

Teacher's Handbook for e-Daya English 6

Topics	Teaching Objectives	Learning Outcomes	Teaching Materials	Teaching Procedures	Enrichment/ Suggested Follow-up Activities
1 Left and right (pgs.1-2)	<ol style="list-style-type: none"> To state left and right Carry out simple instruction 	<ol style="list-style-type: none"> 1.4.1 Listen and carry out simple instruction 1.4.2 Listen and perform actions based on instructions in games 3.3.1 Recognize and sound simple words 4.2.2 Write simple words 	Word card Flash cards	<ol style="list-style-type: none"> Teacher faces blackboard. Show both hands. Put up the right hand and mentions 'Right' loudly. Repeat for left hand. Children follow the action and repeat after the teacher 'right' and 'left'. Produce the words 'right' and 'left'. Children repeat after teacher. 	<ol style="list-style-type: none"> Games <ul style="list-style-type: none"> - Divide children into groups of 5. - Draw a long straight line on the floor and indicate RIGHT AND LEFT. - Children stand on one side of the line. - Jump on the side mentioned by the teacher. - The last standing pupil is the winner. Follow instructions <ul style="list-style-type: none"> - Ask children to perform actions : Turn left. Turn right. Walk to the left. Walk to the right. Show me your right hand/leg etc <p>Suggested Vocabularies : Left, right, turn, jump</p>
2 Hobbies (pgs. 3-4)	<ol style="list-style-type: none"> To state one's hobbies To identify and name hobbies To tell what one likes to do 	<ol style="list-style-type: none"> 1.3.2 Listen to words said aloud and match with pictures 2.1.3 Carry out simple conversation 2.3.1 Talk about familiar experiences such as favourite things and activities 2.4.1 Ask others about favourite things and activities 3.3.1 Recognize and sound simple words 4.2.2 Write simple words 	Picture cards Flash cards Word cards Sentence cards	<ol style="list-style-type: none"> Children talk about their favourite pastime. Show pictures of their hobbies. Children name the hobbies shown. Show words of hobbies and children repeat after their teacher. Children match words with pictures. Name the pictures. 	<ol style="list-style-type: none"> Talking Time <ul style="list-style-type: none"> - Get children to talk about their hobbies. - Get children to find out their friends' hobbies Collect pictures of different hobbies and display in class. <p>Suggested Vocabularies : Camping, swimming, gardening, baking, painting, collecting stamps, reading, rearing pets, singing</p>
3 Places (pgs.5-6)	<ol style="list-style-type: none"> To identify and name places To match pictures of places and words To talk about places 	<ol style="list-style-type: none"> 1.3.2 Listen to words said aloud and match with pictures 2.1.3 Carry out simple conversation 2.3.1 Talk about familiar experi- 	Picture cards Flash cards Word cards Sentence cards	<ol style="list-style-type: none"> Children talk about places in their neighbourhood. Show pictures of places. Talk about what we can do at these places. 	<ol style="list-style-type: none"> Talking Time <ul style="list-style-type: none"> - Get children to talk about places they know. - Get children to talk about places they have been.

