

**Silkroad Teacher’s Guide: Kindergarten-1, Term 2** (Age: 5 yrs old)

**Unit A: Immediate Family and Numbers 1-10**

WEEK	OBJECTIVES	ACTIVITY	TEACHING MATERIALS
1	<ul style="list-style-type: none"> <li>➤ Identify immediate family members</li> <li>➤ Describe ways to express love for family members</li> <li>➤ Review numbers (1-5).</li> <li>➤ Teach numbers 6, 7.</li> <li>➤ Count and tell the number of members in their immediate family</li> <li>➤ Identify the roles of the family members</li> <li>➤ Review vocabulary: father, mother, brother, sister, baby.</li> <li>➤ Teach vocabulary: ‘man’ ‘woman’</li> <li>➤ Introduce grammar structures:                             <ul style="list-style-type: none"> <li>“This is _____”</li> <li>“I have _____”</li> <li>“I love him _____”</li> <li>“I love her _____”</li> </ul> </li> <li>➤ Teach sentence structure:                             <ul style="list-style-type: none"> <li>“My father is _____”</li> <li>“My mother is _____”</li> </ul> </li> <li>➤ Teach numbers 8, 9, 10.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review family vocabulary:                             <ul style="list-style-type: none"> <li>‘f’ for father</li> <li>‘m’ for mother</li> <li>‘b’ for brother</li> <li>‘s’ for sister</li> <li>‘b’ for baby</li> <li>‘m’ for me</li> </ul> </li> <li>2. Do Worksheet 1 to review a-z.</li> <li>3. Make finger puppets and show Children ‘My Family - Finger Puppets’.</li> <li>4. Game: Give out 2 sets of family member picture cards. Teacher calls out any member of the family and Children holding the picture cards stand up.</li> <li>5. Teach:                             <ul style="list-style-type: none"> <li>“My father is a man.”</li> <li>“My mother is a woman.”</li> <li>“My brother is a boy.”</li> <li>“My sister is a girl.”</li> </ul> </li> <li>6. Review:                             <ul style="list-style-type: none"> <li>“My father is a man.”</li> <li>“My mother is a woman.”</li> <li>“My brother is a boy.”</li> <li>“My sister is a girl.”</li> </ul> </li> <li>7. Review numbers 1 - 7.</li> <li>8. Teach numbers 8 – 10.</li> <li>9. Review songs and chants:                             <ol style="list-style-type: none"> <li>i. Two Little Blackbirds</li> <li>ii. 1, 2, 3, 4, 5, 6, 7</li> <li>iii. Five Little Ducks</li> <li>iv. One Little Two Little Fingers</li> <li>v. One Potato</li> <li>vi. One, Two, put on shoe</li> </ol> </li> </ol>	<p>Flash Cards: ‘a’, ‘b’, ‘m’, ‘s’, ‘f’ Letter Cards.</p> <p>Flash Card Pictures of family members.</p> <p>Appendix 4.1: Picture chart - My Family.</p> <p>Worksheet 1: Join a-z dots.</p> <p>Appendix 4.2 My Family - Finger Puppets; fine color marker pens, small blank sticker.</p> <p>Flash Card Pictures of family members – 2 sets.</p> <p>Flash Card Pictures of family members.</p> <p>Flash Cards: Numbers 1-10.</p> <p>Appendix 3.1: K1-T1-E Appendix 3.1: K1-T1-E Action Songs CD, Vol 2: K-1, Track 8. Action Songs CD, Vol 2: K-1, Track 7. Appendix 3.1: K1-T1-E Appendix 3.1: K1-T1-E</p>

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Unit A: Immediate Family and Numbers 1-10 (continued)

