

Teacher's Handbook for e-Daya English 5

Topics	Teaching Objectives	Learning Outcomes	Teaching Materials	Teaching Procedures	Enrichment/ Suggested Follow-up Activities
Greetings. (Pg. 1)	<ol style="list-style-type: none"> Greet a friend. Sing a song. 	2.1.2 Carry out simple functions of language orally e.g. to greet, to thank, to ask.	<ol style="list-style-type: none"> Pictures. Flash cards. A song. 	<ol style="list-style-type: none"> Show a picture. Get children to talk about the picture. Introduce the word "Good morning". Drill the children. Repeat with other pictures and words. Put up a song. Get children to sing the song. 	<ol style="list-style-type: none"> Singing. Repeat the song "Good morning to you" and substitute with Good afternoon, Good evening and Good night. <p>Teaching Point Suggested Vocabulary: greeting morning afternoon evening night good</p>
Greetings. (Pg. 2)	<ol style="list-style-type: none"> Greet a friend. Recite a rhyme. 	2.5.1 Sing songs and perform appropriate actions.	<ol style="list-style-type: none"> Pictures. Flash cards. Rhyme chart. 	<ol style="list-style-type: none"> Show a picture. Get children to talk about the picture. Introduce the word "Goodbye". Get children to wave their hands. Drill on the word. Repeat with words like "Thank you" and "Welcome". Put up a rhyme. Recite the rhyme. 	<ol style="list-style-type: none"> Role-play. Divide children into groups. Give them situations to act: (1) Bidding farewell to a friend at a bus - station. (2) A prize giving ceremony in school where children go up the stage to get their prizes. (3) Welcoming a friend to your house during a festive occasion. <p>Teaching Point Suggested Vocabulary: Welcome Goodbye Thank you</p>
Morning. (Pg. 3)	<ol style="list-style-type: none"> Talk about the activities one does in the morning. Greet a friend. 	3.4.2 Read a range of simple sentences independently.	<ol style="list-style-type: none"> Pictures. Sentence cards. 	<ol style="list-style-type: none"> Greet the children. Introduce the word "morning". Show a picture. Get children to describe or talk about the things one does in the morning. Put up a picture. Get children to talk about the picture. Introduce the sentence "I brush my teeth." Drill the children. Repeat with other sentences. 	<ol style="list-style-type: none"> Singing a song. <u>This is the Way</u> (The Mulberry Bush) This is the way I brush my teeth, Brush my teeth, Brush my teeth. This is the way I brush my teeth, Early in the morning. Colouring a Picture. Give children pictures of a boy waking up in the morning. Get children to colour the picture.

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					<p>Teaching Point Suggested Vocabulary: morning brush wake up breakfast</p>
Afternoon. (Pg. 4)	1. Talk about the activities one does in the afternoon.	3.4.2 Read a range of simple sentences independently.	1. Pictures. 2. Sentence cards.	1. Show a picture. Get children to describe the picture. Introduce the word "afternoon". 2. Drill the children. 3. Show other pictures. Children talk about the activities in the pictures. Put up a sentence card. Drill the children. 4. Repeat with other pictures and sentences.	1. Talking Time. Get children to talk about the things they can do in the afternoon. Teaching Point Suggested Vocabulary: lunch afternoon
Evening. (Pg. 5)	1. Talk about the activities one does in the evening.	2.1.3 Carry out simple conversations. 3.4.2 Read a range of simple sentences independently.	1. Pictures. 2. Flash card and sentence cards.	1. Introduce the word "evening" and show the picture of the sun setting. Drill the word. 2. Show another picture. Get children to talk about the picture. Put up a sentence. Drill the children. 3. Ask children how they greet someone in the evening. Show a picture. Get children to talk about the picture. Introduce the greeting. Drill the children.	1. Talking Time. Talk about the things one does in the evening. Teaching Point Suggested Vocabulary: evening play field friends
Night. (Pg. 6)	1. Talk about the activities one does at night and the scenery at night.	3.4.2 Read a range of simple sentences independently.	1. Pictures. 2. Sentence cards.	1. Ask children what they will do and the things they can see in the sky at night. 2. Show a picture. Introduce the word "night". Drill the children. 3. Repeat with other pictures. Let children talk about the pictures. Put up sentences on sentence cards and drill the children.	1. A night scene. Ask children to draw a night scene. Teaching Point Suggested Vocabulary: night sleep pyjamas stars moon
Days of the week. (Pg. 7)	1. Name the days in a week.	3.3.2 Point to letters and words on labels and read them.	1. Calendar. 2. Word cards.	1. Show a calendar of the activities a family does in a week. Introduce each day. Drill the children. 2. Get children to talk about what they do	1. Design a calendar. Give children some art paper and get them to design a calendar.

