KURIKULUM STANDARD SEKOLAH RENDAH
KSSR
SEMAKAN
KEMENTERIAN PENDIDIKAN MALAYSIA

ENGLISH

SEKOLAH KEBANGSAAN

TEXTBOOK

YEAR 1

ENGLISH YEAR 1 SK







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KEMENTERIAN PENDIDIKAN MALAYSIA



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akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
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KESETIAAN KEPADA RAJA DAN NEGARA
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KESOPANAN DAN KESUSILAAN

(Sumber: Jabatan Penerangan, Kementerian Komunikasi dan Multimedia Malaysia)

STANDARD-BASED CURRICULUM FOR PRIMARY SCHOOLS

ENGLISH

YEAR 1

SEKOLAH KEBANGSAAN

TEXTBOOK

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CONTENTS

	Introduction	iv
UNIT 1	Sounds Everywhere	1
UNIT 2	Greetings	7
UNIT 3	My Day in School	13
UNIT 4	Around the School	19
UNIT 5	Road Safety	25
UNIT 6	Nabil's Family	31
UNIT 7	Be Clean	37
UNIT 8	What Should I Wear?	43
UNIT 9	Things Around Us	49
UNIT 10	My Pet	55
UNIT 11	My Beautiful Garden	61
UNIT 12	The Sun and the Wind	67
UNIT 13	Fun in the Park	75
UNIT 14	Know Your Numbers	81
UNIT 15	What is the Time?	87
UNIT 16	Days of the Week	93
UNIT 17	Months in a Year	99
UNIT 18	Spend Smartly	105
UNIT 19	Let Us Do This Together	111
UNIT 20	Good Habits	117
UNIT 21	My Hobby	123
UNIT 22	Our Flag	129
UNIT 23	When I Grow Up	135
UNIT 24	The Crow and the Gold Coins	141

INTRODUCTION

The *English Year 1 SK* package consists of a Textbook (TB) and two Activity Books (AB Part 1 – Unit 1 to 12; AB Part 2 – Unit 13 to 24). It is based on the Standard-Based Curriculum for Primary Schools (Year 1). The package aims to give pupils a confident start in learning English through fun-filled, meaningful, and purposeful activities.

The TB is divided into 24 units. It covers four modules; Listening and Speaking, Reading, Writing, and Language Arts. The units are based on three themes – the World of Self, Family, and Friends, the World of Stories, and the World of Knowledge. They also incorporate the 12 educational emphases to prepare the pupils for the real world.

Phonemic Awareness

This component provides a variety of activities to develop the pupils' awareness through phonics. The pupils develop the ability to hear, identify, and manipulate the individual sounds in spoken words. The pupils acquire the ability to recognise letter sounds by doing an action for each letter sound.

Graphemes	Phonetic Symbols	As in
s	/s/	sun
a	/æ/	ant
t	/t/	tap
p	/p/	pie
i	/ɪ/	in
n	/n/	nose
m	/m/	milk
d	/d/	duck
g	/g/	goat
o	/ɒ/	ox
k	/k/	key
ck	/k/	clock
e	/e/	egg
u	/ʌ/	umbrella
th (voiceless)	/θ/	thin
th (voiced)	/ð/	these
ng	/ŋ/	king
ai	/eɪ/	rain
ee	/i:/	feet
igh	/ai/	night
oa	/əʊ/	goat

Graphemes	Phonetic Symbols	As in
r	/r/	rat
h	/h/	hat
b	/b/	bat
f, ff	/f/	fish, cliff
l, ll	/l/	lid, ball
j	/dʒ/	jug
v	/v/	vest
w	/w/	web
x	/ks/, /gz/	fox, exam
y	/j/	yam
z, zz	/z/	zoo, buzz
qu	/kw/	queen
ch	/tʃ/	chair
sh	/ʃ/	shoe
oo	/ʊ/, /u:/	book (short o), food (long o)
ar	/ɑ:/	car
or	/ɔ:/	fork
ur	/ɜ:/	nurse
ow	/əʊ/	owl
oi	/ɔɪ/	coin

Listening and Speaking
This component aims to develop the pupils' ability to listen and respond to different stimuli. It also aims to develop the pupils' ability to listen to oral texts and to speak in various contexts both in and out of the classroom.

Reading
The reading activities are designed to develop the pupils' ability to read words, phrases, and sentences in linear and non-linear texts.

Writing
The pupils are given adequate opportunities to learn the mechanics of writing. They learn to write at word, phrase, and sentence levels. The variety of writing activities enhances the pupils' penmanship skills through linear and non-linear texts.

Language Arts
Activities such as chants, songs, and rhymes are used to reinforce English learning. They also encourage the pupils to plan, prepare, and produce creative pieces of work.

The TB must be used in tandem with the AB. Most TB unit has a corresponding AB unit. The AB provides opportunities for the pupils to acquire penmanship and to write at word, phrase, and sentence levels. Icons are used to differentiate each learning segment and activity in the textbook and activity book. The icons used are as follows:


Listening and Speaking


Reading


Writing


Language Arts


Read and blend


Read and segment


Answer the questions


HOTS


QR Code



Learning Standard



Teachers need to plan lessons and prepare the relevant materials according to their pupils' abilities. It is hoped that the materials presented in this book will help the pupils realise the importance and the relevance of learning English.

CHARACTERS


Hi, I am Encik Nasrul.
NASRUL
Hi, I am Jay Sen.
Hi, I am Nabil.
Hi, I am Kiran.
Hi, I am Vinod.
Hi, I am Melida.

Unit 1

Sounds Everywhere

Let's talk.



1.1.1(i)

Teacher's Notes

Guide the pupils to talk about the sounds made by the animals and the vehicles.

Let's say and do.

Sounds at Home





I.1.1(ii)(iii)(v)
I.1.2

Teacher's Notes

Guide the pupils to make different voice and instrumental sounds.
Name the 26 letters in the alphabet chart and get the pupils to repeat.



Let's write.



aA

bB

kK

jJ

iI

lL

mM

nN

wW

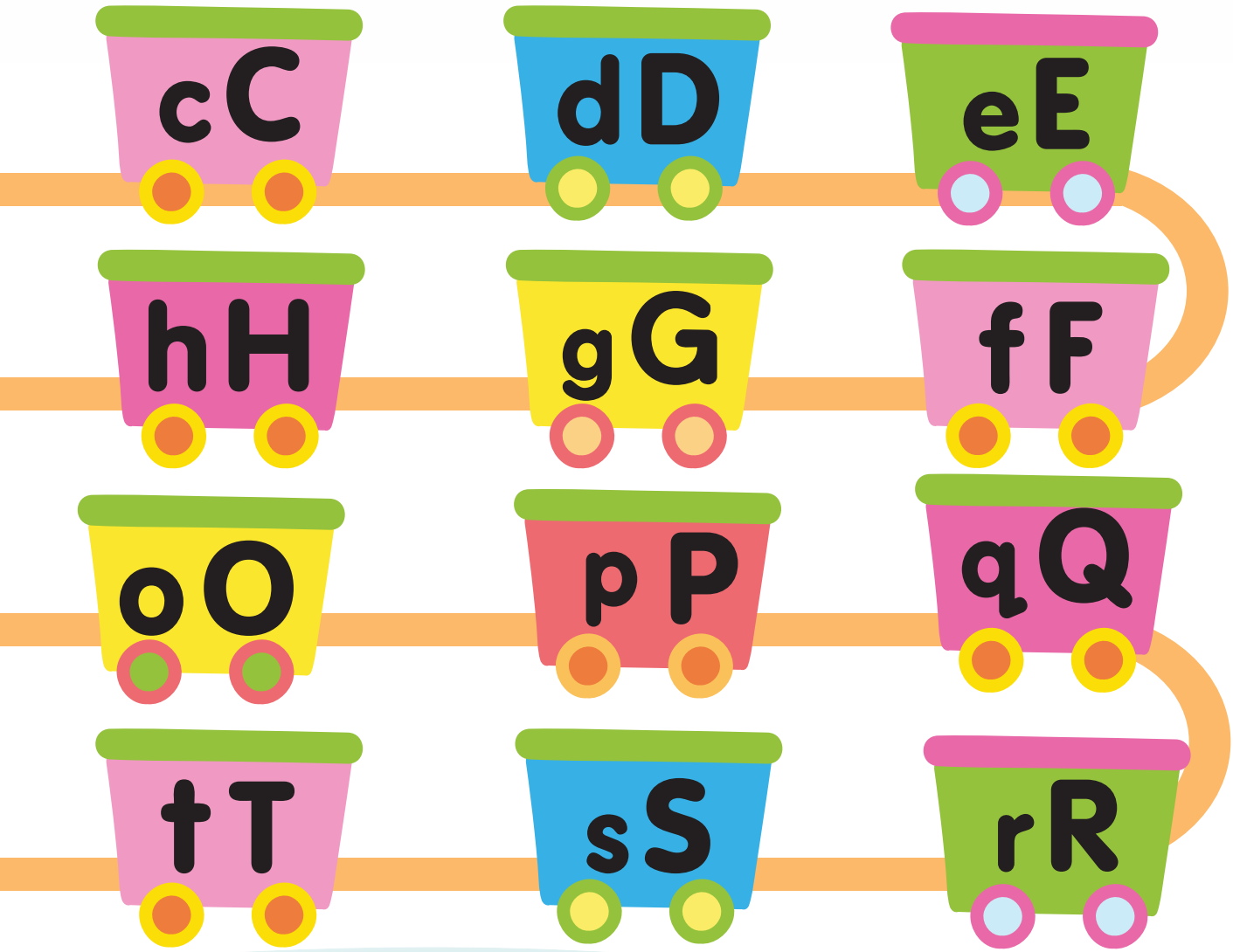
vV

uU

xX

yY

zZ



Fill in the blanks with the correct letters.

a , b , ____ , d , e , f , g , ____ , ____ , j

k , ____ , m , n , ____ , p , q , ____ , s , t , ____

v , ____ , x , y , ____

2.1.1
3.1.1(ii)

Teacher's Notes

Guide the pupils to read the letters of the alphabet. Get the pupils to complete the writing task in their exercise books. Introduce the "capital" and "small letters" to the pupils.

Let's sing.

ABC Song

A B C D E F G
H I J K L M N O P
Q R S T U V
W X Y and Z

Now, I know my ABCs
Next time come and sing with me.

(To the tune of the *ABC Song*)



Teacher's Notes

Prepare a set of letter cards from A to Z. Get the pupils to show the correct letter cards while singing the song.

4.1.2(iii)

Unit 2
Greetings

Let's talk.





What do you think the pupils are saying?

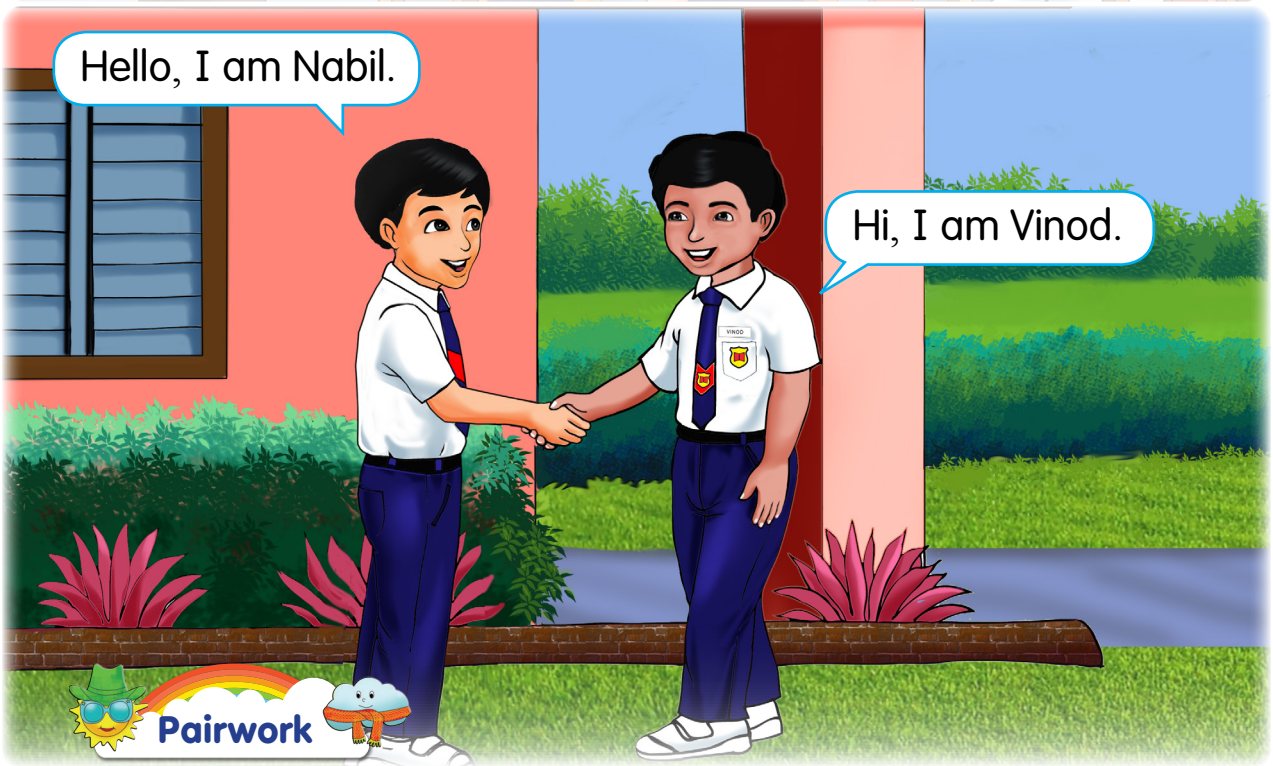
I.3.2(i)

Teacher's Notes

Guide the pupils to exchange greetings. Introduce greetings such as "hello" or "hi" to pupils. Encourage the pupils to greet using correct pronunciation, word stress, and intonation.

Let's listen.





Role-play the scenes and practise the dialogues.

Teacher's Notes

Get the pupils to listen and practise the dialogues in pairs without referring to the text. Guide the pupils to role-play the dialogues using different greetings. Example: *Good evening, goodbye.*

I.2.2(i)(iii)

Let's talk.



Pairwork

Introduce yourself to your friends.

I.2.2(i)

Teacher's Notes Guide the pupils to introduce themselves in pairs. Then, get them to introduce themselves to the class without referring to the text.

Let's read.









Teacher's Notes

Use Wh-questions to get the pupils' responses about the pictures. Remind the pupils to only use "Good evening" when the sun begins to set until bedtime. "Good night" is used before or at bedtime.

Let's write.

Good afternoon.
My name is Melida.
I am a girl.
I am seven years old.





Good evening.

My name is _____.

I am a _____.

I am _____ years old.

Teacher's Notes

Guide the pupils to complete the writing task in their exercise books.

Let's sing.

Good Morning

Good morning, teacher.
Good morning, my friends.
Good morning, good morning,
Good morning to you.

(To the tune of *Happy Birthday*)



Teacher's Notes

Substitute the underlined words with "afternoon" and "evening".

4.1.2(iii)

Unit 3

My Day in School

Let's talk.



I.1.3(a)
I.2.1(i)(iii)

Teacher's Notes

Draw the pupils' attention to phonemes /s/ and /æ/. Talk about the things in the picture.

Let's say and do.



Make the S shape and say the 's' sound.



Imagine you are about to eat an apple. Say the 'a' sound in apple.

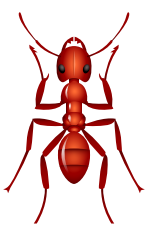
Let's read.

s



sun

a



ant

Name other words with the 's' and 'a' sounds.

Teacher's Notes

Draw the pupils' attention to phonemes /s/ and /æ/. Get the pupils to listen, articulate the sounds, and perform the actions. Guide the pupils to read the words correctly.

1.1.3(a)
2.1.2(a)

Let's listen.

Point and Say



1. Which are the pictures with the 's' sound?
2. Which are the pictures with the 'a' sound?

Teacher's Notes

Get the pupils into groups. Point to any numbered box and guide the pupils from each group to say the word correctly. Reward points for every correct answer. The group with the most points wins.

Let's read.

It is recess. Melida and Kiran are in the school garden. They see some ants and snails.





Practise the dialogues with your friend.

Teacher's Notes

Guide the pupils to read the sentences. Draw the pupils' attention to the words with phonemes /s/ and /æ/.

2.1.2(a)

Let's write.



sun | snails | six | apple

1. The  shines brightly.

2. There are 6 ants on the ground.

3. There are also six  on the ground.

4. They want to eat the  .

Teacher's Notes

Get the pupils to rewrite the sentences by replacing the pictures with the correct words.

Let's chant.

The Sun, Snails, and Ants

See the **s**un,
It shines brightly,
See the **a**nts,
See the **s**nails,
On the **a**pple tree.

See the **s**un,
It shines brightly,
See the **a**nts,
See the **s**nails,
On the **a**pple tree.



Teacher's Notes

Guide the pupils to articulate the phonemes /s/ and /æ/ correctly. Get the pupils to snap their fingers or clap their hands when saying the letters highlighted in red.

4.1.1(i)

Unit 4
Around the School

Let's talk.



1. What can you buy at the school canteen?
2. What did Kiran buy?
3. Name three places in your school.

I.3.1(iii)
I.2.1(iii)

Teacher's Notes

Scan the QR code using a QR code reader. Get the pupils to listen to the audio text and guide them to answer the questions.

Let's say and do.

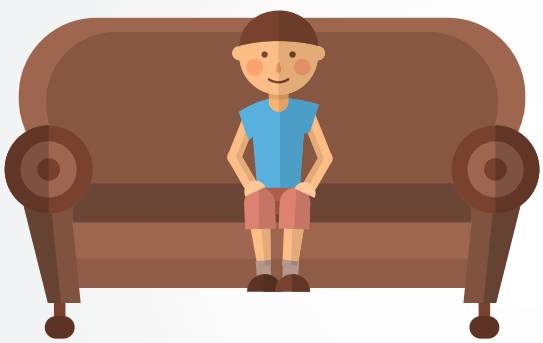


Show all ten fingers and say the 't' sound in ten.

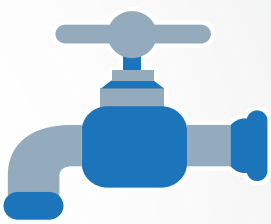


Imagine you are pulling a rope. Say the 'p' sound in pull.

Let's read.



sit



tap

Teacher's Notes

Draw the pupils' attention to the phonemes /t/ and /p/. Get the pupils to listen, articulate the sounds, and perform the actions. Guide the pupils to read the words correctly.

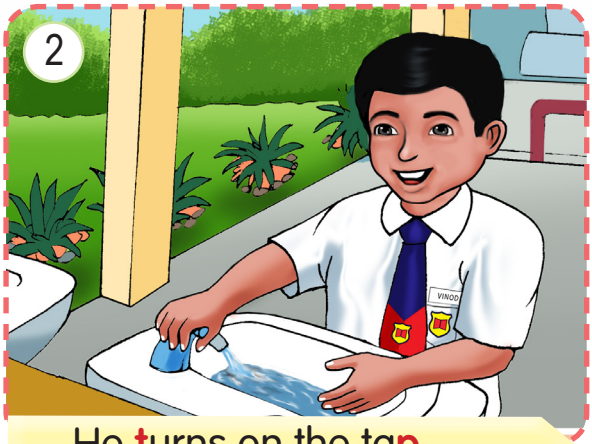
1.1.3(a)
2.1.2(a)

Let's listen.

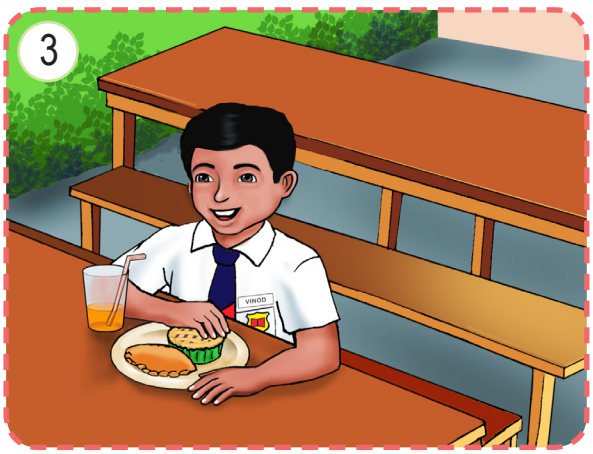
At the Canteen



Vinod is at the canteen.
He buys a pie and a puff.



