to put objects, example: a book, a pen, a pencil, a sharpener, etc. in their own bags. Each member in the group is to ask and answer each other "What do you have?" To check

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					<p>for correct answers, the objects can be exposed after the answer has been given.</p> <p><b>Teaching Point</b> Suggested Vocabulary: school                      classroom                      things duster                      books                      bag blackboard</p>
My things. (Pg. 17)	<ol style="list-style-type: none"> <li>Construct sentences from a substitution table.</li> <li>Name the things one has.</li> </ol>	3.4.2 Read a range of simple sentences independently.	<ol style="list-style-type: none"> <li>A substitution table.</li> <li>Objects.</li> <li>Flash cards.</li> </ol>	<ol style="list-style-type: none"> <li>Show an object. Get children to name the object as is shown by the teacher.</li> <li>Get children to read the word as on the flash card. Repeat with other objects and words.</li> <li>Put up a substitution table. Give an example on how to construct a sentence from the table. Next, get children to construct sentences based on the topic "My things".</li> </ol>	<ol style="list-style-type: none"> <li>Playing the game "Search". Place some objects around the class. Then, divide the class into teams. Number each person. Teacher calls out an object and a number. The child whose number is called, searches for the object. Award points to the first one who gets the object.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: book                      bag                      pencil box ruler                      sharpener                      pencil</p>
Shapes. (Pg. 18)	<ol style="list-style-type: none"> <li>Identify shapes.</li> <li>Name and spell the shapes.</li> </ol>	3.3.1 Recognise and sound simple words.	<ol style="list-style-type: none"> <li>Pictures.</li> <li>Flash cards.</li> </ol>	<ol style="list-style-type: none"> <li>Put up a shape. Get children to talk about the shape.</li> <li>Show the word of the shape on a flash card. Drill the children.</li> <li>Introduce other shapes.</li> <li>Get children to match the shapes with the words.</li> <li>Get children to find shapes of things in the classroom. Ask them to spell and name the shapes.</li> </ol>	<ol style="list-style-type: none"> <li>Forming Shapes. Give children some play dough. Get them to form as many shapes as possible.</li> <li>Making Mobiles. Give children some cardboards. Get children to draw and colour different shapes on the cardboards. Then, ask children to cut the shapes out and hang them as mobiles in the classroom.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: shapes                      square                      rectangle                      oval triangle                      circle                      star                      round</p>
Colours. (Pgs. 19-21)	<ol style="list-style-type: none"> <li>Name colours.</li> <li>Recite a rhyme.</li> </ol>	4.2.1 Form recognisable letters.	<ol style="list-style-type: none"> <li>Pictures.</li> <li>Flash cards.</li> <li>Rhyme chart.</li> </ol>	<ol style="list-style-type: none"> <li>Show a colour. Get children to name the colour. Show the word on a flash card. Drill</li> </ol>	<ol style="list-style-type: none"> <li>Experiment with Colours. Give each child a paint brush. First, let them use only one colour. Then, let them mix two</li> </ol>

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				<p>the children.</p> <ol style="list-style-type: none"> <li>Repeat with other colours.</li> <li>Get children to match the colours with the words.</li> <li>Put up a rhyme chart. Children recite the rhyme.</li> </ol>	<p>colours together.</p> <ol style="list-style-type: none"> <li>Make a Colourful Hat. Distribute coloured paper to the children. Get children to make a hat with the coloured paper.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: colours    bright    dark    red yellow    blue    green    white black    purple    pink    grey orange    indigo    violet</p>
Numbers. (Pg. 22)	<ol style="list-style-type: none"> <li>Count numbers.</li> <li>Recite from one to ten.</li> <li>Recite a rhyme.</li> </ol>	3.3.2 Point to letters and words on labels and read them.	<ol style="list-style-type: none"> <li>Objects.</li> <li>Flash cards.</li> <li>Picture.</li> <li>Rhyme chart.</li> </ol>	<ol style="list-style-type: none"> <li>Show an object. Say out the number of the objects. Show the number on a flash card. Drill the children.</li> <li>Repeat with other objects and numbers.</li> <li>Get children to count the objects.</li> <li>Put up a picture. Get children to talk about the picture and count the number of things or animals in the picture.</li> <li>Put up a rhyme. Recite the rhyme.</li> </ol>	<ol style="list-style-type: none"> <li>Recite the rhyme "<u>Once I Caught a Fish Alive</u>". Once I Caught a Fish Alive One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, Then I let it go again.  Why did you let it go? Because it bit my finger so. Which finger did it bite? The little finger on the right.</li> <li>Singing the song "Ten Little Indian Boys". Children sing the song "Ten Little Indian Boys". Ten Little Indian Boys One little two little three little Indians, Four little five little six little Indians, Seven little eight little nine little Indians, Ten little Indian Boys.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: count    numbers    one    two three    four    five    six seven    eight    nine    ten</p>