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		<p>ences such as favourite things and activities</p> <p>2.4.1 Ask others about favourite things and activities</p> <p>3.3.1 Recognize and sound simple words</p> <p>4.2.2 Write simple words</p>		<p>4. Children name the places shown.</p> <p>5. Show words of places and children repeat after their teacher.</p> <p>6. Children match words with pictures.</p> <p>7. Name the pictures.</p>	<p>2. Collect pictures of different places and display in class.</p> <p>Suggested Vocabulary : Village, forest, beach, restaurant, hospital, playground, factory, office, post office, police station</p>
4 Things around us (Pgs.7-9)	In the garden	<p>1.3.2 Listen to words said aloud and match with pictures</p> <p>2.1.3 Carry out simple conversation</p> <p>2.2.3 Name things in the environment</p> <p>2.3.1 Talk about familiar experiences such as favourite things and activities</p> <p>2.4.1 Ask others about favourite things and activities</p> <p>3.3.1 Recognize and sound simple words</p> <p>4.2.2 Write simple words</p>	Picture cards Flash cards Word cards Sentence cards	<p>1. Children talk about nature and things they see</p> <p>2. Show pictures of gardens, forest, park etc</p> <p>3. Children name the things in the environment shown.</p> <p>4. Show words of nature and children repeat after their teacher.</p> <p>5. Children match words with pictures.</p> <p>6. Name the pictures.</p>	<p>1. Talking Time</p> <ul style="list-style-type: none"> - Get children to talk about nature. - Get children to talk about ways to love nature <p>2. Organize an excursion</p> <p>3. Colouring contest</p> <p>Suggested Vocabulary : Sun, cloud, wind, tree, rainbow, flower, grass, leaf</p>
	At the camp	<p>1.3.2 Listen to words said aloud and match with pictures</p> <p>2.1.3 Carry out simple conversation</p> <p>2.2.3 Name things in the environment</p> <p>2.3.1 Talk about familiar experiences such as favourite things and activities</p> <p>2.4.1 Ask others about favourite things and activities</p> <p>3.3.1 Recognize and sound simple words</p> <p>4.2.2 Write simple words</p>	Picture cards Flash cards Word cards Sentence cards video	<p>1. Children talk about a camping trip and things they see</p> <p>2. Show pictures or video of a camping trip.</p> <p>3. Children name the things in the picture shown.</p> <p>4. Show words and children repeat after their teacher.</p> <p>5. Children match words with pictures.</p>	<p>1. Talking Time</p> <ul style="list-style-type: none"> - Get children to talk about a camping trip(their experience/ a movie). - Get children to talk about what they would do on a camping trip <p>2. Organize a camping in school</p> <p>Suggested Vocabulary : Moon, stars, hill, tent, lamp, fire, rock, twigs</p>

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5 Opposites (pgs.10-12)	<ol style="list-style-type: none"> To read words. To state the opposite of words. To give simple description 	<p>1.3.2 Listen to words said aloud and match with pictures</p> <p>2.4.2 Ask questions based on observation</p> <p>3.3.1 Recognize and sound simple words</p> <p>4.2.1 Form recognisable letters</p> <p>4.2.2 Write simple words</p>	<p>Picture cards</p> <p>Flash cards</p> <p>Word cards</p> <p>Sentence cards</p>	<ol style="list-style-type: none"> Show children some pictures. Children describe briefly about the pictures. Guide children to use simple description. Get children to give the opposite meaning of the pictures shown. Give comparison to two objects which are just the opposite. Match pictures with their opposites. Match words with their opposites. Spell the words. 	<ol style="list-style-type: none"> Mix and match game <ul style="list-style-type: none"> Each child is given a word card - adjectives and their opposites e.g: Peter - inside, John - outside, Jane - clean, Leon - dirty, Ron - fat, Cobain - thin etc get them move freely when the teacher blows the whistle, children have to find their partners, who is the opposite meaning. <p>Suggested Vocabularies: inside, outside, short, tall, clean, dirty, empty, full, fat, thin, empty, full</p>
6 Capital letters (pgs.13-15)	<ol style="list-style-type: none"> To write capital letters. Differentiate between capital letters and small letters. To use capital letters at the beginning of a sentence and for proper nouns. 	<p>3.1.2 Name and sound the letters of the alphabets</p> <p>3.3.1 Recognize and sound simple words</p> <p>4.2.2 Write simple words</p> <p>4.2.3 Write simple sentences</p>	<p>Flash cards</p> <p>Pictures</p>	<ol style="list-style-type: none"> Show the capital letters on flash cards. Get children to say the letters. Teacher says the letters and children show the letters on flash cards and vice versa. Show children the way to write the letters. Tell children to use capital letters when begin a sentence. Use capital letters for proper nouns like names of a person, building, cars , days of the week etc. 	<ol style="list-style-type: none"> Sing an alphabet song. Get children to draw colourful letter cards. Children collect pictures and label them in capital letters. Rewrite sentences using capital letters. <p>Suggested vocabularies : Names. days of the week, months</p>
7 Singular and plurals (pgs.16-17)	<ol style="list-style-type: none"> To write words in their plural form To pronounce words 	<p>1.3.2 Listen to words said aloud and match the pictures</p> <p>2.2.3 Name things in the environment</p> <p>3.3.1 Recognize and sound simple words</p>	<p>Flash cards</p> <p>Pictures</p> <p>Word cards</p>	<ol style="list-style-type: none"> Draw children's attention to singular nouns and their plural. Draw children's attention to the spelling rule of plural nouns. Match words with their plural. Take dictation of seen words. 	<ol style="list-style-type: none"> Match singular nouns and their plural on word cards. Spelling bee competition. <p>Suggested vocabularies : Child-children, leaf-leaves, man-men, glass-glasses, lady-ladies, mango-mangoes, box-boxes, orange-oranges</p>