He turns on the tap.
He washes his hands.



He sits at the table.
He eats his pie and puff.



The bell rings at ten o'clock.
Vinod walks to his classroom.

1. Where is Vinod?
2. What does he buy at the canteen?
3. Why does he wash his hands?
4. At what time does the bell ring?

Teacher's Notes Elicit responses from the pupils after telling them the story.

Let's read.

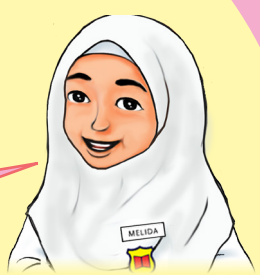


School Tour

Directions: Turn left | Go straight on | Turn right



How do you go to the bookshop from the school gate?



From the school gate, go straight on. Then, turn left.

How do you go...

1. to the school canteen from the school gate?
2. to the classroom from the school gate?
3. to the field from the school gate?

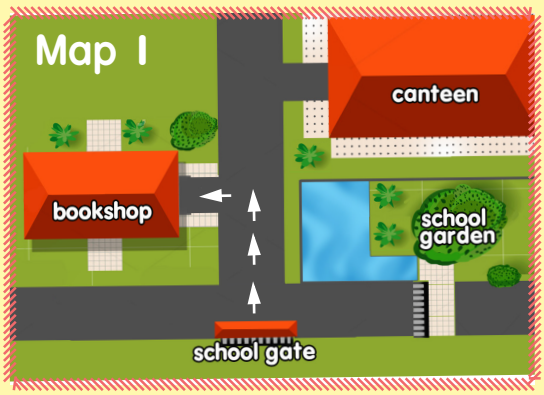
Teacher's Notes

Take the pupils on a school tour. Explain the words: *left, right, and go straight on.* Give directions to various places in the school. Name the places along the way.

2.2.5(ii)
1.2.3(ii)

Let's write.

Show Me the Way

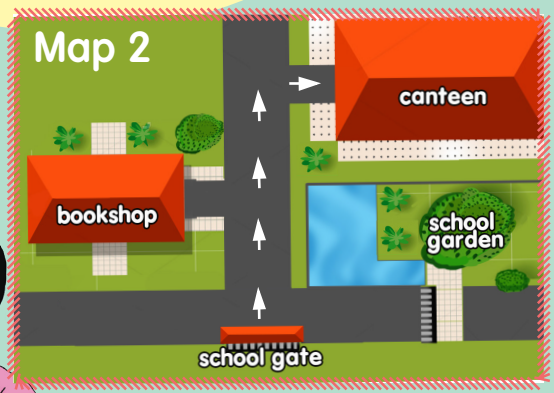


How do you go to the bookshop from the school gate?



From the school gate, _____.
Then, _____.





How do you go to the canteen from the school gate?



From the _____, go straight on.
Then, turn _____.



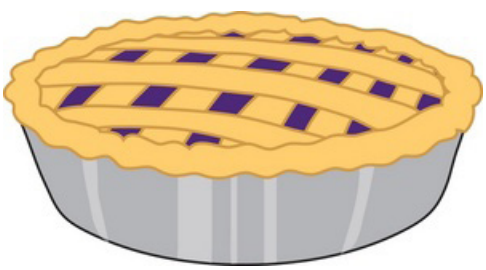
Let's chant.

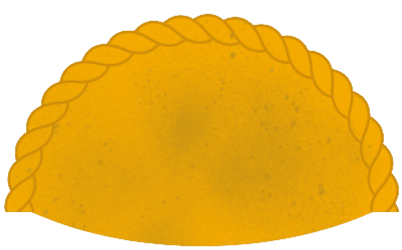
Let's Go

Pasta, curry puffs, pies,
Pasta, curry puffs, pies,
Pasta, curry puffs,
Pasta, curry puffs,
Pasta, curry puffs, pies,

He wants ten plates of pasta,
She wants some curry puffs,
They want pies,
They want pies.









Teacher's Notes Guide the pupils to chant in groups.

4.1.2(i)

Unit 5
Road Safety

Let's talk.

DAILY NEWS

Nurse helps an injured boy to cross the road



1. Why does the nurse help the boy?
2. How do you cross a road?

Let's say and do.



Imagine the noise is too loud. Cover both of your ears and say the 'n' sound in noise.



Imagine you are drinking from a cup. Say the 'i' sound in drinking.

Let's read and blend.

nap	in
ant	lip
pan	pin

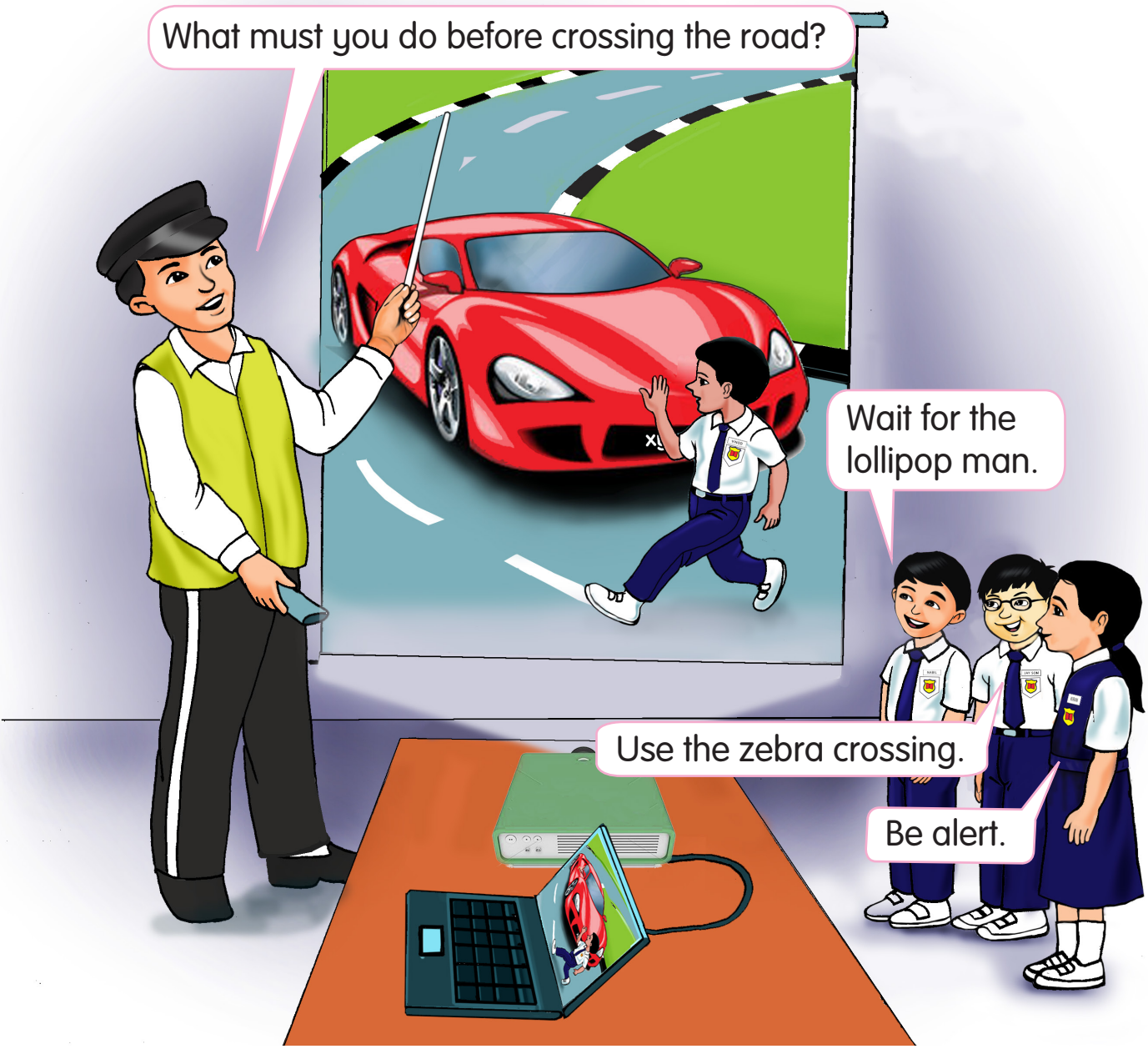


Teacher's Notes

Draw the pupils' attention to phonemes /n/ and /ɪ/. Get the pupils to listen, articulate the sounds, and perform the actions. Give a letter card to each pupil. Say the word. Pupils with the letter cards go to the front of the classroom to form the word.

1.1.3(b)
2.1.2(b), 2.1.3

Let's listen.



1. What must you do before crossing the road?
2. Discuss two things you should not do before crossing the road.

Teacher's Notes

Practise the dialogues and get the pupils to repeat. Elicit the pupils' responses using Wh-questions. Explain to the pupils the dos and don'ts of crossing a road.

Let's read.



List three road safety rules.

Teacher's Notes

Guide the pupils to read and role-play the dialogue in the classroom.

2.2.5(i)

Let's write.



How to cross a road?

1. Stop at the _____.
2. Look _____ , _____ , and right again.
3. _____ carefully for the sounds of the incoming cars.

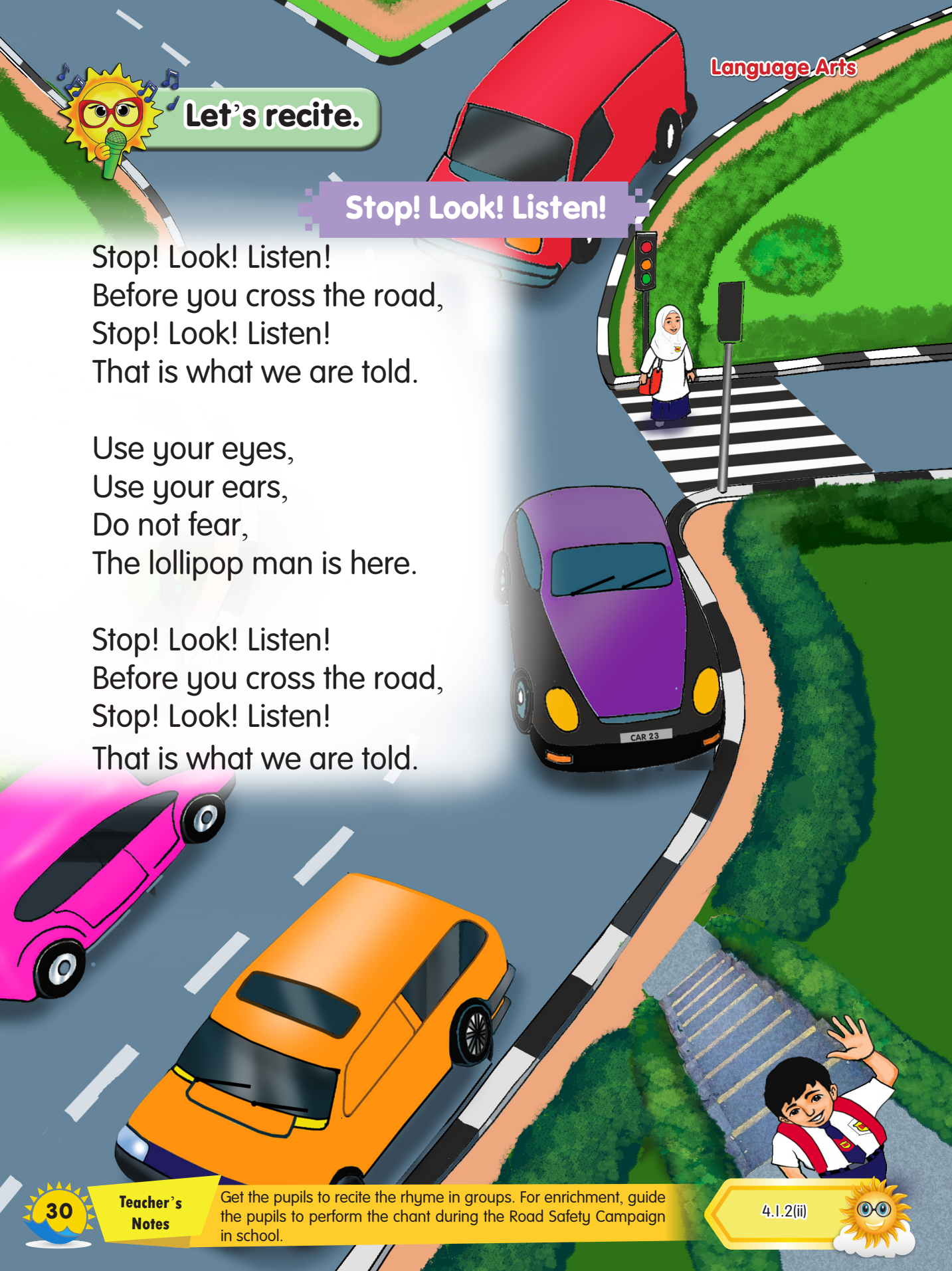
Let's recite.

Stop! Look! Listen!

Stop! Look! Listen!
Before you cross the road,
Stop! Look! Listen!
That is what we are told.

Use your eyes,
Use your ears,
Do not fear,
The lollipop man is here.

Stop! Look! Listen!
Before you cross the road,
Stop! Look! Listen!
That is what we are told.



Teacher's Notes

Get the pupils to recite the rhyme in groups. For enrichment, guide the pupils to perform the chant during the Road Safety Campaign in school.

4.1.2(ii)

Unit 6

Nabil's Family

Let's talk.



What do you see in the picture? Talk about it.

I.3.2(i)
I.I.3(b)

Teacher's Notes

Draw the pupils' attention to the phonemes /d/ and /m/. Say the words aloud. Elicit the pupils' responses using Wh-questions.

Let's say and do.



Use both hands to play a drum and say the 'd' sound in drum.



Imagine you are drinking a glass of milk. Say the 'm' sound in milk.

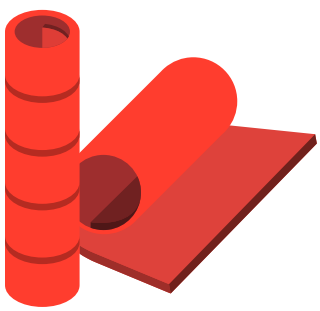
Let's read.

d



dad

m



mat

dog
medal
bed
map
camel
farm

Teacher's Notes

Draw the pupils' attention to the phonemes /d/ and /m/. Get the pupils to listen, articulate the sounds, and perform the actions. Guide the pupils to read the words given correctly.

1.1.3 (b)
2.1.2 (b)

Let's listen and say.





When do you say 'thank you' and 'I am sorry'?

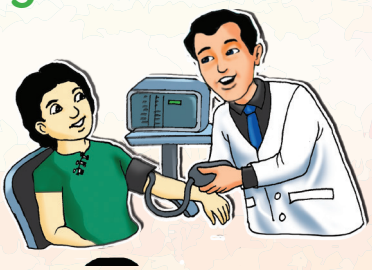
Teacher's Notes

Role-play the dialogues. Guide the pupils to practise saying "thank you" and "I am sorry" to others in various situations without referring to the text.

Let's read.

Nabil's Family

This is Nabil's father. He is a doctor.



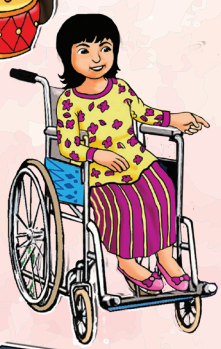
This is Nabil's mother. She is a music teacher.



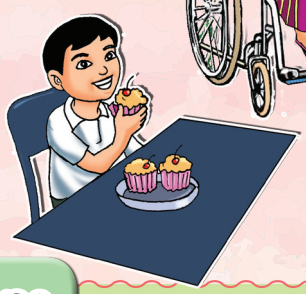
Nabil's brother plays the drums.



Nabil's sister loves to wear dresses.



Nabil likes to eat muffins.



Answer the questions.

1. Nabil's father works as a _____.
2. Nabil's mother works as a _____.
3. What does Nabil's sister love to wear? She loves to wear _____.
4. What does Nabil like to eat? He likes to eat _____.

Let's write.

What is your father's job?
He is a doctor.

A capital letter is used at the beginning of a sentence.

A full stop is used at the end of a sentence.

A question mark is used at the end of a question.

Punctuate the dialogue correctly.



3.2.1(i)(ii)(iii)
2.3.1(ii)

Teacher's Notes

Guide the pupils to punctuate the dialogue in their exercise books.

Let's sing.



My Family

If you love your family,
You clap your hands. (clap 2 times)
If you love your family,
You clap your hands. (clap 2 times)

If you love your family,
Please hug them tenderly.
If you love your family,
You clap your hands. (clap 2 times)

(To the tune of *If You're Happy and You Know It*)

Teacher's Notes

Guide the pupils to replace the actions in the song with other actions such as snapping their fingers or stamping their feet.

4.1.1(iii)

Unit 7

Be Clean

Let's talk.





1. When do you wash your hands?
2. What do you use to wash your hands?
3. Why do you wash your hands with soap?

Teacher's Notes

Elicit responses related to hand hygiene from the pupils.

Let's say and do.



Show a thumb up as in good and say the 'g' sound in good.



Put one hand near the mouth and say the 'o' sound.

Read and blend.



orange
top
mop
gas
sugar
tag

Teacher's Notes

Draw the pupils' attention to the phonemes /g/ and /ɒ/. Get the pupils to listen, articulate the sounds, and perform the actions. Group the pupils and help them to form words with the pictures and letter cards.

1.1.3(c), 2.1.2(c) 2.1.3

Let's listen.



I have a bath.
I use soap.

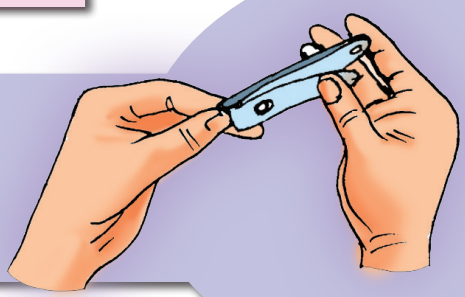
I wash my hair.
I use shampoo.





I brush my teeth.
I use a toothbrush.

I cut my fingernails.
I use a nail clipper.



1. Do you use soap when having a bath?
2. Do you wash your hair with shampoo?
3. Do you cut your fingernails?
4. Why do we need to keep ourselves clean?

I.3.1(i)(iii)

Teacher's Notes

Scan the QR code using a QR code reader. Get the pupils to listen to the audio text. Pupils answer the questions with Yes/No replies. Elicit the pupils' responses on how to keep themselves clean and neat.

Let's read.

Clean and Healthy Teeth

1. Brush your teeth every morning.
2. Brush your teeth after meals.
3. Brush your teeth before bedtime.
4. Use a good toothbrush.
5. Visit your dentist every six months.









Answer the questions.

1. When should you brush your teeth?
2. Why do you need a good toothbrush?
3. What will happen if you do not brush your teeth?

Teacher's Notes

Guide the pupils to answer the questions. Elicit the pupils' responses on different ways to ensure clean and healthy teeth. Example: *Do you floss your teeth? Do you use mouthwash?*

2.2.6(ii)

Let's write.

log dog frog

mop pot top tag

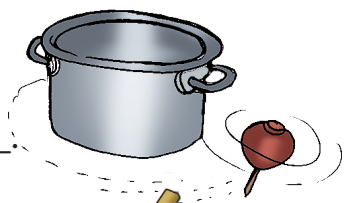
1. A _____ rests near a _____.



2. A _____ wears a _____.



3. The _____ is spinning around the _____.



4. The _____ is sleeping on the _____.



Teacher's Notes

Guide the pupils to say aloud the words. Get the pupils to write the answers in their exercise books.

Let's sing.



Let's Wash Up

This is the way I brush my teeth,
brush my teeth, brush my teeth.
This is the way I brush my teeth,
So early in the morning.



This is the way I wash my face,
wash my face, wash my face.
This is the way I wash my face,
So early in the morning.

(To the tune of *Here We Go Round the Mulberry Bush*)

Teacher's Notes

Guide the pupils to sing using correct pronunciation, rhythm, and intonation.