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Animals. (Pg. 23)	<ol style="list-style-type: none"> <li>Name animals.</li> <li>Imitate the sounds made by animals.</li> </ol>	3.5.1 Read print moving from left to right and top to bottom.	<ol style="list-style-type: none"> <li>Pictures.</li> <li>Flash cards.</li> </ol>	<ol style="list-style-type: none"> <li>Show a picture of an animal. Get children to talk about the animal.</li> <li>Show the word on a flash card. Drill the children.</li> <li>Repeat with other pictures.</li> <li>Get children to imitate the sounds made by animals example: a cat- meows, a duck- quacks, etc.</li> <li>Divide children into two teams. Team A will make the sound of the animals. Team B will have pictures of different animals. When the teacher calls for an animal, example a duck, the children in Team A will make the sound quack, quack, quack, while the children in team B with the pictures of a duck must move towards Team A. Repeat with other pictures and sounds made by animals.</li> </ol>	<ol style="list-style-type: none"> <li>Singing the Song" Old MacDonald Has a Farm". Get children to sing the song Old MacDonald Has a Farm.  <u>Old MacDonald Has a Farm</u> Old MacDonald has a farm, E yah, e yah , o. In his farm he has a cat, E yah, e yah , o. With a meow, meow here, Meow, meow there, Old MacDonald has a farm, E yah, e yah, o. (Repeat with other animals)</li> <li>Making Animal Masks. Give pictures of animal masks to the children. Get them to colour the pictures and then cut out the shapes to make as masks of animals. Get children to role-play as animals with their masks on.  <b>Teaching Point</b> Suggested Vocabulary: tame      wild      animals      cat dog      fish      hen      cow rabbit      goat      bird      duck horse      goose      monkey</li> </ol>
Have/ Has (Pg. 24)	<ol style="list-style-type: none"> <li>Construct sentences from a substitution table.</li> <li>Talk about an animal one has seen or reared as a pet.</li> </ol>	3.4.2 Read a range of simple sentences independently.	<ol style="list-style-type: none"> <li>A substitution table.</li> <li>A song.</li> </ol>	<ol style="list-style-type: none"> <li>Get children to talk about animals they have seen or reared as pets.</li> <li>Put up a substitution table. Show an example on how to construct a sentence from the table. Get children to make sentences. Drill on the sentences.</li> <li>Put up a song. Children sing the song and imitate the songs made by animals.</li> </ol>	<ol style="list-style-type: none"> <li>Colouring Pictures. Give children pictures of animals to colour.</li> <li>Story-telling. Tell a moral story based on animals. Examples: 1) The fox and the grapes. 2) The mouse deer and the crocodiles. 3) Other stories.  <b>Teaching Point</b> Suggested Vocabulary:</li> </ol>