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8 A, an (pgs.18-19)	<ol style="list-style-type: none"> To use article "a" before words which begin with the consonant sounds. To use article "an" before words which begin with the vowel sounds. To differentiate words which starts with consonant or vowel sounds. 	<ol style="list-style-type: none"> 1.2.1 Discriminate words with different beginning sounds 3.2.1 Hear and say the initial sound in words and know which letters represent some of the sounds 3.3.1 Recognize and sound simple words 3.4.2 Read a range of simple sentences 4.2.2 Write simple words 	Word cards Pictures	<ol style="list-style-type: none"> Teach children how to differentiate words which start with consonant or vowel sounds. Show pictures which words start with consonant sounds and say the phrase aloud: ' a bag', 'a pen', 'a book' etc Show pictures which words start with vowel sounds and say the phrase aloud: ' an orange', 'an umbrella', 'an egg' etc 	<ol style="list-style-type: none"> Children write down as many words as they can which start with consonant sounds. Children write down as many words as they can which start with vowel sounds. <p>Suggested Vocabularies: A diskette, a university, an apple, an hour</p>
9 I am You are He is She is (pg. 20)	<ol style="list-style-type: none"> To use I am, You are, He is and She is correctly. To write sentences from substitution table. 	<ol style="list-style-type: none"> 3.3.1 Recognize and sound simple words 3.4.2 Read a range of simple sentences 4.2.3 Write simple sentences 	A substitution table Sentence strips	<ol style="list-style-type: none"> Explain to children subjective pronouns are words which are used to replace nouns at the beginning of a sentence. I am Ben. Lohan (He) is my friend. Susy (She) is my sister. I am, You are, He is, She is are for singular nouns. Put up a substitution table. Show children how to form simple sentences from the table. Then, get them to make as many sentences from the table. Drill them. Read aloud simple sentences. 	<ol style="list-style-type: none"> Children write simple sentences. Children join sentence parts. Make sentences orally. <p>Suggested vocabularies : I am, You are, He is, She is</p>
10 It is We are They are (pg 21-22)	<ol style="list-style-type: none"> To use It is, We are and They are correctly. To write sentence from substitution table. 	<ol style="list-style-type: none"> 3.3.1 Recognize and sound simple words 3.4.2 Read a range of simple sentences 4.2.3 Write simple sentences 	A substitution table Sentence strips	<ol style="list-style-type: none"> Explain to children subjective pronouns are words which are used to replace nouns at the beginning of a sentence. The cat (It) is fat. Alice and I (We) are friends. John and Ken (They) are friends. We are, They are are for plural nouns. Put up a substitution table. Show children how to form simple sentences from the table. Then, get them to make as many sentences from the table. Drill 	<ol style="list-style-type: none"> Children write simple sentences. Children join sentence parts. <p>Suggested vocabularies : It is, We are, They are</p>