4.1.2(iii)

Unit 8

What Should I Wear?

Let's talk.





Say True or False.

1. It is a cold night.
2. Cool Kid wears a cap and a coat.
3. Candy Kitten wears a shirt and a belt.

Teacher's Notes

Scan the QR code using a QR code reader. Get the pupils to listen to the audio text and guide them to answer the questions.

Let's say and do.



Imagine you are locking a door using a key. Say the 'k' sound in key.

Let's read and segment.

1.



c a t

2.



k i d

3.



c a p

4.



k i t

car
cup
cut
key
kite
king

Teacher's Notes

Draw the pupils' attention to the phoneme /k/. Get the pupils to listen, articulate the sound, and perform the action. Inform the pupils that the phoneme /k/ also represents graphemes 'c' and 'k'. Get the pupils to read and segment the words given.

1.1.3(c), 2.1.2(c) 2.1.4

Let's listen and do.

c	k
c at	k id
☐ ap	☐ it
☐ up	☐ ey
☐ ar	☐ ing
	☐ ite



I.I.3(c)

Teacher's Notes

Name the pictures. Get the pupils to listen to and repeat. Guide the pupils to identify the correct 'c' and 'k' letter cards and paste them in the correct boxes.

Let's read.

Vinod goes to the mall with his father. He wants to buy a new shirt. There are different kinds of clothes at the mall.



1. Name the clothing.
2. What do you like to wear?

Teacher's Notes

Show and introduce a picture dictionary to the pupils. Guide the pupils on how to use a picture dictionary. Use a picture dictionary to teach the pupils other types of clothing.

2.2.3
2.3.1(i)

Let's write.

pinafore | shoes | socks

baju kurung | T-shirt | necktie

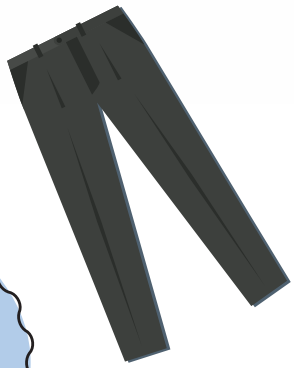


Teacher's Notes Guide the pupils to fill in the blanks based on the answers.

Let's chant.

Let's Wear





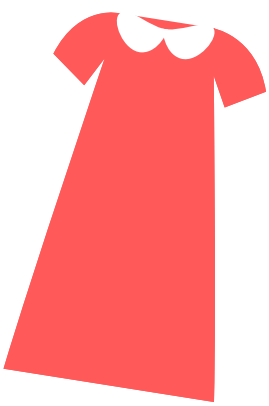
Wear! Wear! Wear!
What do you wear?
What do you wear?
Trousers! Trousers! Trousers!
Shoes! Shoes! Shoes!







Wear! Wear! Wear!
What do you wear?
What do you wear?
A dress! A dress! A dress!
A shirt! A shirt! A shirt!





Teacher's Notes

Get the pupils into groups. Guide the pupils to chant using their favourite clothes. Each group performs the chant.

4.4.1(i)

Unit 9
Things Around Us

Let's talk.



1. What can you see in the picture?
2. What are the objects with 'ck' and 'e' sounds?

Let's say and do.

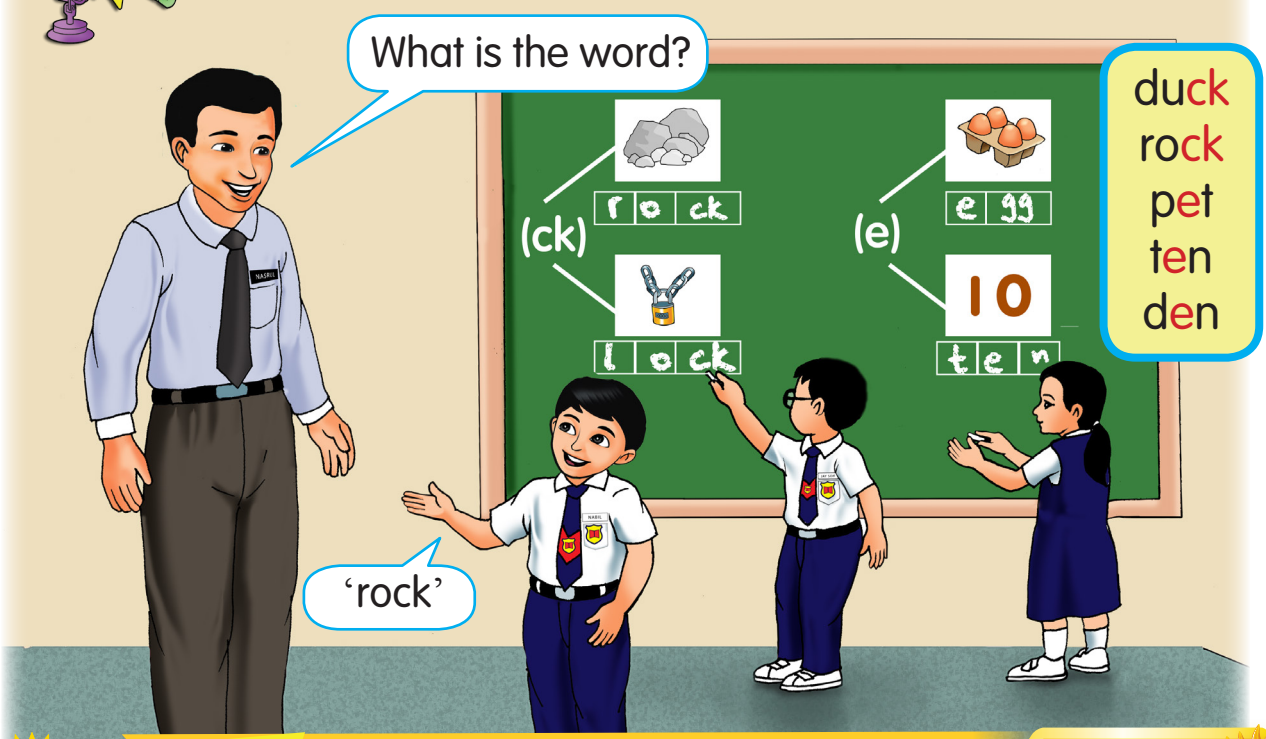


Imagine you are driving a truck. Say the 'ck' sound in truck.



Imagine you are cracking an egg. Say the 'e' sound in egg.

Let's read and blend.



Teacher's Notes

Draw the pupils' attention to the phonemes /k/ and /e/. Get the pupils to listen, articulate the sounds, and perform the actions. Show picture cards of objects that contain the phonemes /k/ and /e/. Guide the pupils to blend and read the words given.

1.1.3(d), 2.1.2(d) 2.1.3

Let's listen and talk.



Where is the clock?

It is on the wall.

Where are the eggs?

They are in the _____.

Where is the black book?

It is next to the _____.

Pairwork

Talk about the things in your house.

Teacher's Notes Guide the pupils to identify the things in the picture. Get the pupils to role-play the dialogue.

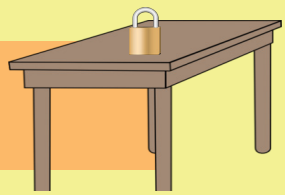
Let's read.

Things Around Us

1. My mother fries eggs for dinner.



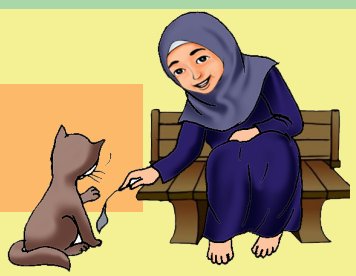
2. The padlock is on the table.





3. The rock is big and heavy.

4. Melida likes to play with her pet cat.





5. The pen is under the chair.

Group the words.

'k'	'e'

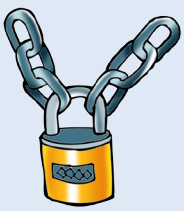
Teacher's Notes

Draw the pupils' attention to the phonemes /k/ and /e/. Get the pupils to read and segment the words. Then, guide the pupils to group the words according to their respective sounds.

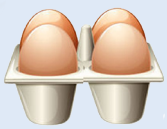
2.1.2(d)
2.1.4

Let's write.

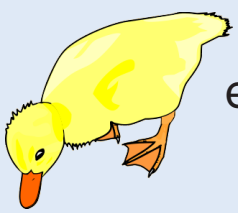
padlock | ten | stick | eggs | duck

1. Father buys a  for the gate.

2. She has 10 pencils.

3. Mother uses four  to bake the cake.

4. Put that hockey  near the door.

5. My friend feeds her pet  every morning.

Let's recite.



Group A

The clock at home,
Tells the time,
The clock at home,
Can even chime.

Group B

There's a crack on the egg,
There's a crack on the egg,
Let's make a cake,
With the egg.



Teacher's Notes

Recite the rhymes in two different groups. Draw the pupils' attention to the phonemes /k/ and /e/. Guide the pupils to recite using correct pronunciation, rhythm, and intonation.

4.1.2(ii)

Unit 10

My Pet

Let's recite.

Uncle Ronny has a rabbit,
A rabbit, a rabbit,
Uncle Ronny has a rabbit,
Its fur is as white as snow.

Up and down the rabbit hops,
The rabbit hops, the rabbit hops.
Up and down the rabbit hops,
Back to its own cage.



1. What animal do you want as a pet?
2. How do you care for a pet?

I.1.5, I.1.1(iv)
I.3.2(i)

Teacher's Notes

Get the pupils to talk about animals that can be kept as pets.
Introduce to the pupils pet animals and their homes.

Let's say and do.



Raise both hands up in the air and say the 'u' sound in up.



Imagine you are running on the field. Say the 'r' sound in running.

Let's read and segment.

uncle
butter
rock
frog
door





Teacher's Notes

Draw the pupils' attention to the phonemes /ʌ/ and /r/. Get the pupils to listen, articulate the sounds, and perform the actions. Get the pupils to roll a dice. The pupils then read and segment the words given on the board according to the number on the rolled dice.

1.1.3(d), 2.1.2(d)
2.1.4

Let's listen and talk.



I have three kittens.



My kittens like to run around the rack.



My kittens crawl under the rug.



My kittens race up and down the sofa.



My kittens sleep in a rattan basket.



1. Who has kittens?
2. How many kittens does Kiran own?
3. Where do the kittens sleep?

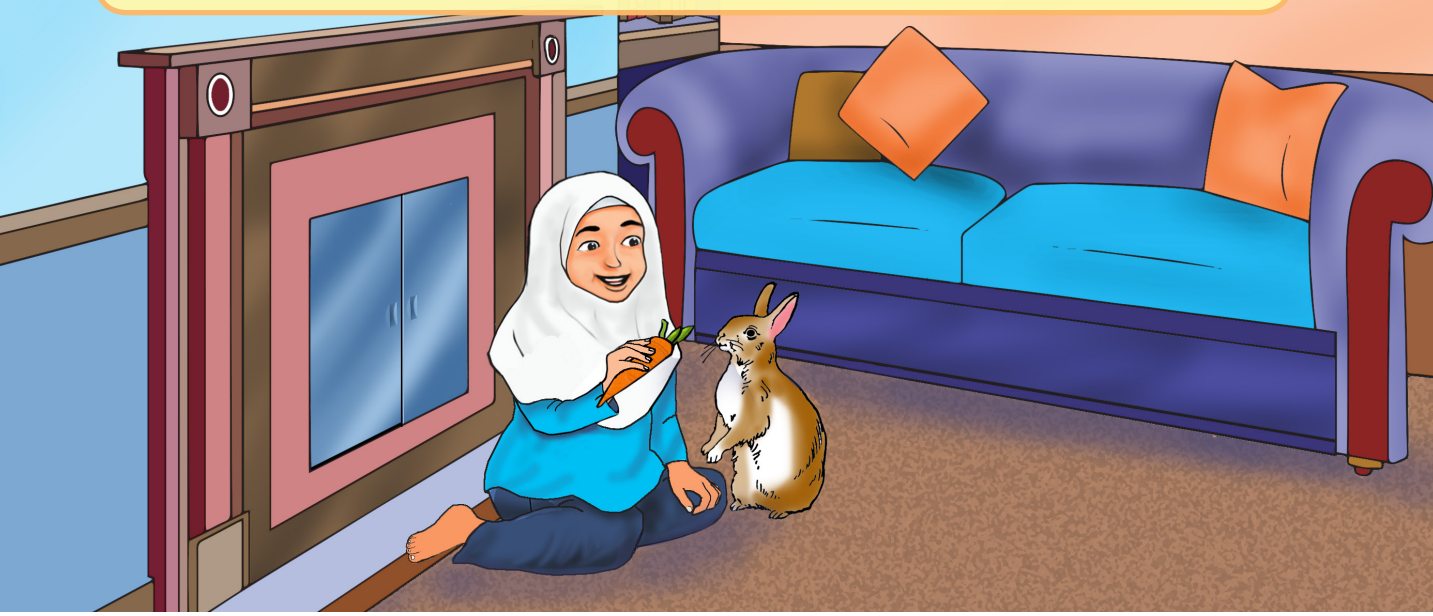
Teacher's Notes

Guide the pupils to practise the dialogue. Ask the pupils to talk about their pets in front of the class.

Let's read.

Melida's Rabbit

Melida has a pet rabbit. She calls it Ringo. She feeds Ringo with carrots. Melida plays with Ringo every evening. Ringo likes to play and run around the living room. Melida loves her pet rabbit.



Answer the questions.

1. Who has a rabbit?
2. What does Melida call the rabbit?
3. What does the rabbit eat?
4. Is a rabbit a good pet? Why?

Teacher's Notes

Guide the pupils to refer to a picture dictionary for other types of pets. Talk about the food that other pets usually eat.

2.2.6(i)
2.2.3

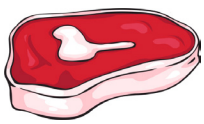
Let's write.

1. Vinod has a **goldfish**. It likes to eat **pellets**. It lives in a **fishbowl**.

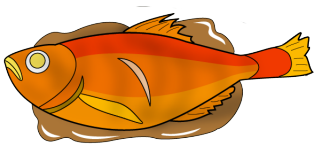
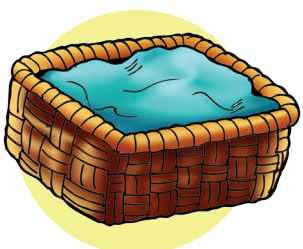




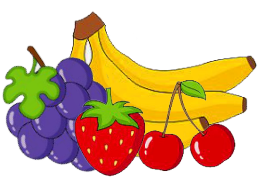
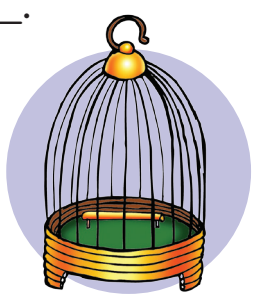
2. Jay Sen has a _____. It likes to eat _____. It sleeps in a _____.


3. Kiran has a _____. It likes to eat _____. It _____.

4. Nabil has a _____. It _____. It _____.

Teacher's Notes Guide the pupils to complete the parallel writing in their exercise books.

Let's sing.

My Pet

I know a rabbit with long ears,
And Robby is its name–o,
R-O-B-B-Y, R-O-B-B-Y, R-O-B-B-Y,
And Robby is its name-o.

(To the tune of *Bingo*)



Let's Make a Headband

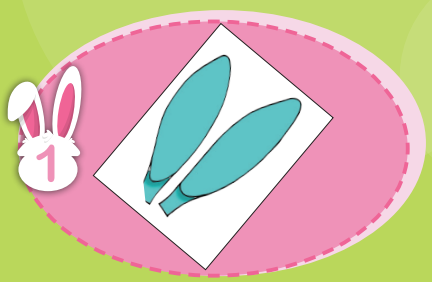
You need:


A4 papers


scissors


glue

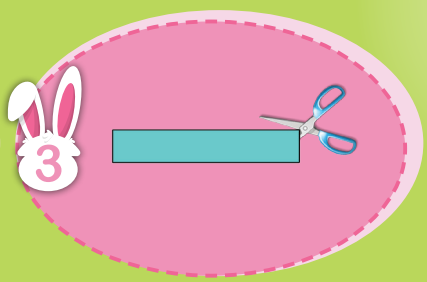
Instruction:



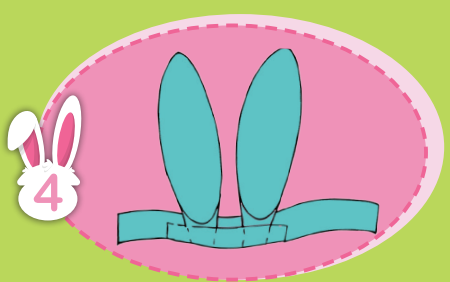
Draw the shapes of a rabbit's ears on the paper.



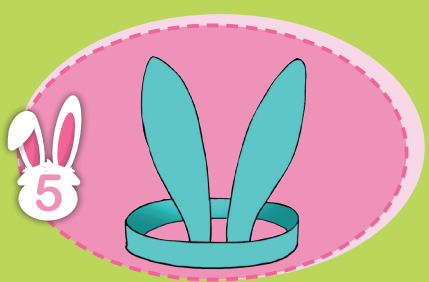
Cut the shapes.



Draw a long strip on the paper and cut it.



Attach the shapes to the long strip using glue.



Glue the end of the long strip together.

Teacher's Notes

Guide the pupils to make a headband. Get the pupils to use the headband while singing the song.

4.1.2(iii)

Unit 11

My Beautiful Garden

Let's look and say.



What do you see in the picture?

I.1.3(e)
I.3.2(i)

Teacher's Notes

Guide the pupils to point and name the objects in the pictures with phonemes /h/ and /b/. Example: *hill* and *bird*. Get the pupils to talk about the things in their school garden.

Let's say and do.



Imagine you are tired. Say the 'h' sound.



Imagine you are swinging a bat from left to right. Say the 'b' sound in bat.

Let's read and blend.



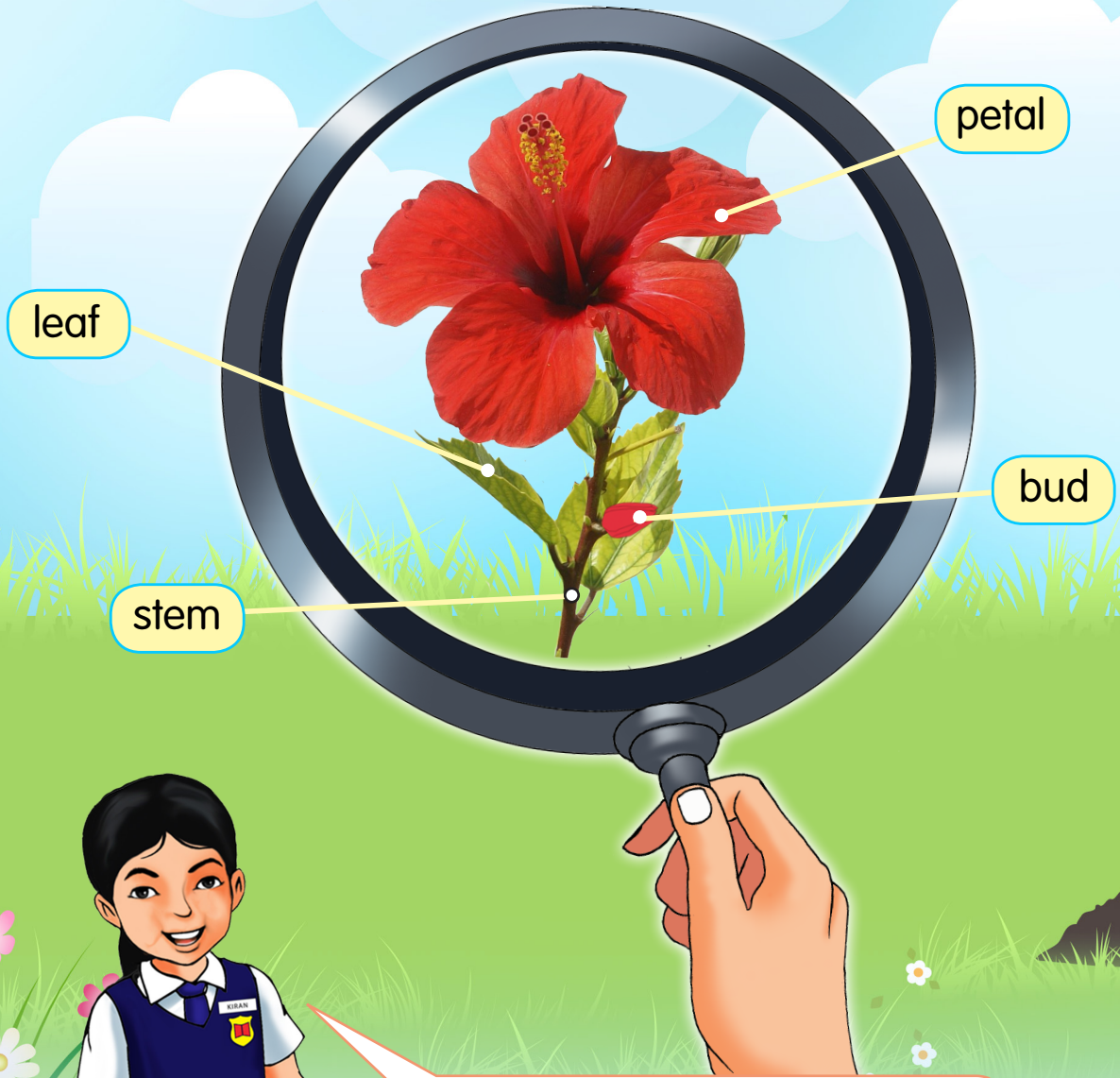
hen
hill
hand
bed
baby
web

Teacher's Notes

Draw the pupils' attention to the phonemes /h/ and /b/. Get the pupils to listen, articulate the sounds, and perform the actions. Guide the pupils to form words by blending the letters given.