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					mouse    deer    crocodile tiger    lion    elephant giraffe    zebra    monkey snake    bear    horse has    have
Fruits. (Pg. 25)	1. Name the fruits.	3.5.1 Read print moving from left to right and top to bottom.	1. Pictures/ Realia. 2. Flash cards.	1. Show a fruit. Get children to talk about the fruit. Let them feel the shape of the fruit. Introduce the word on a flash card. Drill the children. 2. Repeat with other fruits. 3. Match the fruit with its name. Distribute pictures and flash cards to different children. When teacher calls out the name of a fruit, the children with the pictures must quickly match the words together.	1. Taste a Fruit. Get children to bring a fruit each from their home. Let them talk about the fruit that they had brought. Get the children to share their fruit with their friends. 2. Guess Me. Teacher puts different fruits into a bag. Teacher gets children to guess the name of the fruit in the bag by giving a clue. Example: I am round and hairy. <b>Teaching Point</b> Suggested Vocabulary: fruit    sweet    sour mangosteen    durian    apple watermelon    orange    rambutan
Like/ Likes. (Pg. 26)	1. Talk about one's likes. 2. Make sentences.	2.3.1 Talk about familiar experiences such as favourite things and activities.	1. Pictures. 2. Sentence cards. 3. Substitution table.	1. Talk about one's favourite fruit. 2. Introduce the word like/ likes. 3. Drill the children on the sentence structure. He/She likes..... I like..... 4. Show a sentence on a sentence card. Drill the children. Repeat with other sentences. 5. Put up a table. Show how to make a sentence from the table. Get children to construct the sentences.	1. What do you like? Put different fruits on a big fruit basket. Call out a child. Let the child choose a fruit that he or she likes. Let the child talk about the fruit. Repeat with other children. 2. Drawing a Favourite Fruit. Distribute drawing paper to the children. Let the children draw the fruit that they like to eat. <b>Teaching Point</b> Suggested Vocabulary: fruit    apple    durian orange    banana    papaya
Like/ Likes. (Pg. 27)	1. List out the names of fruits. 2. Sing a song.	4.2.2 Write simple words.	1. Flash cards. 2. Pictures. 3. A song.	1. Get children to list as many fruits that they know and have eaten. 2. Show a fruit. Introduce the word. Drill	1. Copying a Rhyme. Get children to copy a rhyme. 2. Playing a puzzle.

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				<p>the children.</p> <ol style="list-style-type: none"> <li>Repeat with other fruits.</li> <li>Put up a song. Children sing the song " I like durian" to the tune of "Are you sleeping?"</li> </ol>	<p>Draw pictures of fruits and cut them into puzzles. Get children to arrange the puzzles.</p> <p><b>Teaching Point</b> Suggested Vocabulary: fruit                      like                      eat</p>
Weather. (Pg. 28)	<ol style="list-style-type: none"> <li>Talk about the weather.</li> </ol>	2.3.2 Talk about the weather.	<ol style="list-style-type: none"> <li>Pictures.</li> <li>Flash cards.</li> </ol>	<ol style="list-style-type: none"> <li>Show a picture of the weather. Get children to talk about the picture. Introduce the word. Drill the children.</li> <li>Repeat with other pictures.</li> <li>Get children to match the pictures with the words.</li> </ol>	<ol style="list-style-type: none"> <li>Drawing Pictures. Give children some Art paper. Get them to draw a rainy day, a sunny day, a windy day or a cloudy day. Put up the pictures in the class and get the children to talk about them.</li> </ol> <p><b>Teaching Point</b> Suggested Vocabulary: weather                      sunny                      rainy cloudy                      windy                      hat</p>
Weather. (Pg. 29)	<ol style="list-style-type: none"> <li>Tell a story.</li> <li>Sing a song.</li> </ol>	4.1.1 Engage in activities requiring hand-eye coordination.	<ol style="list-style-type: none"> <li>A series of pictures.</li> <li>A song.</li> </ol>	<ol style="list-style-type: none"> <li>Show a series of pictures. Get children to talk about the pictures. Then, tell them a story. Get them to give the moral value of the story.</li> <li>Put up a song. Children sing the song.</li> </ol>	<ol style="list-style-type: none"> <li>Role-playing. Get children to act out the story that they have just been told.</li> <li>Drawing and decorating an umbrella. Get children to draw and decorate a paper umbrella.</li> <li>Singing a song. Children sing a song "Rain, rain, go away".</li> </ol> <p>Ran, rain, go away, Do not come and spoil my play, Grey clouds fly away, Do not rain and spoil my day.</p> <p><b>Teaching Point</b> Suggested Vocabulary: weather                      cold                      hot wet                      windy</p>

# Examples Thematic Approach for English 4