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Wild animals. (Pg. 12)	<ol style="list-style-type: none"> Name animals. Solve word puzzle. 	<p>4.2.1 Form recognisable letters.</p>	<ol style="list-style-type: none"> Pictures in a series. Word cards. 	<ol style="list-style-type: none"> Show a picture of an animal. Children talk about the picture. Introduce the word of the animal on a word card. Drill the children. Repeat with other animals. Show a picture in a series. Children talk about the pictures. 	<ol style="list-style-type: none"> Imitate animal sounds. Children imitate the sounds made by animals. Animal Masks. Get children to make masks of animals and then wear them. Solve word puzzle. <p>Teaching Point Suggested Vocabulary: animals wild tame mouse deer crocodile hippopotamus kangaroo</p>
Actions. (Pgs. 13 - 14)	<ol style="list-style-type: none"> Perform some actions. Match actions to words. Sing a song. 	<p>1.4.1 Listen and carry out simple instructions.</p> <p>3.3.1 Recognise and sound simple words.</p>	<ol style="list-style-type: none"> Pictures. Flash cards. A song. 	<ol style="list-style-type: none"> Show a picture. Ask children what the person in the picture is doing. Introduce the word. Drill the children. Repeat with the other pictures. Get children to carry out some actions. Example: Stand, sit, walk, run, jump, etc. Distribute different pictures of actions and the flash cards to the children. Children match the pictures to the words. Put up a song "This is the way". 	<ol style="list-style-type: none"> Play the game "Simon Says". Get children to perform some actions based on the game "Simon Says". Examples: Simon says: (1) brush your teeth (2) wash your face; etc. Follow Me. Get children to sit in a circle. Switch on the music. The first child must start an action and imitated by the second child. The third child must imitate the second child's action. The actions of each individual are imitated until the music stops. <p>Teaching Point Suggested Vocabulary: actions running walking sitting standing jumping dancing eating singing drinking laughing crying drawing writing reading painting washing brushing swimming</p>

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Can/ Cannot. (Pgs. 15-16)	<ol style="list-style-type: none"> State what one can and cannot do. Sing a song. 	2.5.2 Recite simple rhymes and poems.	<ol style="list-style-type: none"> Pictures. Sentence cards. A song. 	<ol style="list-style-type: none"> Show a picture of a bird. Ask children what the bird can and cannot do. Introduce and drill on the sentence. Repeat with other pictures and sentences. Get children to sing the song "A Bird Can Fly" to the tune of "Twinkle, twinkle little star". 	<ol style="list-style-type: none"> Talking Time. Get children to talk of the things they can and cannot do. <p>Teaching Point Suggested Vocabulary: can cannot</p>
Positions. (Pg. 17)	<ol style="list-style-type: none"> State the position of objects. 	2.2.3 Name things in the environment.	<ol style="list-style-type: none"> Flash cards. Pictures/objects. Sentence cards. 	<ol style="list-style-type: none"> Show a picture. Ask for the location of the books. Introduce the sentence. Drill the children. Repeat with other pictures or objects in the classroom. Drill on the sentences. 	<ol style="list-style-type: none"> Search for the objects. Place objects in different places in the classroom. Get children to search and say where they have found the objects. Place the ball correctly. Teacher gives an instruction. Children must place the ball following the position instructed. Example : (1) Place the ball under the table. (2) Put the ball between two desks. <p>Teaching Point Suggested Vocabulary: in on under up between near down position beside</p>
What/ Who (Pg. 18)	<ol style="list-style-type: none"> Tell one's name. Find out about a friend's name. 	2.1.3 Carry out simple conversations.	<ol style="list-style-type: none"> Puppets. Sentence/ question cards. 	<ol style="list-style-type: none"> Introduce two puppets . Puppet A: <u>What</u> is your name? Puppet B: My name is Teddy. Get a children to the front of the class. Ask the children: <u>What</u> is your name? Drill the children to respond by saying: My name is ... Repeat with other children. Next, introduce another sentence structure with the two puppets. Puppet B: <u>Who</u> are you? Puppet A : I am Mickey. 	<ol style="list-style-type: none"> Making Friends. Get the children to find out as many names of children in the class. <p>Teaching Point Suggested Vocabulary: What is your name? Who are you?</p>

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				6. Get two children to come out and ask each other. Children 1: Who are you? Children 2: I am (children's name). 7. Repeat with pairs of children. 8. Sing the song "What is your name?"	
Where/ When (Pgs. 19-21)	1. To find out the location of an object in the class. 2. To find out the time.	2.1.3 Carry out simple conversations. 2.2.3 Name things in the environment.	1. Pictures. 2. Sentence and question cards. 3. Objects. 4. A song.	1. Show a picture. Ask the children the location of the bag in the picture. Get them to respond. Teacher: Where is the bag? Children: It is on the table. 2. Repeat with other pictures or objects in the class. 3. Drill the children on the sentence pattern. Where is? 4. Next, introduce the question "When...?" by showing a picture. Ask children questions based on the picture. Get them to respond based on the information as found on the picture. Teacher: When is the bus coming? Children: It is coming at seven o'clock. 5. Drill children with other pictures. 6. Sing a song: "Where is my bag?" to the tune "Oh My Darling".	1. "What is the time, Mr. Wolf?" Get a child to be the wolf. Let him stand in front of the others. Draw a big circle on the floor as the home. The children start the game by asking for the time. When the wolf says, "It's lunch or dinner time", the children must run to their home. Anyone outside the circle will be the wolf's victim. 2. "Hide-and-Seek". Get a child to close his eyes while the rest of the children go into hiding. Then, the child will have to go and find for his friends. Teaching Point Suggested Vocabulary: in on behind under above below between
My garden. (Pg. 22)	1. Name things in a garden.	3.3.1 Recognise and sound simple words.	1. Pictures. 2. Objects. 3. Flash cards.	1. Show a picture of a garden. Get children to talk about the garden. 2. Show objects or pictures of things in a garden. Introduce the words. Drill on the words.	1. Search. Divide the children into groups. Give each group a list of things in the school garden. Get the children to search for the things in the school garden. Teaching Point Suggested Vocabulary: garden pots flowers insects dragonfly butterfly leaves bee snails tree grass