1.1.3(e), 2.1.2(e) 2.1.3

Let's listen and say.



The hibiscus is our national flower.

1. How many petals does a hibiscus have?
2. Where can you usually see the flower?

I.2.1(i)
I.3.1(iii)

Teacher's Notes

Name the parts of the hibiscus plant and get the pupils to repeat. Elicit the pupils' responses about the hibiscus plant using Wh-questions.

Let's read and answer.

In the Garden

Melida likes gardening. There are roses, hibiscus, and sunflowers in the garden. She waters the flowers every evening. She uses a watering can. Melida wants to plant different types of flowers.



1. Name the flowers in the garden.
2. What does Melida do every evening?
3. Why do flowers need to be watered?

Teacher's Notes

Guide the pupils to read the text correctly. Elicit the pupils' responses using Wh-questions.

2.2.6(i)

Let's write.

watering can

worm

butterfly

sunflower

roses

snail

1. My favourite flower is the  .

2. My mother loves  .

3. I can see a colourful  in the garden.

4. My father uses a  to water the plants.

5. There is a  and a  on the ground.

Teacher's Notes

Guide the pupils to write the correct answers in their exercise books.

Let's recite and make.

Flower

Flowers, flowers,
Big and small,
Red and yellow,
I love them all.

Flowers, flowers,
Big and bright.
Comes a **b**utterfly,
High in the sky.

Flower Mask

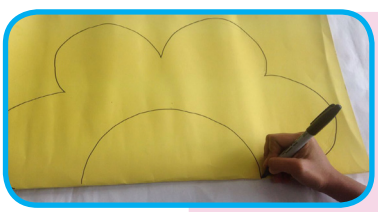
You need:

 manila card

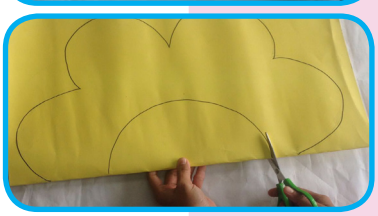
 scissors

 string

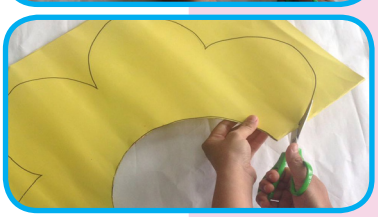
 marker pen



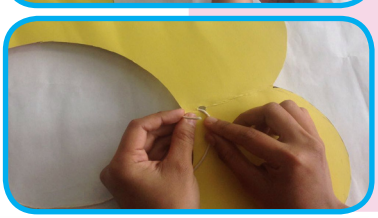
1. Fold the manila card in half. Draw a flower shape.



2. Cut the semicircle shape in the middle.



3. Cut around the flower petals on the manila card.



4. Make two holes on the mask and tie a string.

Teacher's Notes

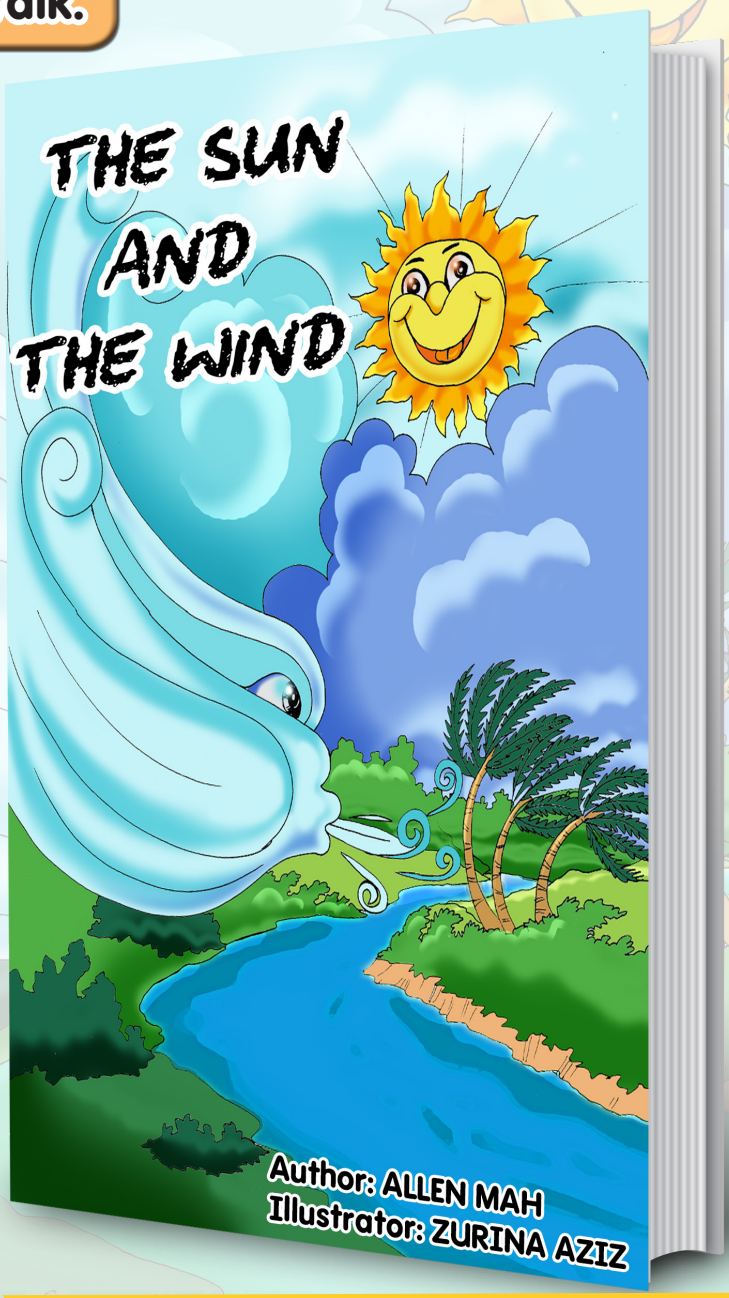
Guide the pupils to make a flower mask. Get the pupils to put on the flower mask and recite the rhymes in groups. Ask the pupils to trace the graphemes 'b' and 'h' in the air as they recite the rhyme.

4.1.1(ii)
2.2.5(i)

Unit 12

The Sun and the Wind

Let's talk.



I.3.2(i)

Teacher's Notes

Get the pupils to talk about the book cover. Ask questions about the book cover. Example: *What is the title of the book? Who is the writer? Who is the illustrator? What do you see on the book cover? What do you think the story is about?*

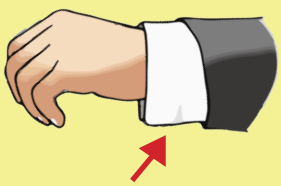
Let's say and do.



Imagine you are raising a flag on a pole. Say the 'f' sound in flag.

Let's read and segment.

fox
fire
muffin
coffee
half
cuff



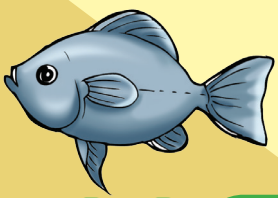
cuff → ☐☐☐



cliff → ☐☐☐☐



fan → ☐☐☐



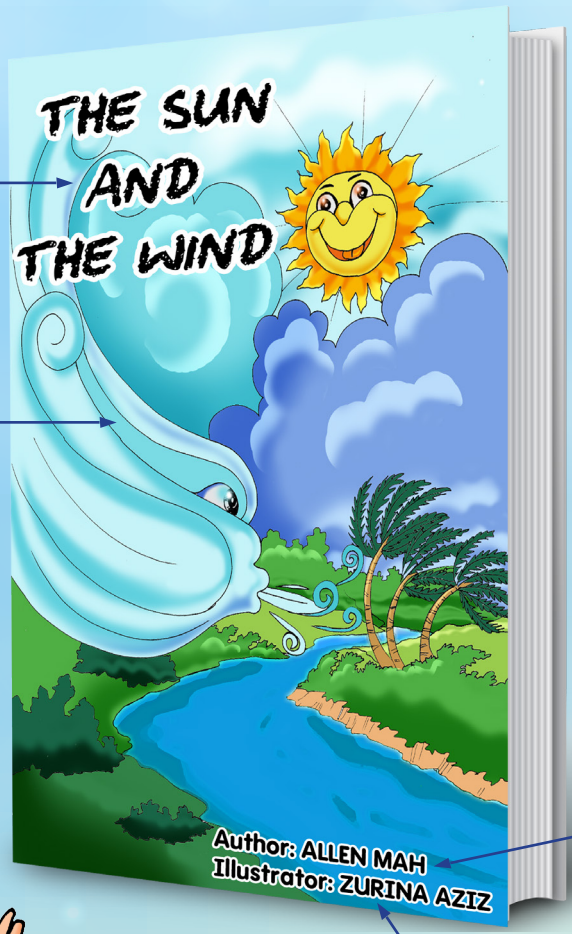
fish → ☐☐☐

Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the action. Point out to the pupils that the phoneme /f/ also represents the grapheme 'ff'. Guide the pupils to complete the segmenting activity.

1.1.3(e), 2.1.2(e)
2.1.4

Let's talk.



title

front cover

author

illustrator



Every book has a front cover, title, author, and illustrator.

Teacher's Notes

Get the pupils to present their favourite book in the class. Guide the pupils to talk about the front cover, title, and other details of the books.

Let's read.

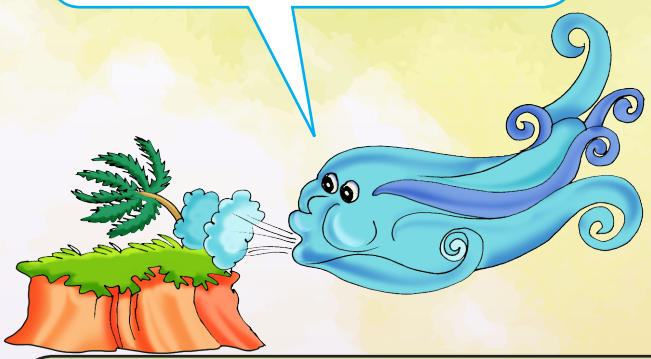
The Wind believed he was the strongest on Earth.

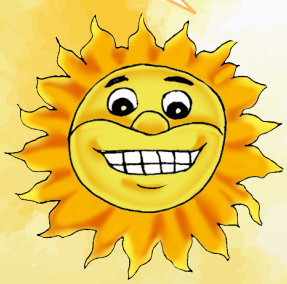




I am the strongest. I can huff, puff, and blow things off the cliff.

No. Everyone is different and has his own strength.





The Wind challenged the Sun to test their strength.





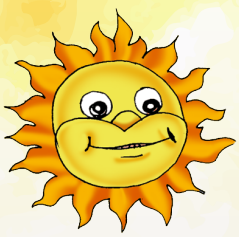


They found a man nearby. The winner would be the one who could get the man to take off his coat.

The Wind began to huff and puff strongly. The man was cold, so he held tightly onto his coat.



Next, was the Sun's turn. The Sun shone gently onto the man's face.





The man felt hot, so he took off his coat.

The Sun was the winner.



Each of us has our own strength. We must respect each other.



You are right. I am sorry.



What can you learn from this story?

Teacher's Notes Narrate the story. Ask the pupils to act out the story.

Let's read and answer.

Answer the questions.

1. Why did the Wind challenge the Sun?
   They wanted to test their _____.

2. Who did they find to test their strength?
   They found a _____.

3. How did they decide the winner?
   The winner would be the one who could get the man to _____ his coat.

4. Who was the winner?
   The winner was _____.

5. Who is your favourite character? Why?



Let's write.

sunny | cloudy | rainy

How is the weather today?



It is  teacher.



What type of weather do you like?

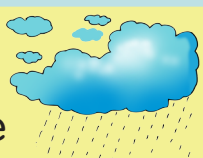


I like  days.
I can play in the garden.



What type of weather do you dislike?



I dislike  days.
I cannot play outside.



Teacher's Notes

Describe to the pupils the types of weather in Malaysia or around the world. Introduce to the pupils the words *sunny*, *rainy*, *windy*, and *snowy*.

Let's make and recite.

Rain, Rain, Go away

Rain, rain, go away,
Come again another day.
Jay Sen wants to play.
Rain, rain, go away,
Come again another day.

Rain, rain, go away,
Come again another day.
Nabil wants to play.
Rain, rain, go away,
Come again another day.

You need:


paper plate


coloured paper


scissors


string


glue

1.



Cut the paper plate in half and colour it.

2.



Paste a straw onto the paper plate using glue.

3.



Draw raindrop shapes and cut them out.

4.



Paste the raindrop shapes on the strings using glue. Paste the string onto the umbrella.

Teacher's Notes

Guide the pupils to recite the rhyme using correct pronunciation, rhythm, and intonation. Display the pupils' creative pieces in class.

4.1.2(ii)
2.2.5(i)

Unit 13

Fun in the Park

Let's talk.



1. What are the children doing?
2. What do you usually do at a park?

I.1.3(e)
I.3.2(i)

Teacher's Notes

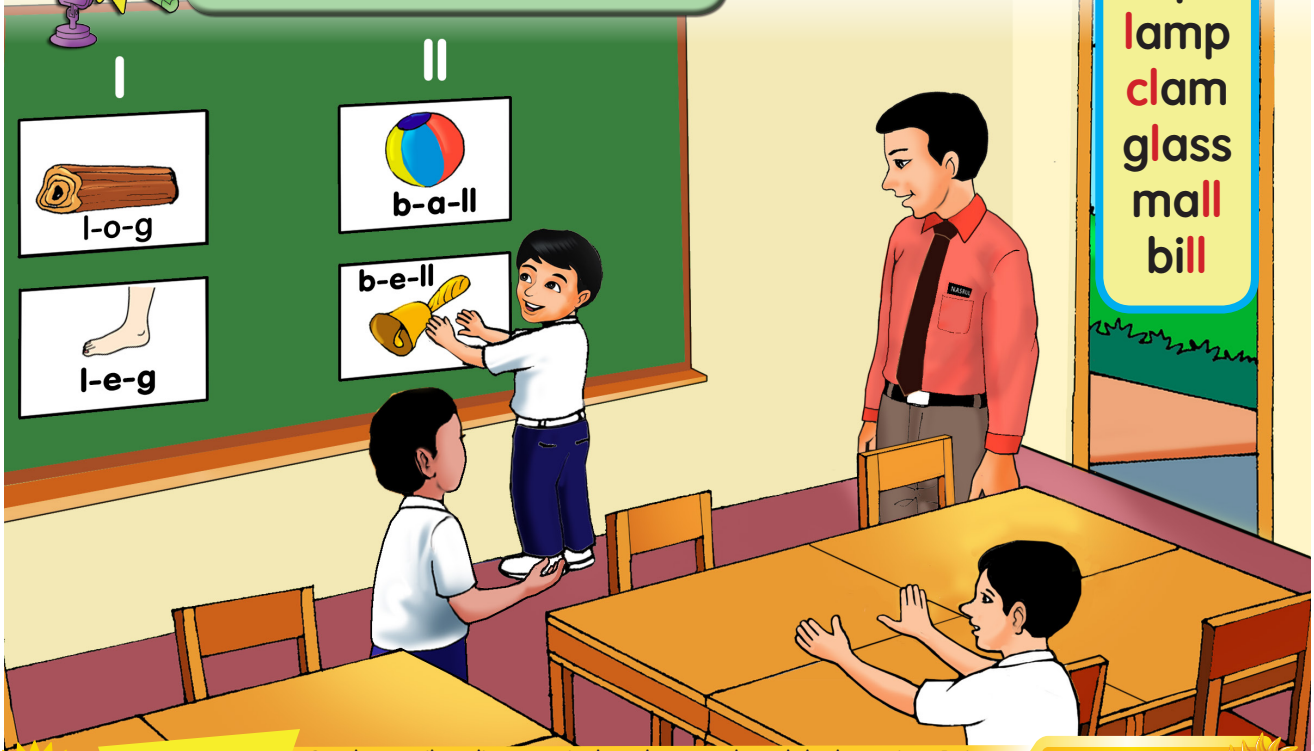
Say the words and get the pupils to repeat. Draw the pupils' attention to the phoneme /l/. Elicit the pupils' responses using Wh-questions.

Let's say and do.



Imagine you are eating a lollipop.
Say the 'l' sound in lollipop.

Let's read and blend.



Teacher's Notes

Get the pupils to listen, articulate the sound, and do the action. Point out to the pupils that the phoneme /l/ also represents the grapheme 'll'. Guide the pupils to read and blend the words given.

1.1.3(e), 2.1.2(e)
2.1.3

Let's play.



You need:

tokens

a dice

How to play:

1. Roll the dice.
2. Move the token.
3. Teacher says the instruction and each group perform the action.
4. Miss a turn if the answer is wrong.
5. The first group to reach 20 wins the game.

I.2.3(i)
I.1.3(e)

Teacher's Notes

Get the pupils into groups. Guide each group to play the game. Draw the pupils' attention to the phoneme /l/.

Let's read.

Jay Sen and his father like to stroll in the park. The park is near a lake. There are many tall trees. Jay Sen hears voices of other people nearby. Suddenly, they see a ball on a log. Jay Sen picks up the ball. Jay Sen is shocked when he hears someone saying, "___".



Answer True or False.

1. Jay Sen and his father like to stroll in the park.
2. There are many tall trees at the park.
3. The park is near a swimming pool.
4. Jay Sen sees a doll.

What do you think Jay Sen heard?
Someone said "_____".

Teacher's Notes

Guide the pupils to read the story. Get the pupils to predict the ending.

2.2.6 (i)

Let's write.



Rearrange the letters to form words.