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				<p>them.</p> <p>3. Read aloud simple sentences.</p>	
11 My Your His Her (pg 23)	<ol style="list-style-type: none"> To use possessive adjectives correctly. To write sentences from substitution table. 	<ol style="list-style-type: none"> 3.3.1 Recognize and sound simple words 3.4.2 Read a range of simple sentences 4.2.3 Write simple sentences 	<p>A substitution table</p> <p>Sentence strips</p>	<ol style="list-style-type: none"> Draw children's attention on how to use possessive adjectives in relation to the personal pronouns. A possessive pronouns is used before a noun. <ul style="list-style-type: none"> It is my book (book is a noun). It is your pencil. (pencil is a noun). Mr Ramu is Siva's (his) father (father is a noun). Ginger is Linda's (her) puppy (puppy is a noun). Put up a substitution table. Show children how to form simple sentences from the table. Then, get them to make as many sentences from the table. Drill them. Read aloud simple sentences. 	<ol style="list-style-type: none"> Children write simple sentences. Children join sentence parts <p>Suggested vocabularies : I - my, you - your, he - his, she - her</p>
12 Our Their Its (pgs. 24-25)	<ol style="list-style-type: none"> To use possessive adjectives correctly. To write sentences from substitution table. 	<ol style="list-style-type: none"> 3.3.1 Recognize and sound simple words 3.4.2 Read a range of simple sentences 4.2.3 Write simple sentences 	<p>A substitution table</p> <p>Sentence strips</p>	<ol style="list-style-type: none"> Draw children's attention on how to use possessive adjectives in relation to the personal pronouns. A possessive pronouns is used before a noun. <ul style="list-style-type: none"> It is Casey and It's (our) dog (dog is a noun). It is Ben and Ken's (their) toy car (toy car is a noun). It is Bobby's (its) bone (bone is a noun). Put up a substitution table. Show children how to form simple sentences from the table. Then, get them to make as many sentences from the table. Drill them. Read aloud simple sentences, Draw children's attention on how to use possessive adjectives in relation to the personal pronouns. 	<ol style="list-style-type: none"> Children write simple sentences. Children join sentence parts <p>Suggested vocabularies : We - our, they - their, it - its</p>

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13 This That These Those (pgs. 26-27)	<ol style="list-style-type: none"> To use demonstrative pronouns correctly. To point and say correctly. 	<p>3.3.1 Recognize and sound simple words</p> <p>3.4.2 Read a range of simple sentences</p> <p>4.2.3 Write simple sentences</p>	A substitution table Sentence strips	<ol style="list-style-type: none"> Explain to children demonstrative pronouns are used to draw attention to a person or item. <ul style="list-style-type: none"> 'This' and 'That' (singular) This is my book. (noun is near you) That is a fan. (noun is not near you) 'These' and 'Those' (plural) These are my books. (nouns are near you) Those are fans. (nouns are not near you) Put up a substitution table. Show children how to form simple sentences from the table. Then, get them to make as many sentences from the table. Drill them. Read aloud simple sentences, Draw children's attention on how to use demonstrative pronouns. 	<ol style="list-style-type: none"> Point and Say <ul style="list-style-type: none"> Children point to an object and say 'This is a...', 'That is...', 'These are...' 'Those are...' Children join sentence parts <p>Suggested vocabulary: This - these, that - those</p>
14 My Birthday (pg 28)	<ol style="list-style-type: none"> To talk about one's birthday. To read sentences. 	<p>2.1.3 Carry out simple conversation</p> <p>2.3.1 Talk about familiar experiences such as favourite things and activities</p> <p>3.4.2 Read a range of simple sentences independently</p>	Word cards Pictures Camera	<ol style="list-style-type: none"> Children engage in conversation about their birthday. Give response to question regarding one's birthday. Read simple sentences aloud. 	<ol style="list-style-type: none"> Collect photographs of one's birthday and write caption. Then display in the class. Get the child to talk about their experience. Organize birthday party for children in the class. Children learn to sing Happy Birthday song. <p>Suggested vocabularies: Birthday, party, happy, cake, enjoy</p>
15 John and Cindy (pg 29-30)	<ol style="list-style-type: none"> To talk about one's siblings. To read sentences. 	<p>2.1.3 Carry out simple conversation</p> <p>2.3.1 Talk about familiar experiences such as favourite things and activities</p> <p>3.4.2 Read a range of simple sentences independently</p>	Word cards Pictures Photo album Music Recorder	<ol style="list-style-type: none"> Children engage in conversation about their siblings. Give response to question regarding one's siblings. Read simple sentences aloud. 	<ol style="list-style-type: none"> Collect photographs of one's siblings and write caption. Encourage children to tell their friend about their siblings. Children reading aloud and teacher records the reading. <p>Suggested vocabularies: Brothers, sisters, play, bones, storybook, every day/ night</p>

Examples Thematic Approach for English 6