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Singular and plural. (Pg. 23)	<ol style="list-style-type: none"> Count things. Spell words. 	2.2.3 Name things in the environment.	<ol style="list-style-type: none"> Objects. Pictures. Flash cards. Rhyme chart. 	<ol style="list-style-type: none"> Show an object. Get children to name the object and count. Drill on the correct response. Show the same object but in different quantities. Get children to count and state the number of objects that are shown. Repeat with other objects and pictures. Get children to spell the words. Recite a rhyme "Five Little Sparrows". 	<ol style="list-style-type: none"> Calling Out a Number. The children are given numbers. The class claps twice. The leader says his number and calls out another number following a rhythm. The person whose number is called will respond or else he will be eliminated. <p>Teaching Point Suggested Vocabulary: numbers count</p>
Occupations. (Pg. 24)	<ol style="list-style-type: none"> Name occupations. 	3.3.1 Recognise and sound simple words. 3.4.2 Read a range of simple sentences independently.	<ol style="list-style-type: none"> Pictures. Flash cards. Sentence cards. 	<ol style="list-style-type: none"> Talk about one's ambition. Show a picture of a nurse. Get children to talk about the picture. Drill on the word. Introduce the sentence structure. My mother is a nurse. Drill with other occupations. 	<ol style="list-style-type: none"> Role-play. Give children roles to act out example as a doctor, a nurse, etc. Drawing Pictures of Occupations. Draw about one's ambition. <p>Teaching Point Suggested Vocabulary: occupations ambitions doctor nurse lawyer policeman teacher soldier pilot driver postman sailor</p>
Transport. (Pg. 26)	<ol style="list-style-type: none"> State the modes of transportation. 	3.3.3 Recognise some familiar words in the environment.	<ol style="list-style-type: none"> Pictures. Flash cards. 	<ol style="list-style-type: none"> Show a picture. Get children to describe and talk about the means of transportation. Introduce the words. Drill the children. Put up different picture of modes of transportation. Get children to match the words with the pictures. 	<ol style="list-style-type: none"> Making a Scrapbook. Cut pictures on modes of transport and paste them in a scrapbook. Making Models. Give children some play dough. Get them to model out shapes of boats, ships or other vehicles. Ask each child to bring a toy vehicle. Tell the class why they like these toys. <p>Teaching Point Suggested Vocabulary: vehicles transport car bus lorry van bicycle train aeroplane</p>

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Transport. (Pg. 27)	1. List the means of transportation.	3.4.2 Recognise some familiar words in the environment.	1. Flash cards. 2. Pictures. 3. Sentence cards.	1. Talk about how one comes to school. Give other means of transportation. List the names of vehicles. 2. Show a picture. Describe the picture. Introduce the sentence. Drill on the sentence. 3. Repeat with other pictures and sentences. Drill on the pictures and sentences.	1. Colouring Vehicles. Distribute pictures of modes of transportation. Get children to colour the pictures. 2. Talking Time. Talk about how one comes to school. Teaching Point Suggested Vocabulary: vehicles transport
Places. (Pgs. 28-29)	1. Name places.	2.2.3 Name things in the environment.	1. Pictures. 2. Flash cards.	1. Show a picture. Talk about the picture. Introduce the word. Get children to name the place. Drill on the word. 2. Repeat with other places. 3. Match the places with the words.	1. Drawing a plan. Draw a plan of the places in one's school. Teaching Point Suggested Vocabulary: school playground zoo library beach garden market shopping centre
Festivals. (Pg. 30)	1. Name festivals found in Malaysia.	3.3.3 Recognise some familiar words in the environment.	1. Pictures. 2. Flash cards.	1. Show a picture of a festival. 2. Talk about the festival. Introduce the words on a flash card. Drill the children. 3. Repeat with other festivals. 4. Match pictures of festivals with the name of the festivals.	1. Identify festival songs. Play some festival songs on the cassette player. Get children to identify the festivals through the songs. (Example: Jingle bell is associated with Christmas.) Teaching Point Suggested Vocabulary: festivals celebrate Hari Raya Puasa Chinese New Year Happy Deepavali Hari Gawai Merry Christmas

Examples Thematic Approach for English 5