1. I _____ (unr) around the park.

2. I _____ (ickk) the ball.

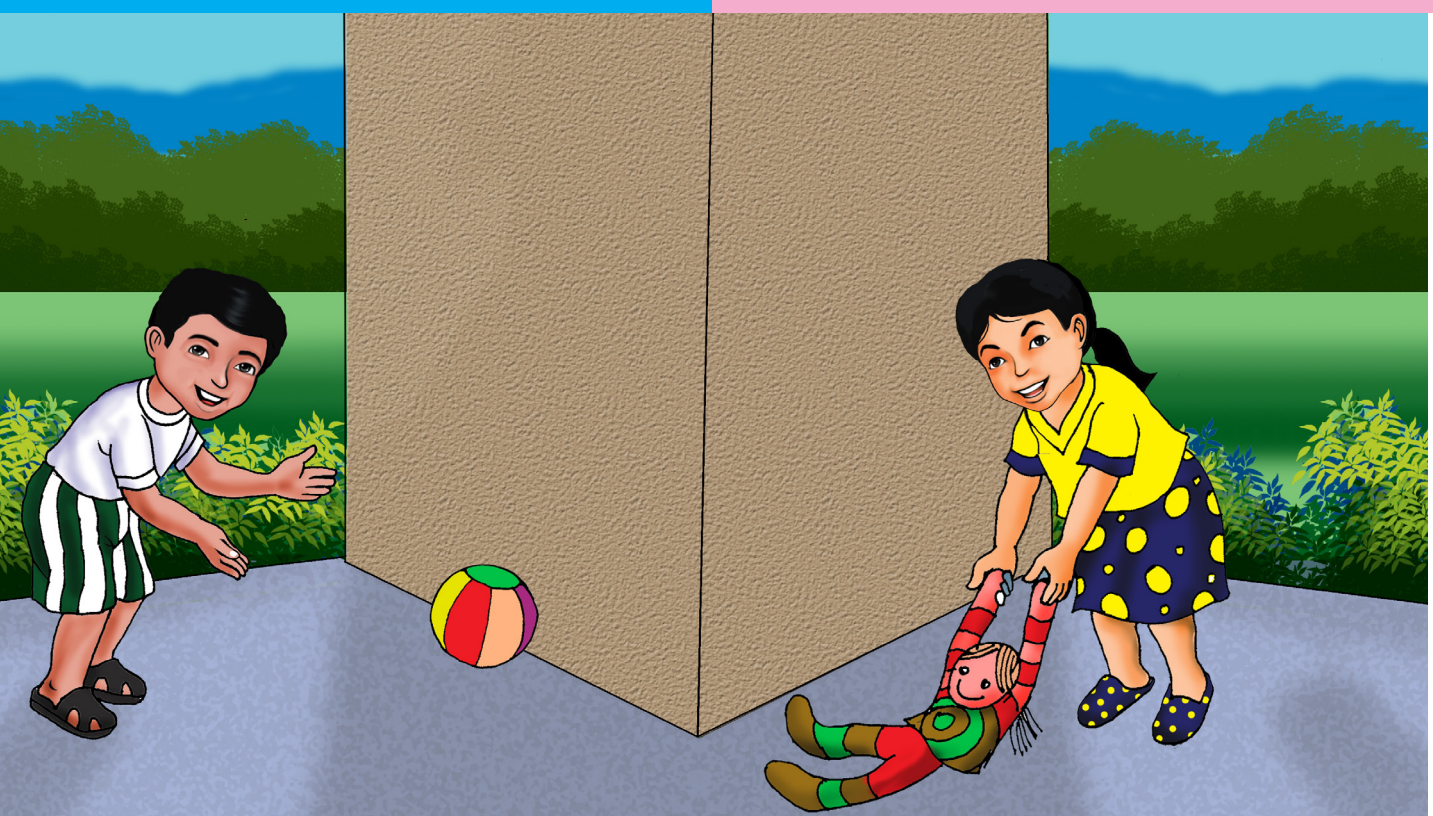
3. I _____ (ujmp) up and down.

4. I _____ (ikps) in the park.

Let's chant.

Roll the ball.
Roll, roll, roll,
Roll the ball.
Quick! Quick! Quick!
Roll the ball to the wall.

Pick up the doll,
Pick, pick, pick,
Pick up the doll,
Quick! Quick! Quick!
Pick up the doll,
Near the wall.



Teacher's Notes

Get the pupils to do the actions of rolling a ball and picking up something from the ground while chanting.

4.1.1(i)

Unit 14

Know Your Numbers



Let's chant.

One jar, two jars, three jars, four,
Four jars with jam,
In that little store.

Five jars, six jars, seven jars, eight,
Eight jars with jam,
Near that velvet cake.

Nine jars, ten jars, eleven jars, twelve,
Twelve jars with jam,
On that yellow shelves.

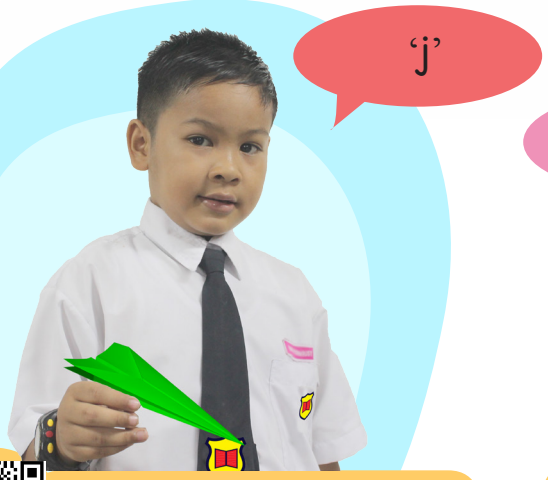
1. Count 1 to 12.
2. How many jars are there near the yellow shelves?

1.1.4(i)
1.1.5

Teacher's Notes

Draw the pupils' attention to the cardinal numbers (1-12). Recite the chant using correct pronunciation, rhythm, and intonation.

Let's say and do.



Imagine you are throwing a paper jet. Say the 'j' sound in jet.



Imagine you are driving a van. Say the 'v' sound in van.

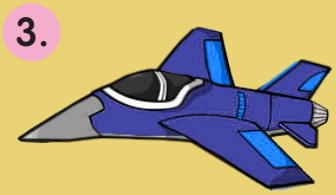
Let's read.

1.



jug

3.



jet

2.



van

4.



vest

Teacher's Notes

Get the pupils to listen, articulate the sounds, and do the actions. Draw the pupils' attention to the phonemes /dʒ/ and /v/. Guide the pupils to read the words given correctly.

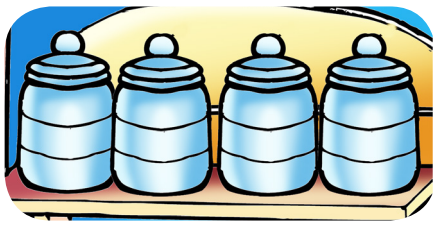
1.1.3(f)
2.1.2(f)

Let's read and answer.

How many jars are there on the shelf?



There are four jars on the shelf.





How many vans are there on the road?

There are _____ vans on the road.



How many jugs are there on the table?

There are _____ jugs on the table.







Teacher's Notes

Get the pupils to read aloud the dialogues. Guide the pupils to answer the questions using the correct cardinal numbers.

Let's read.

FINISH

20 twenty	19 nineteen	18 eighteen	17 seventeen	16 sixteen
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
10 ten	9 nine	8 eight	7 seven	6 six
1 one	2 two	3 three	4 four	5 five

START

You need:

dice



tokens



1. Roll your dice.
2. Move the token and say the number.
3. Go down one box if you land on the snake's head.
4. Go up one box if you land on the ladder.
5. The first player to reach 20 wins the game.

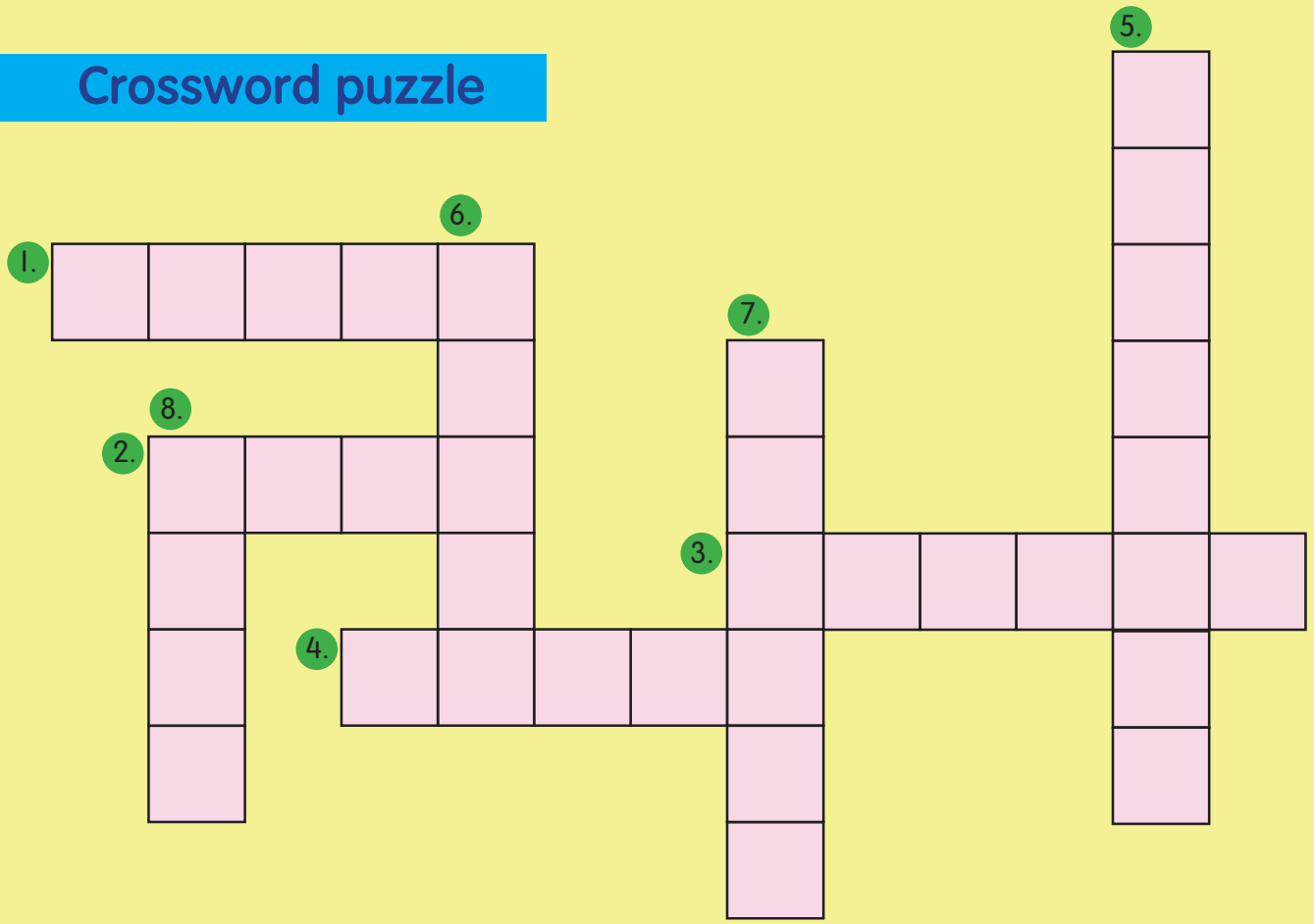
Teacher's Notes

Read out the numbers first for the pupils to listen to and repeat before playing the game.

2.2.4(i)
1.1.4(i)

Let's write.

Crossword puzzle



Across

1. e _____ 8
2. f _____ 4
3. e _____ 11
4. s _____ 7

Down

5. f _____ 14
6. t _____ 3
7. t _____ 20
8. f _____ 5

3.1.4(i)

Teacher's Notes

Guide the pupils to complete the crossword puzzle by writing the cardinal numbers in word form.

Let's recite.

Let's Count

One, two,
The class is blue.
Three, four,
Give me more.
Five, six,
Don't be sick.

Seven, eight,
Stand up straight.
Nine, ten,
Switch on the fan.
Eleven, twelve,
Stand near the shelf.

Thirteen, fourteen,
Collect all things.
Fifteen, sixteen,
Let's be clean.
Seventeen, eighteen,
Let's go green.
Nineteen, twenty,
Time to party!

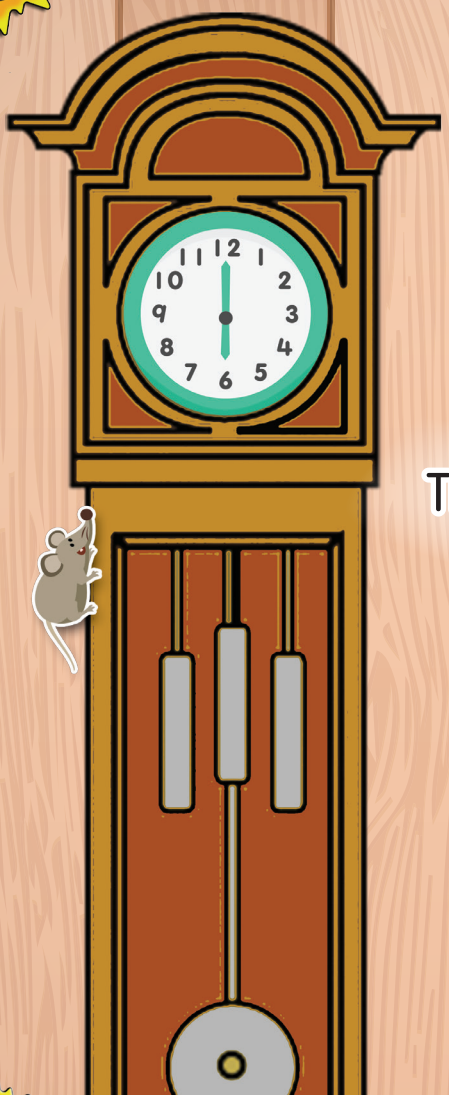


Teacher's Notes Guide the pupils to recite using correct pronunciation, rhythm, and intonation.

4.1.2 (ii)

Unit 15
What is the Time?

Let's recite.



Hickory dickory dock,
The mouse went up the clock,
The clock struck six,
The mouse came down,
Hickory dickory dock.

1. What is the time shown on the clock?
2. What time do you go to school? Why?

I.1.5
I.3.2(i)

Teacher's Notes

Discuss the pupils' activities throughout the day. Elicit the pupils' responses on their favourite time of the day using Wh-questions.

Let's say and do.



Put both hands out (as in 'wow') and say the 'w' sound in 'wow'.



Show six fingers and say the 'x' sound in six.

Let's read and blend.



web
wax
kiwi
ox
fox
exam

Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /w/, /ks/, and /gz/. Guide the pupils to read the words and blend the phonemes.

1.1.3(f), 2.1.2(f) 2.1.3

Let's listen.









Role-play the above dialogue with your friend.

I.2.1(iii)
I.2.2(ii)

Teacher's Notes

Read the story to the pupils. Ask questions about the pictures. Example: *Name the animals. What time is it?* Draw the pupils' attention to the phonemes /w/, /ks/ or /gz/.



Let's read.

Vinod's Daily Routine.



Vinod wakes up at 6 o'clock in the morning.



Vinod goes to school at 7 o'clock in the morning.



Vinod goes home at 1 o'clock in the afternoon.



Vinod does his homework at 3 o'clock in the afternoon.



Vinod goes to the park at 5 o'clock in the evening.



Vinod does his revision at 8 o'clock in the evening.



Vinod sleeps at 9 o'clock at night.

Complete the table.

Time	Activity
6 o'clock	
1 o'clock	
5 o'clock	
9 o'clock	

Let's write.

to school | one o'clock | lunch | seven o'clock

six o'clock | a walk | bedtime | ten o'clock

1. 



It is _____ in the morning.

Let us go _____.

2. 



It is _____ in the afternoon.

Let us have _____.

3. 



It is _____ in the evening.

Let us go for _____.

4. 



It is _____ at night.

It is _____.

Let's sing.

What is the Time?

What's the time now?
What's the time now?
What's the time now, my friend?
It's five o'clock,
It's five o'clock,
It is five o'clock, my friend.

(To the tune of *Oh My Darling, Clementine*)



Teacher's Notes

Guide the pupils to sing using correct pronunciation, rhythm, and intonation. Get the pupils to change the time in the song.

4.1.2(iii)

Unit 16

Days of the Week

Let's talk.

Kiran's Planner (School Holiday)

Monday	Play the yo-yo
Tuesday	Read a storybook
Wednesday	Walk in the city
Thursday	Gardening
Friday	Does puzzles with Jay Sen
Saturday	Go to the violin lesson
Sunday	Go to the zoo

Answer the questions.

1. Does Kiran go to the zoo on Monday?
2. Does Kiran do her gardening on Wednesday?
3. What does Kiran do on Friday?
4. When does Kiran go for violin lesson?

1.1.3(g)
1.3.2(i)

Teacher's Notes

Highlight the days of the week. Ask the pupils about their daily activities from Monday to Sunday during school holiday. Draw the pupils' attention to the phonemes /j/ and /z/. Point out that the phoneme /z/ also represents the grapheme 'zz'.

Let's say and do.

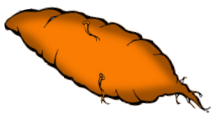


Imagine you are sleeping.
Say the 'z' sound.



Nod your head to indicate 'yes'.
Say the 'y' sound in yes.

Let's read and segment.

yam		y – a – m
yes		___ – ___ – ___
zip		___ – ___ – ___
zap		___ – ___ – ___

Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /j/ and /z/. Guide the pupils to read and segment the words.

1.1.3(g), 2.1.2(g)
2.1.4

Let's listen and answer.

How many days are there in a week?

There are _____ days in a week.

Can you name the days?

Yes. They are Monday, _____, Wednesday, _____, Friday, _____, and _____.





What day is it today?

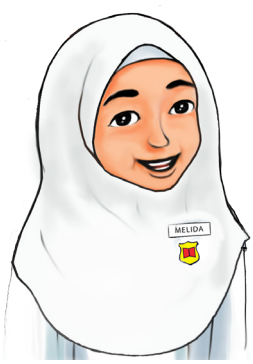
Today is Tuesday.

What day was it yesterday?

It was Monday.

What day is it tomorrow?

Tomorrow is Wednesday.





Note

Begin with capital letters when writing the days of the week.

1.2.1(iii)
3.1.3(i)

Teacher's Notes

Practise the dialogues in pairs. Get the pupils to answer the questions correctly.

Let's read.

Kiran's Planner



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday

It is the school holiday. Kiran intends to do her activities as planned. On Monday, Kiran plays the yo-yo with her friend. On Tuesday evening, she reads a storybook. The next day, she walks in the city.

On Thursday afternoon, she does gardening. The next day, she does puzzles with Jay Sen. On Saturday afternoon, she plays the violin. Finally, she goes to the zoo on Sunday. She sees animals like the tigers and zebras. Kiran really enjoys her activities.

Answer the questions.

1. What day did Kiran play the yo-yo with her friend?
2. When did Kiran walk in the city?
3. What do you usually do during the school holidays? Why?

Teacher's Notes

Guide the pupils to read and understand the text. Elicit the pupils' responses using Wh-questions.

2.2.6(i)



Let's write.

Based on Kiran's activities, complete the circle map.



Teacher's Notes

Guide the pupils to complete the circle map in their exercise books.

Let's chant.

Days of the Week Wheel

Group A

Is it Sunday?
No, it isn't,
Is it Monday?
Yes, it is.

Is it Tuesday?
No, it isn't,
Is it Wednesday?
Yes, it is.

Group B

Is it Thursday?
No, it isn't,
Is it Friday?
Yes, it is.

Is it Saturday?
No, it isn't,
Is it Sunday?
Yes, it is.



paper plate



popsicle stick

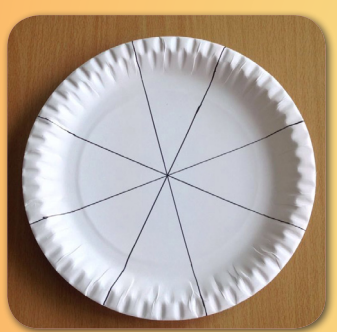


crayons



thumb tack

1 2 3 4









Teacher's Notes

Guide the pupils to chant using the correct pronunciation, rhythm, and intonation. Guide the pupils to complete the craft as shown in the pictures.

4.1.2(i)

Unit 17

Months in a Year

Let's talk.

CALENDAR

January	February	March
 Happy New Year	 Kiran's Birthday	 Science Week
April	**May**	**June**
 Sports Day	 Labour Day	 Vinod's Birthday
July	**August**	**September**
 Reading Month	 National Day	 Malaysia Day
October	**November**	**December**
 Children's Day	 Class trip to Malacca	 School Holiday

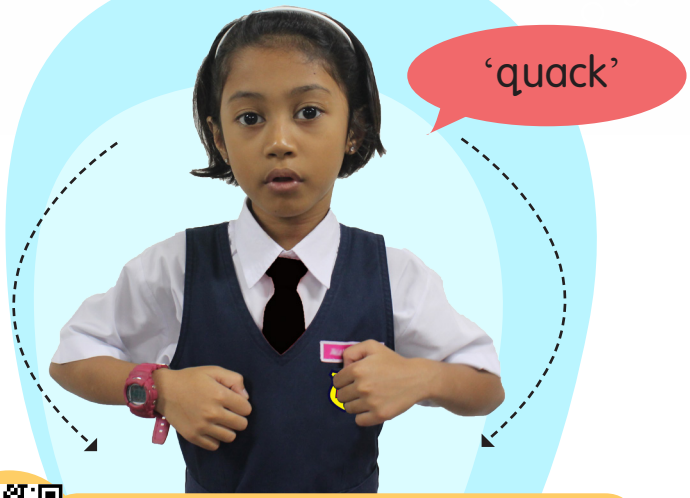
How many months are there in a year?

I.3.2(i)

Teacher's Notes

Talk about the pictures. Use Wh-questions to discuss the events or the activities in the calendar.

Let's say and do.



Flap both arms like a duck and say the 'qu' sound in quack.

Let's chant.

Quack, quack,
Says the duck.

Quick, quick,
Says the queen.

Make the quilt,
Says the queen.





Teacher's Notes

Get the pupils to listen, articulate the sound, and do the action. Draw the pupils' attention to the phoneme /kw/. Guide the pupils to chant using correct pronunciation, rhythm, and intonation.

I.I.3(g)
I.I.5

Let's listen.



Pairwork

Practise the dialogue with your friends.
Ask them about their birthdays.

I.3.2(i)
I.2.1(iii)

Teacher's Notes

Elicit the pupils' responses using Wh-questions. Example: *How do you celebrate your birthday? What kind of present do you want for your birthday?*

Let's read and answer.

Kiran is at the library. She sees some new posters. In August, there is a puppet show. In October, there is a storytelling competition. Kiran likes to tell stories. She plans to take part in the competition.



Say True or False.

1. Kiran is at the library.
2. The puppet show is in February.
3. The storytelling competition is in October.
4. Kiran likes to tell stories.
5. Kiran plans to attend the puppet show.

Let's write.

SEKOLAH KEBANGSAAN TAMAN CERIA

JULY 20___

Reading Month

The more you read,
The more you know.



Prizes:

1. 5 storybooks for pupils who have finished reading 10 books.
2. 10 storybooks for pupils who have finished reading 15 books.

Complete the table.

School	_____
Month	_____
Activity	_____
Prize for reading 10 books	_____
Prize for reading 15 books	_____

Let's sing.

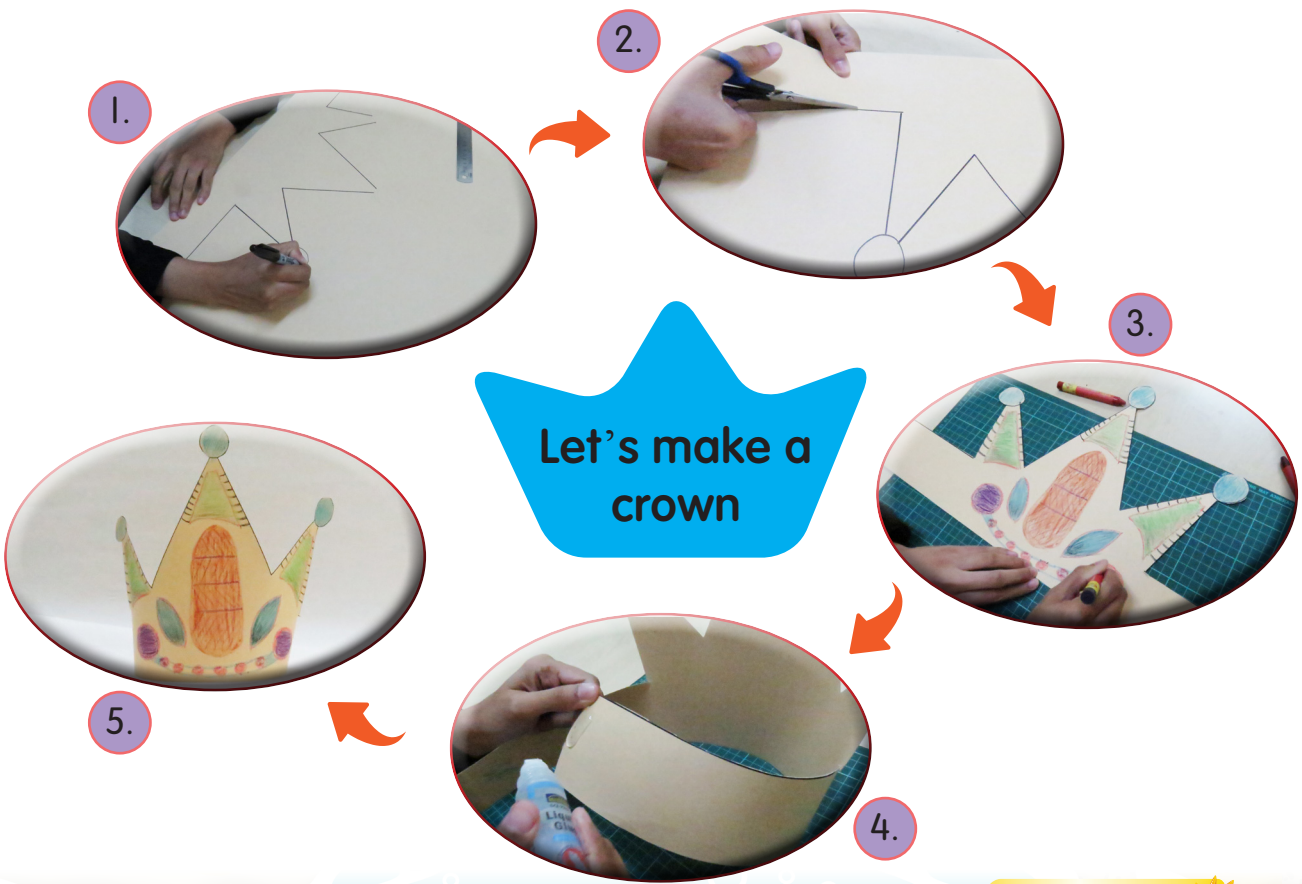
Happy Birthday



Happy birthday to you.
Happy birthday to you.
Happy birthday, dear Nabil,
Happy birthday to you.

(To the tune of *Happy Birthday*)

Let's make a crown



Teacher's Notes

Get the pupils to find out about their friend's birthday. Guide the pupils to make a birthday crown. Get the pupils to wear their birthday crown and sing the birthday song.

4.1.2(iii)

Unit 18

Spend Smartly

Let's talk.



1. Where is this place?
2. What are they buying?

1.1.3(h)
1.3.2(i)

Teacher's Notes

Draw the pupils' attention to the phonemes /tʃ/ and /ʃ/. Name the items and get the pupils to listen and articulate the phonemes correctly.

Let's say and do.



Imagine you are chopping a tree. Say the 'ch' sound in chopping.

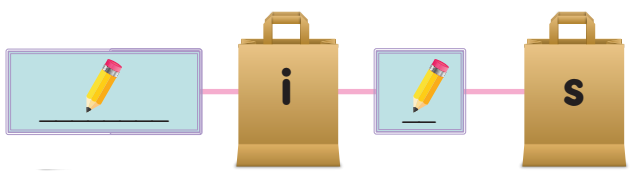


Put a finger on the lips and say the 'sh' sound.

Let's read and segment.

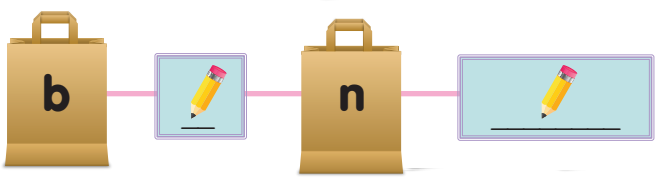


chips



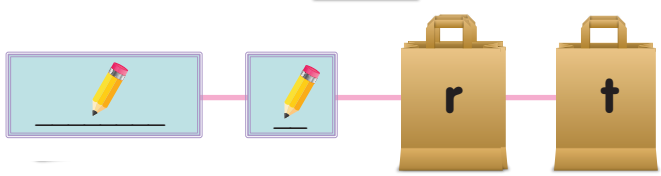


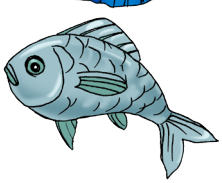
bench



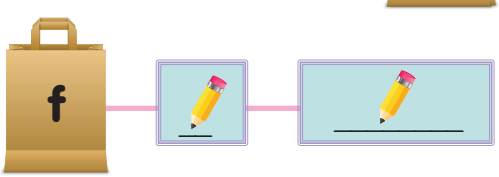


shirt





fish



Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /tʃ/ and /ʃ/. Guide the pupils to read the words and complete the segmenting activity.

1.1.3(h), 2.1.2(h) 2.1.4

Let's talk.



We need money to buy things.

Money includes notes and coins.
They have different values.





How much is this?

This is RM1.







Teacher's Notes

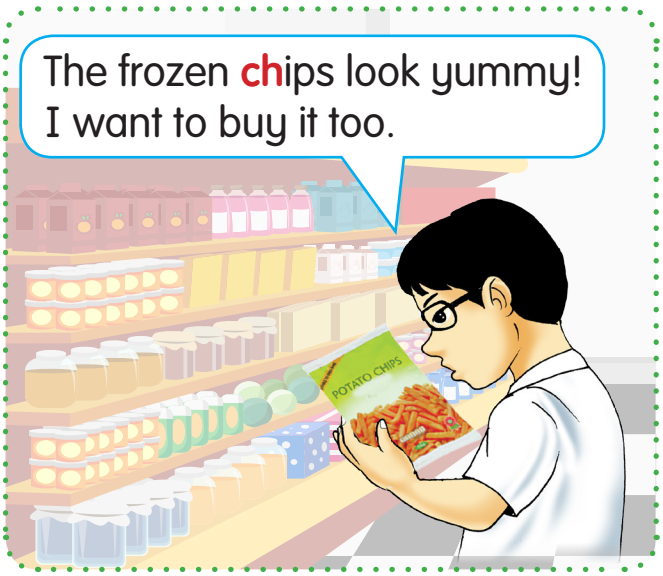
Show the pupils the different Malaysian notes and coins. Inform the pupils that 'RM' means 'Ringgit Malaysia'. Then, guide the pupils to identify the Malaysian currency.

Let's read.

Spending Wisely

Jay Sen and his father went to the mall. His father gave him RM15 to spend. Help Jay Sen to spend the money wisely.









1. How much money does Jay Sen have?
2. What item does Jay Sen really need?
3. Imagine you are Jay Sen. What will you buy?

Teacher's Notes

Highlight to the pupils the difference between needs and wants. Emphasise that only spending on the things you need is considered as spending wisely. Emphasise to the pupils the importance of spending wisely.

2.2.6(ii)

Let's write.

Look at the pictures below. List the things you want to buy.



notebook
RM3.00



cupcake
RM1.00



shirt
RM8.00



rubber
RM0.50



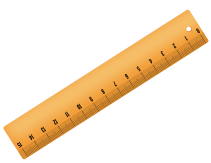
sharpener
RM0.30



pencil
RM1.00



biscuits
RM2.00



ruler
RM1.00



chocolate
RM2.00

You have RM10.00 to spend. Create a list of things you can buy.

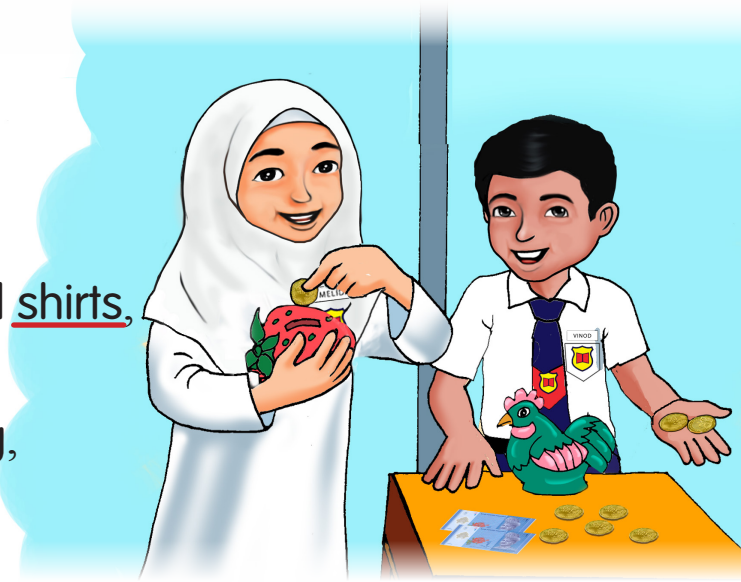
Things	Price

Teacher's Notes

Emphasise that the pupils do not need to spend all their money. Elicit the pupils' responses on what they would do with the remaining money. Highlight the importance of saving money.

Let's recite.

Spend Wisely



We must spend wisely,
Let us do this daily.

We can spend on chips and shirts,
Shoes and cherries,
But, we must spend smartly,
To save our money.

We must spend wisely,
Let us do this daily.



Teacher's Notes

Replace the underlined words with other items sold in the school, bookshop or canteen.

4.1.2(ii)

Unit 19

Let Us Do This Together

Let's talk.













Teacher's Notes

Talk about the pictures. Ask the pupils about other ways to reduce the usage of water, electricity, and plastic bags.

Let's say and do.



Imagine you are thinking of something. Say the 'th' sound in think.



Imagine you are singing a song. Say the 'ng' sound in sing.

Let's read and blend.



that
mother
three
cloth
king
ring

Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Guide the pupils to distinguish the voiced /ð/ and voiceless /θ/. Then, get the pupils to focus on /ŋ/. Get the pupils to read the words given and complete the blending activity.

1.1.3 (h), 2.1.2 (h)
2.1.3

Let's listen and practise.

What must you do to save water?



I need to turn off the tap when not using it.



How can you use less plastic bags?



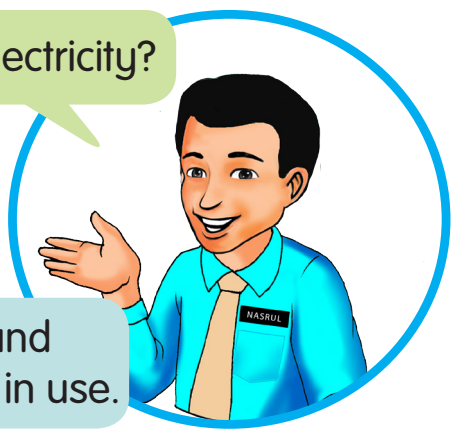
I can bring my own cloth bag.



How can you save electricity?



I must turn off the fans and lights when they are not in use.



Pairwork

Practise the dialogues with your friends.

Teacher's Notes

Elicit the pupils' responses on the importance of reducing the usage of water, plastic bags, and electricity. Example: *Why do we need to save water* and *electricity? Why do we need to use less plastic bags?*

Let's read.

Today is Saturday. It is a 'No Plastic Bag' Day.
Melida and her mother go shopping.
They bring along several cloth bags.



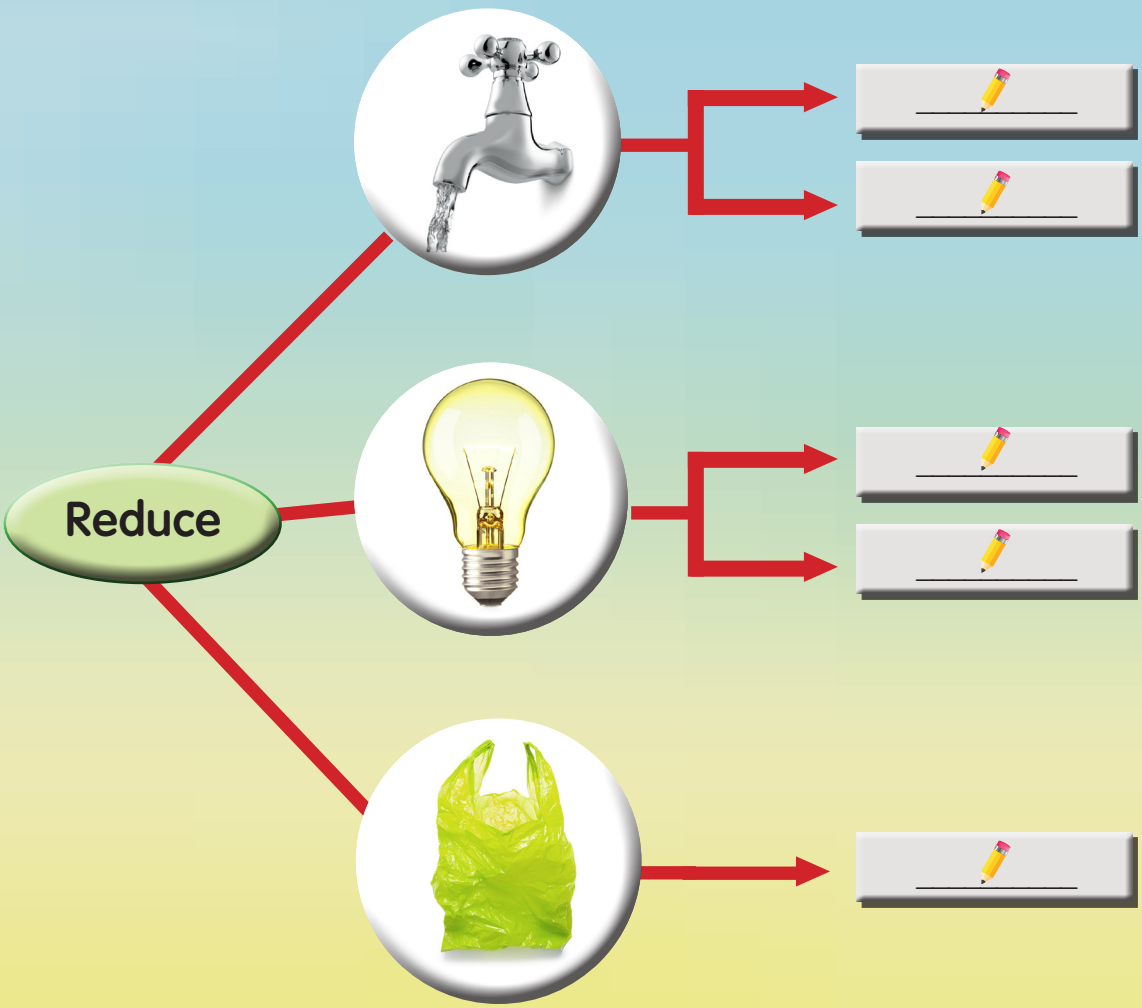
Complete the sentences.

Today is _____. It is a _____. Melida and her mother _____. They bring _____.

Let's write.

Complete the brace map.

use cloth bags | use rainwater | turn off television | turn off tap | turn off lights



Teacher's Notes

Guide the pupils to complete the brace map using the given answers in their exercise books.

Let's chant.

Recycle

Let us recycle things,
Recycle! Recycle! Recycle!
Let us recycle things,
Plastic, glass, and tin.
Let us recycle things,
Recycle! Recycle! Recycle!
Doing it together,
Saving Mother Earth.



Let's make maracas.

You need:



a plastic bottle



some beans

1



Put some beans into the plastic bottle.

2



Put on the bottle cap tightly.

3



Shake the plastic bottle while chanting.

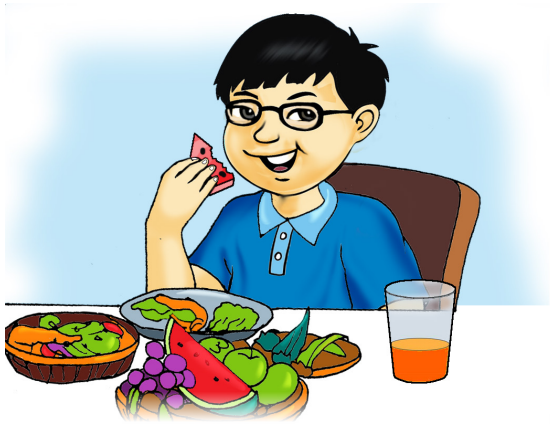
Teacher's Notes Guide the pupils to prepare the maracas. Get the pupils to use the maracas while chanting.

Unit 20
Good Habits

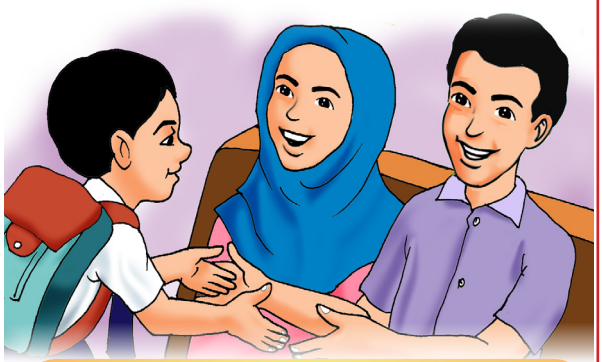
Let's talk.



Cut your fingernails.



Eat healthy food.



Greet your parents and teachers.



Keep your things tidy.

Describe what you see in the pictures.

Teacher's Notes

Encourage the pupils to talk about the good habits that they practise at home and in school.

Let's say and do.



Put your hands on your stomach like you are in pain and say the 'ai' sound in pain.



Imagine you are flying like a bee and say the 'ee' sound in bee.

Let's read and segment.

pail	p a i l
aim	a i m
week	w e e k
tree	t r e e

mail
tail
rain
seed
feet
bee



Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /eɪ/ and /i:/. Guide the pupils to read the words given and complete the segmenting activity.

1.1.3(i), 2.1.2(i) 2.1.4

Let's read and answer.

A habit is something you do almost every day.
It is important to practise good habits.



Throw the rubbish into the bin.



Clean up the place.

Good Habits



Pay attention in the class.



Sweep the floor.

Answer 'Yes' or 'No'.

1. It is important to practise good habits.
2. Throwing rubbish into the bin is a bad habit.
3. We must not pay attention in the class.
4. Sweeping the floor is a good habit.

Teacher's Notes

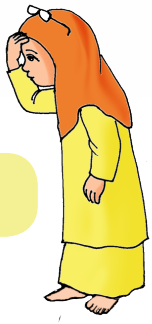
Get the pupils to read the sentences using the correct pronunciation, word stress, and intonation. Get the pupils to answer the questions.

Let's read.

Keep it Tidy



1. Melida has a messy bedroom.



2. One day, she lost her spectacles.



3. She looked under a stack of mail.
It was not there.



4. She looked on the bed.
It was not there either.



5. So, Melida asked her mother for help.



6. Her mother laughed. She pointed to Melida's head. The spectacles were on her head all along.

7. She promised herself to always clean her bedroom.



1. What did Melida lose?
Melida lost her _____.
2. Where did she search?
She searched under _____ and _____.
3. Who did she ask for help?
She asked her _____ for help.
4. Where were the spectacles?
They were on her _____.

Teacher's Notes

Narrate the story. Get the pupils to read correctly. Ask the pupils the moral of the story.

2.3.1(i)

Let's write.

Habits to Practise Every Day

Do your homework.

Comb your hair neatly.

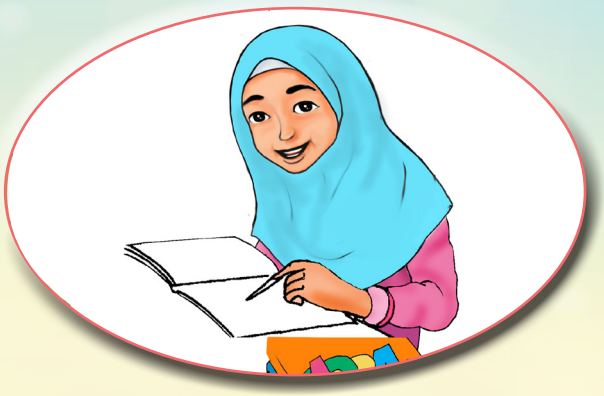
Wash your hands before every meal.

Keep your room clean.









3.3.1(ii)
3.1.2(iii)

Teacher's Notes

Get the pupils to surf the Internet. Pupils download the pictures of other good habits. Guide the pupils to create a simple list of good habits and write simple descriptions.

Let's sing.

Good Habits

Brush your teeth and take a bath,
Take a bath, take a bath.
Brush your teeth and take a bath,
Do them every day.

Make your bed and clean your room,
Clean your room, clean your room.
Make your bed and clean your room,
Do them every day.

(To the tune of *Mary Had A Little Lamb*)







Teacher's Notes Guide the pupils to sing the song using correct pronunciation, intonation, and rhythm.

4.1.2(iii)

Unit 21

My Hobby

Let's talk.



1. What are the pupils doing?
2. What is your hobby?
3. Why do you like your hobby?

I.3.2(i)

Teacher's Notes

Describe the hobbies to the pupils. Elicit the pupils' responses about the picture using Wh-questions.

Let's say and do.

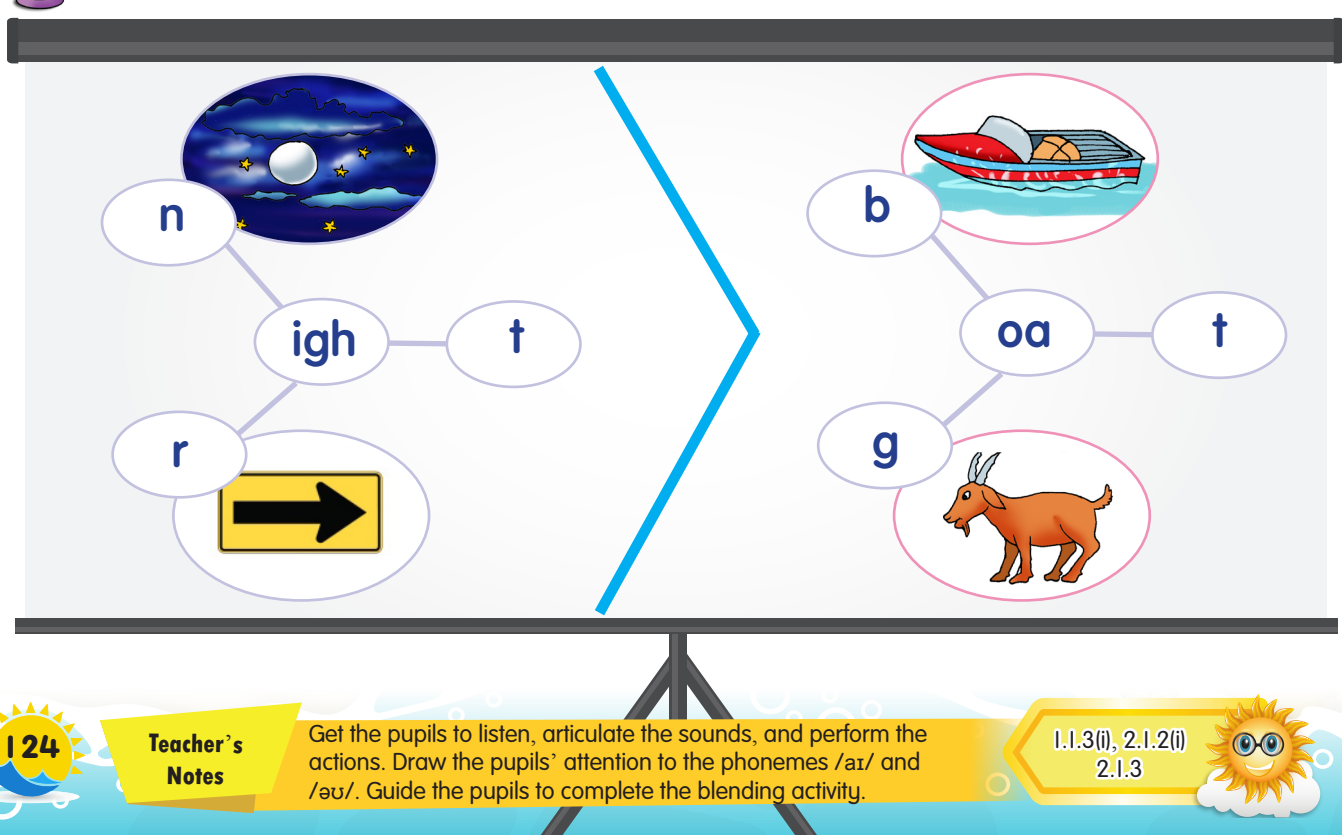


Point to a friend on your right and say the 'igh' sound in right.



Imagine you are suprised. Say the 'oa' sound.

Let's read and blend.



Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /aɪ/ and /əʊ/. Guide the pupils to complete the blending activity.

1.1.3(i), 2.1.2(i) 2.1.3

Let's read.



Melida likes reading.
She enjoys reading storybooks.
She reads storybooks after school hours.
Her favourite stories are fairy tales.

Kiran likes baking.
She enjoys baking biscuits with her mother.
She bakes biscuits during weekends.
She likes baking oat biscuits.



Answer the questions.

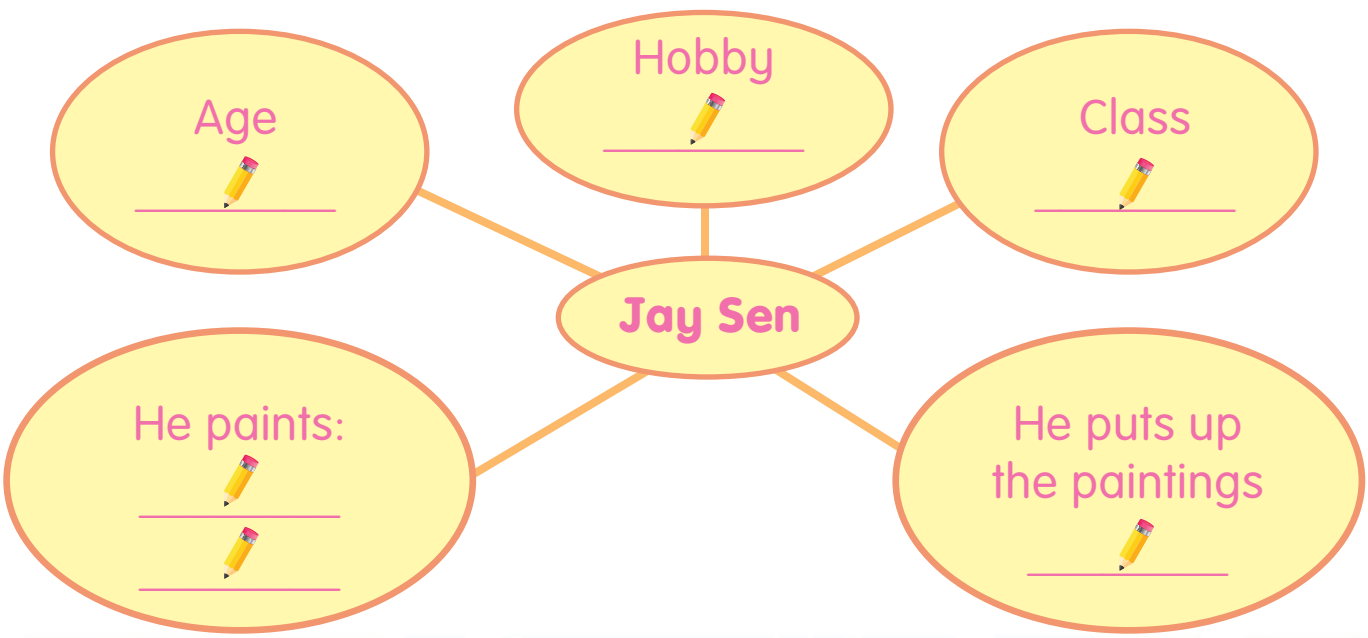
1. What book does Melida read?
2. Who helps Kiran to bake biscuits?
3. What do you need to bake biscuits?
4. Why do you think reading storybooks is good?

Let's read.



This is Jay Sen. He is seven years old. He is in Year 1 Arif. His hobby is painting. He enjoys painting pictures of fishes and flowers. He puts up his paintings in his room.

Complete the bubble map.



Teacher's Notes

Guide the pupils to read the text. Pupils write the answers in their exercise books.

2.2.6(i)

Let's write.

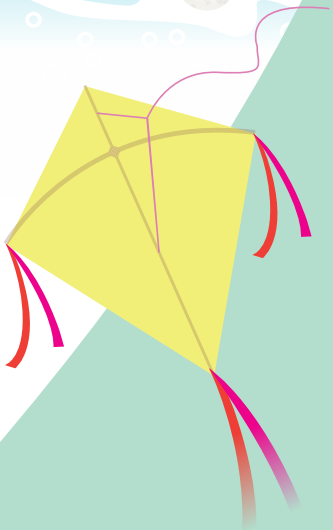
Hobby / Name	Vinod	Melida	Nabil	Jay Sen
reading storybooks	☺	☺	☺	☺
dancing				☺
singing		☺		☺
drawing				☺
swimming	☺		☺	☺
playing chess	☺	☺	☺	☺

Complete the sentences.

1. Melida likes _____, _____, and _____.
2. Nabil likes _____, _____, and _____.
3. All of them like _____, and _____.
4. Jay Sen and Vinod like _____, _____, and _____.
5. Melida and Jay Sen like _____, _____, _____.

Let's sing.

Let's Fly



Fly, fly, fly your kite,
High up in the sky.
Happily, happily, happily, happily.
So high in the sky.

(To the tune of *Row, Row, Row Your Boat*)

Let's Make a Kite.

You need:


paper

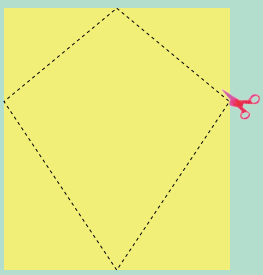

scissors


string

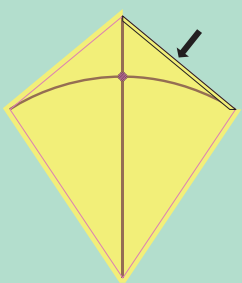

straw


tape

1. Draw and cut the shape as shown.



2. Paste the straw on the paper using tape.



3. Tie a string to the kite.



Teacher's Notes

Guide the pupils to complete the craft. Get the pupils to sing using the correct pronunciation, rhythm, and intonation.

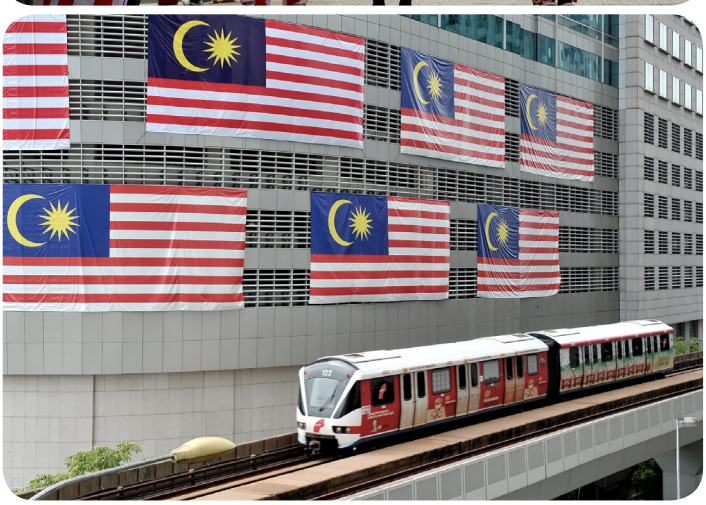
4.1.2(iii)

Unit 22
Our Flag

Let's talk.









1. What colours can you see on the flags?
2. Are you proud to be a Malaysian? Why?

Teacher's Notes

Describe the pictures to the pupils. Elicit the pupils' responses using Wh-questions. Encourage the pupils to name other colours in the pictures.

Let's say and do.



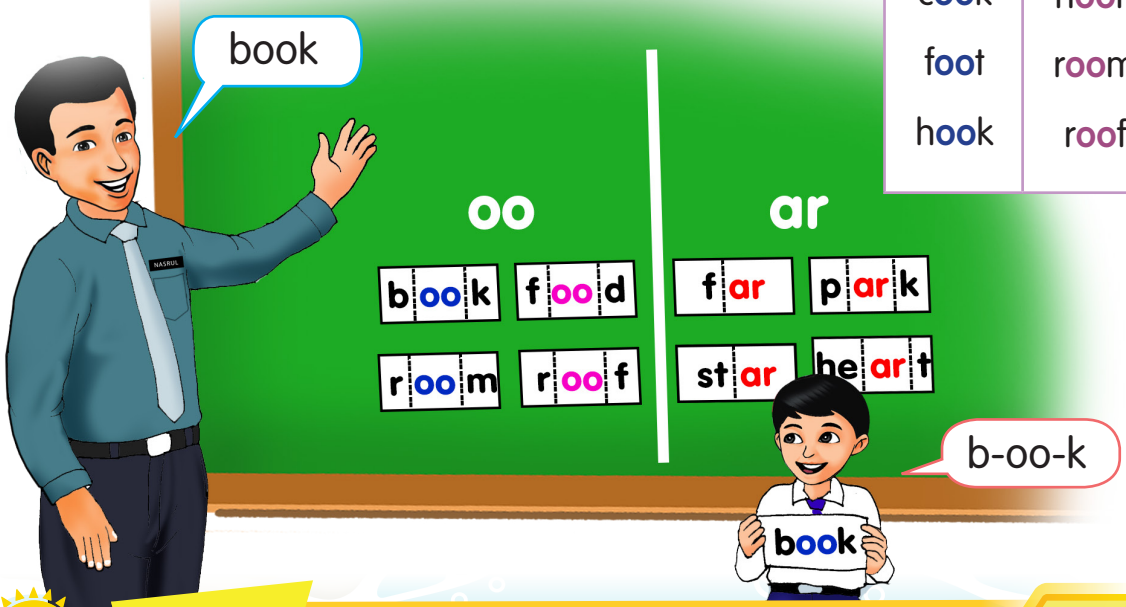
Imagine you are sweeping the floor using a broom. Say the 'oo' sound in broom.



Open your mouth widely and say 'ar'.

Let's read and segment.

short oo	long oo	ar
book	food	far
cook	noon	park
foot	room	star
hook	roof	tart

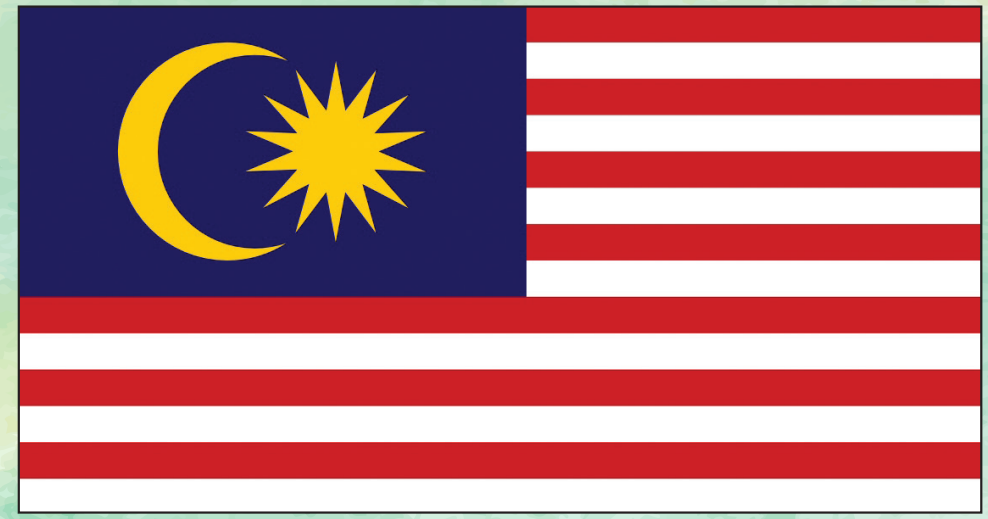


Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention to the phonemes /ʊ/, /u: /, and /ɑ: /. Guide the pupils to read and segment the words given on the board.

I.1.3(i)(j)
2.1.4

Let's read.



Look at the colours of our flag. Can you name the colours?

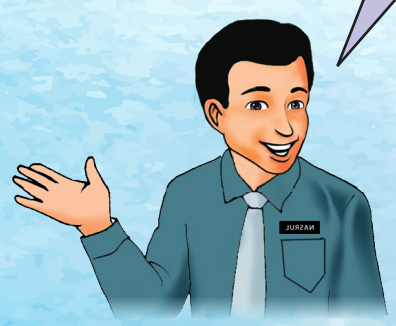
Yes, I can. The colours are _____, _____, _____, and _____.

What is the colour of the crescent moon and the star?

They are _____.

Where do Malaysians raise the flag?

They raise the flag in schools, offices, and during the National Day celebrations.





Teacher's Notes

Get the pupils to read and practise the dialogues. Guide the pupils to complete the dialogues with the correct answers.

Let's read.

The Colours



The national flag is called *Jalur Gemilang.* It has four colours. Each colour has its own meaning.

Yellow is the colour of the Malaysian royalty. Red means bravery. White means purity. Blue means unity of all races.

The national flag is raised in schools, offices, and during the National Day celebrations. Malaysians are proud of their *Jalur Gemilang*.

Complete the table.

Colour	Meaning
yellow	_____
red	_____
white	_____
blue	_____



Let's write.

Sekolah Kebangsaan Sri Bestari is organising a colouring contest.

Sekolah Kebangsaan Sri Bestari

Jalur Gemilang Colouring Contest

Date: 7th August 20 ___

Time: 10:00 a.m. to 12:30 p.m.

Venue: School Hall

This contest is open to all Year 1, 2, and 3 pupils.

Please fill in the form to join the contest. For more information, please contact Encik Nasrul, the teacher in charge.

Use the information below to create a simple poster.

Contest: National Costume Parade
Date: 20th August 20__
Time: 8:00 a.m. to 9:30 a.m.
Venue: School Hall

This contest is open to all Year 1, 2, and 3 pupils.



3.3.1(i)

Teacher's Notes

Guide the pupils to create a simple poster. Get the pupils to add necesary information on the poster.

Let's recite.



Our Flag

Our flag,
Yellow, blue,
Red and white,
Gives Malaysians,
Hope and pride.

Our flag,
Yellow, blue,
Red and white,
Unites Malaysians,
For a future so bright.

Teacher's Notes

Guide the pupils to recite the rhyme using correct pronunciation, rhythm, and intonation.

4.1.2(ii)

Unit 23
When I Grow Up

Let's talk.


teacher


nurse



chef


soldier

What is your ambition? Why?

Teacher's Notes

Talk about the occupations above. Use Wh-questions to elicit the pupils' responses.

Let's say and do.



Put two fingers on your head like a horn. Say the 'or' sound in horn.



Imagine you are turning off a switch. Say the 'ur' sound in turn.

Let's read and blend.

t	u	r	n
c			l
b			n

ur

f	o	r	k
c			n
h			n

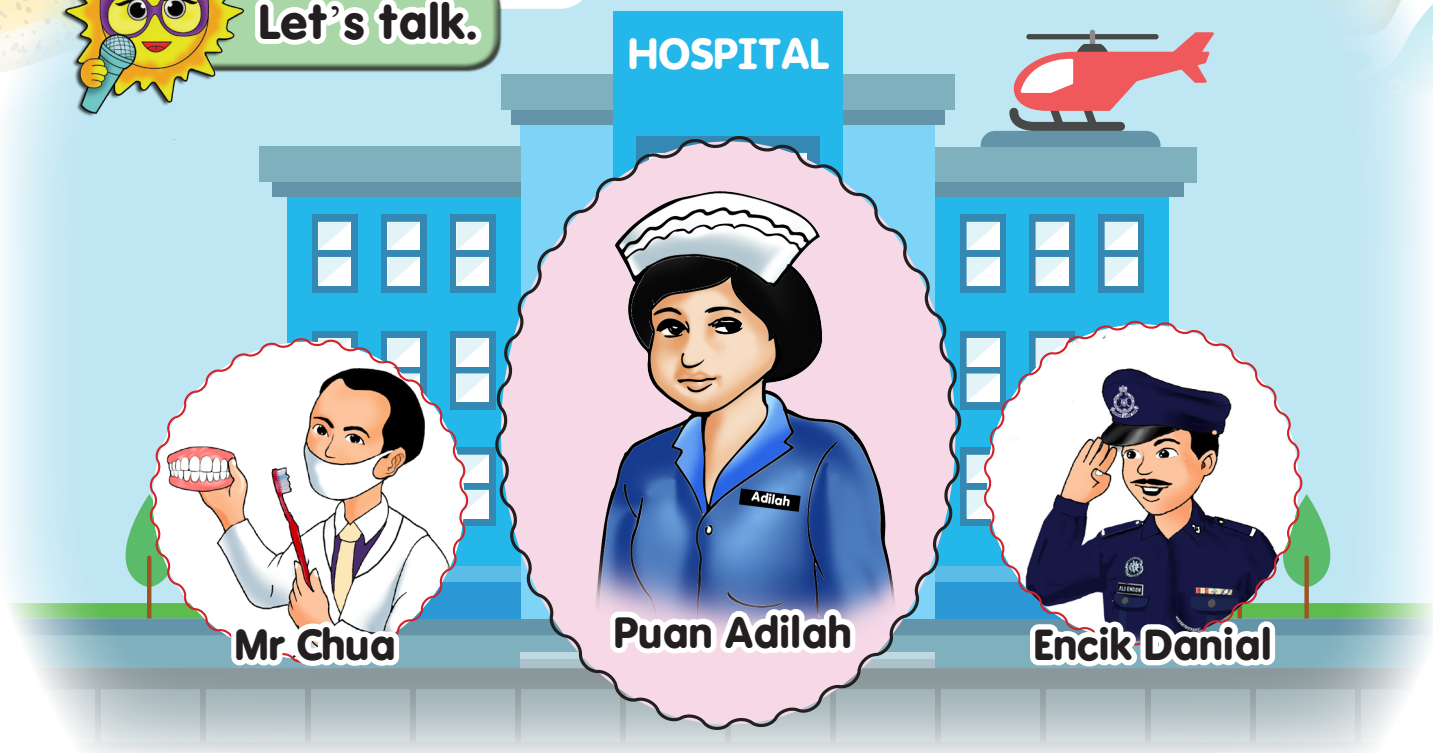
or

Teacher's Notes

Get the pupils to listen, articulate the sounds, and perform the actions. Draw the pupils' attention on the phonemes /ɔ:/ and /ʒ:/. Guide the pupils to read the words and complete the blending activity.

I.1.3(j)
2.1.3

Let's talk.



Who is she?

She is Puan Adilah.

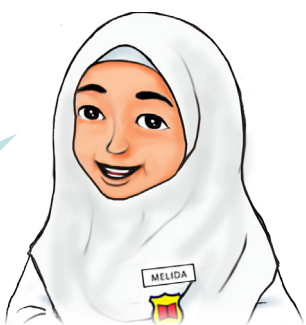
What does she do?

She is a nurse.



Where does she work?

She works in a hospital.



Pairwork

Practise the dialogue using the pictures.

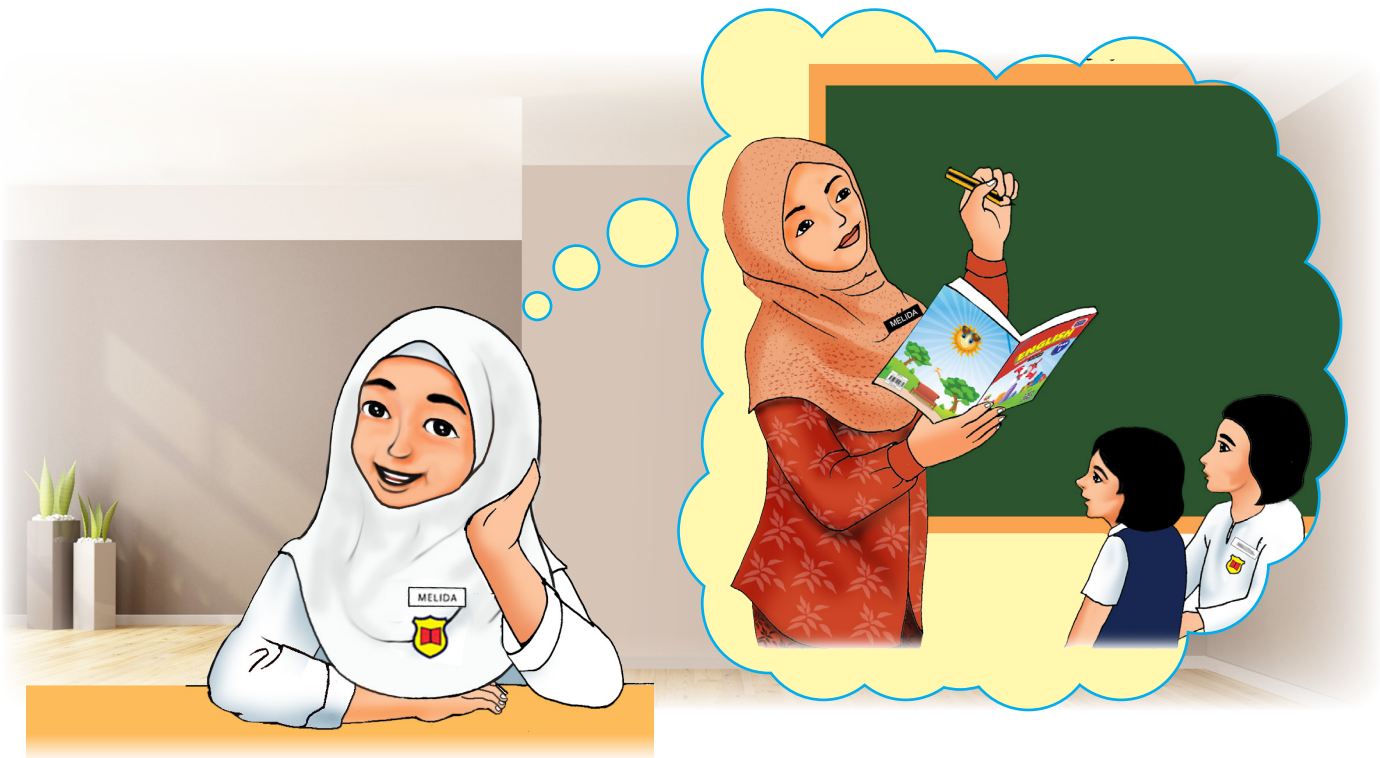
Teacher's Notes

For enrichment, get the pupils to find other types of occupation in a picture dictionary and talk about it.

Let's read.

My Ambition

My name is Melida. My ambition is to be a teacher. I like teaching children. A teacher teaches pupils how to read, write, and count. A teacher works in a school. I will study hard to achieve my ambition.



Answer the questions.

1. What is Melida's ambition?
2. What does a teacher do?
3. Where does a teacher work?
4. How can Melida achieve her ambition?
5. Do you have the same ambition with Melida? Why?

Let's write.

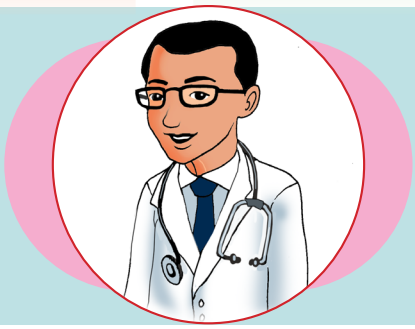
I am a chef.

He is a dentist.

He is a policeman.

I am a doctor.

1. I work in a hospital.
I treat sick people.
Who am I?
_____.



2. I work in a restaurant.
I cook delicious food.
Who am I?
_____.



3. He works in a police station.
He protects the people.
Who is he?
_____.



4. He works in a dental clinic.
He checks your teeth.
Who is he?
_____.



Teacher's Notes

Guide the pupils to surf the Internet and find pictures of other occupations. Print the pictures and get the pupils to paste them in their exercise books. Guide the pupils to create descriptions of the occupations using riddles.

Let's sing.

My Ambition

When I was just a little child,
I asked my mother.
What will I be?
Will I be a nurse?
Will I be a nurse?
She turned and said this to me.

Que sera, sera,
Whatever will be, will be.
The future is not ours to see.
Que sera, sera,
What will be, will be.

(To the tune of *Que Sera, Sera)*









Teacher's Notes

Guide the pupils to sing using correct pronunciation, rhythm, and intonation. For enrichment, replace the underlined words with other occupations.

4.1.2(iii)

Unit 24

The Crow and the Gold Coins

Let's talk.



1. What do you see on the book cover?
2. What do you think the animals are doing?
3. What do you think the story is about?

Let's say and do.

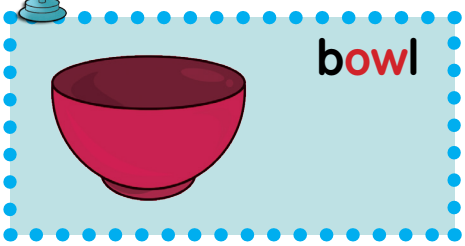


Imagine you are rowing a boat. Say the 'ow' sound in row.



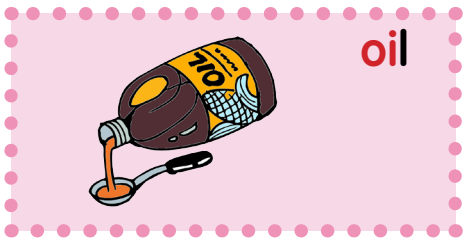
Imagine that you need to make a choice. Say the 'oi' sound in choice.

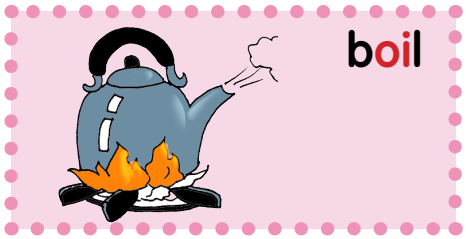
Let's read and segment.













Teacher's Notes

Get the pupils to listen, articulate the sounds and perform the actions. Draw the pupils' attention to the phonemes /əʊ/ and /ɔɪ/. Guide the pupils to read the words and complete the segmenting activity.

1.1.3(j), 2.1.2(j) 2.1.4

Let's read.

The Crow and the Gold Coins

The King of the Jungle died.
The King had no son of his own.
The King left behind some gold coins.





The animals had no King. They competed in a running competition. The winner would be the King. The crow decided to join the race. However, other animals laughed at him because of his appearance.

Ten animals joined the race including the crow. The competition started. They ran as fast as they could. The crow flew straight to the finishing line.

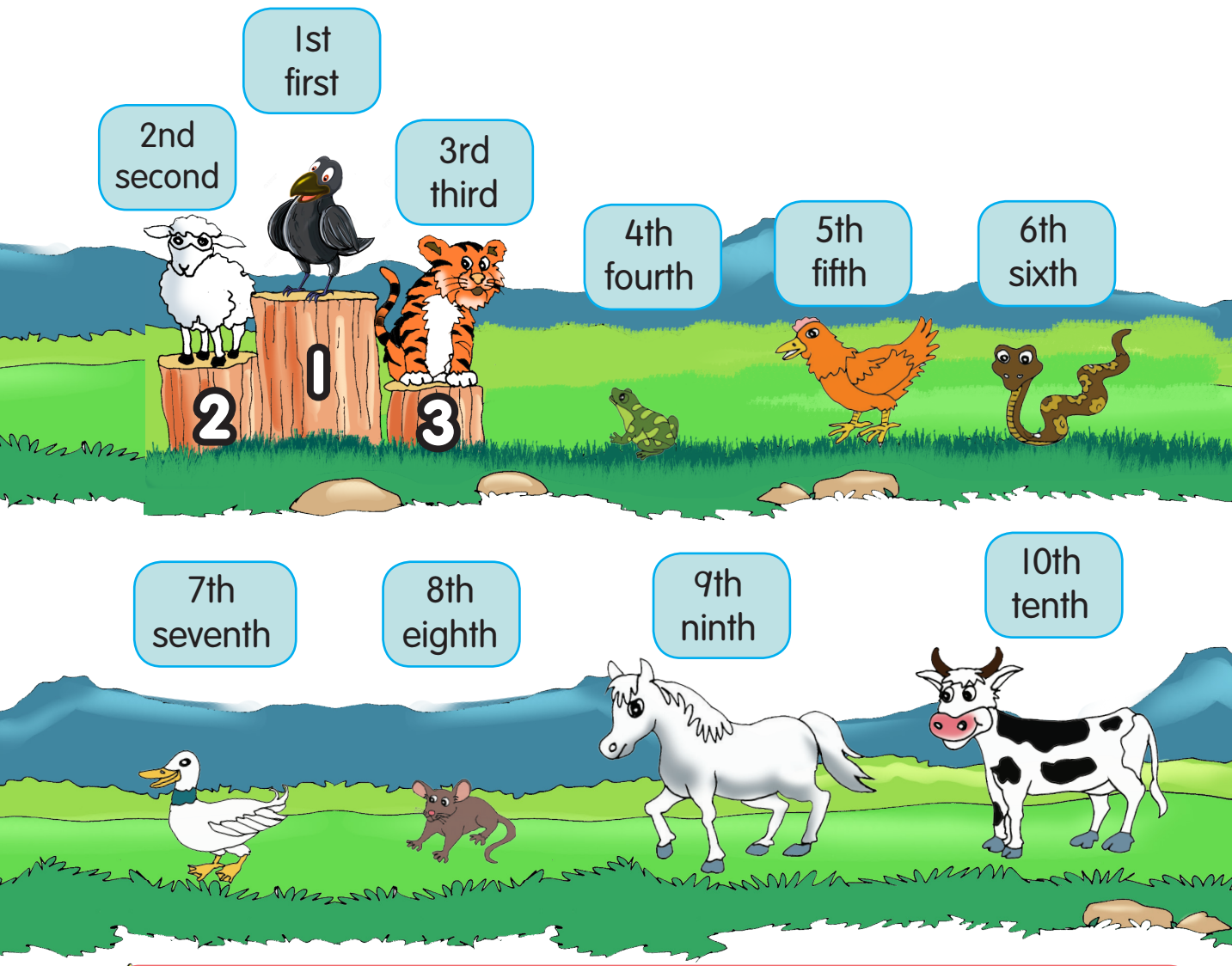


Teacher's Notes

Narrate the story to the pupils. Guide the pupils to read the story using the correct pronunciation, word stress, and intonation.

Let's read.

The crow won the race and became the new King of the Jungle. Other animals learned their lesson on not to judge and underestimate others.



1. How did the animals choose their king?
2. Who became the new King of the Jungle?
3. Who do you think should win the first prize? Why?

Teacher's Notes

Guide the pupils to read the ordinal numbers in numeral and word forms correctly.

2.2.4(ii)
2.3.1(i)

Let's write.

1st first



crow

6th _____



snake

2nd _____



sheep

7th _____



duck

3rd _____



tiger

8th _____



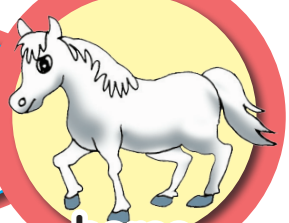
mouse

4th _____



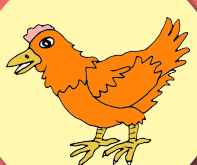
frog

9th _____



horse

5th _____



chicken

10th _____



cow

Teacher's Notes

Get the pupils to write the ordinal numbers correctly in their exercise books. Remind the pupils to write the answers according to the animal pictures on page 144.

Let's sing.

Goodbye

Bye, bye, bye for now,
We had so much fun,
Reading, writing, counting,
We had so much fun.

Bye, bye, bye for now,
Hope to see you soon,
Bye, bye, see you again,
See you in Year Two.

(To the tune of *Row, Row, Row Your Boat*)



Teacher's Notes

Guide the pupils to sing using correct pronunciation, rhythm, and intonation.

4.1.2 (iii)

Dengan ini **SAYA BERJANJI** akan menjaga buku ini dengan baik dan bertanggungjawab atas kehilangannya serta mengembalikannya kepada pihak sekolah pada tarikh yang ditetapkan.

Skim Pinjaman Buku Teks

Sekolah _____

Tahun	Darjah	Nama Penerima	Tarikh Terima

Nombor Perolehan: _____

Tarikh Penerimaan: _____

BUKU INI TIDAK BOLEH DIJUAL