<p>2</p>	<p>➤ Review family vocabulary.</p> <p>➤ Teach sentence reading and word tracing.</p> <p>➤ Teach chant with actions.</p>	<p>1. Do Worksheet 2: Draw and trace words. Read sentences.</p> <p>2. Teach the sentences: (have Children use ‘My Family’ paper thimbles to identify their immediate family members, and then count the number in their family)  <i>“I have a father.”</i>  <i>“I have a mother.”</i>  <i>“I have a brother.”</i>  <i>“I have a sister.”</i>  <i>“I have a baby.”</i>  <i>“I have a family.”</i>  <i>“I have ___ (number) people in my family.”</i></p> <p>3. Talk about what a family can do together. Have Children stand up and point to what their family likes to do together. Then say.  <i>“We _____ together.”</i></p> <p>Teach the sentences:  <i>“I love my family.”</i>  <i>“I love my family.”</i>  <i>“We do many things together.”</i></p> <p>Do actions for:                  We swim together.                  We read together.                  We ride bicycles together.</p> <p>4. Chant “I’m Happy” with actions.</p> <p>5. Do Worksheet 3 to match numbers to picture sets.</p> <p>6. Chant (circle game)  <i>Looby, looby, loo</i> (walk to the right)  <i>Looby, looby light</i> (walk to the left)  <i>Looby, looby loo</i> (walk to the right)  <i>I love my father.</i> (mother, brother, sister) (touch heart)  <i>I love him/her in the morning.</i> (hand stretch above)  <i>I love him/her in the afternoon.</i> (hand tap shoulder)  <i>I love him/her in the evening</i> (hand outstretched at arm’s height)  <i>All night through.</i> (both hands make circle, top down)</p>	<p>Worksheet 2: My Family</p> <p>Appendix 4.2: My Family - Finger Puppets; fine color marker pens, small blank sticker.</p> <p>Appendix 4.3: Picture Talk - Family Activities</p> <p>Appendix 4.4: Picture Talk – I Love My Family</p> <p>Appendix 4.5: Action Chant – I’m Happy</p> <p>Worksheet 3: Match Number Set</p>
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## Silkroad Teacher's Guide: Kindergarten-1, Term 2 (Age: 5 yrs old)

## Unit A: Immediate Family and Numbers 1-10 (continued)

2	<p>➤ Teach Song.</p>          <p>➤ Teach verb phrases e.g.:        “ ___ goes to work.”        “ ___ cooks our meals.”        “ ___ goes to school.”        “ ___ take care of me.”</p>	<p>7. Teach Song : I Love My Family (Tune: Are You Sleeping)</p> <p><i>I love my family (2X)</i>  <i>Yes I do, Yes I do</i>  <i>We do things together (2x)</i>  <i>We have fun, we have fun.</i></p> <p>8. Do Worksheet 4: I love my family.</p> <p>9. Teach the roles of family members:  <i>My father goes to work.</i>  <i>My mother cooks our meals.</i>  <i>My brother/sister goes to school.</i>  <i>I go to school.</i>  <i>My father and my mother take care of me.</i></p>	<p>Action Songs CD, Vol 2: K-1, Track 9.</p>          <p>Worksheet 4: I Love My Family</p>          <p>Flash Card pictures of family members.</p>
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Silkroad Teacher’s Guide: Kindergarten-1, Term 2 (Age: 5 yrs old)

Unit B: My School and School Supplies

<p>3</p>	<ul style="list-style-type: none"> <li>➤ Review common things in the classroom</li> <li>➤ Review phrases for greeting</li> <li>➤ Teach the Children to follow simple directions</li> <li>➤ Encourage the Children to respond to simple questions e.g. “What is this?” “What do you like?”</li> <li>➤ Review Vocabulary: school, classroom, teacher, book, pencil, crayon, scissors, eraser, ruler, student, glue, school-bag, table, chair, window, door, to point to, sing, touch, play, draw, read, boy, girl</li> <li>➤ Teach Grammar Functions: “I can see ____” “At school I ____” (play/draw/sing/dance) “I like to ____” “I am ____” “You are ____”</li> </ul>	<ol style="list-style-type: none"> <li>1. Review the sentences. Point to objects. Also use picture chart. “This is my school.” “This is my classroom.” “This is my teacher.” “This is the door.” “This is the window.” “This is the table” (continue this sentence pattern for the rest of the objects in the classroom)  Teacher asks: “What is this?” Have the Child answer: “This is a ____” ( object in the classroom)  Teacher: “What are you?” Children: “I am a student.”  Teacher: “What am I?” Children: “You are my teacher.”</li> <li>2. Game: (Teacher labels the objects in the classroom before starting lesson) “Point to the window.” “Point to the door.” “Point to the table.” “Point to the chair.” “Point to the toys.” “Point to the teacher.” (Repeat with ‘Walk to’, ‘Touch’)</li> <li>3. Review Song: Sit Down, Jump Up. (Tune : Are You Sleeping) <i>Sit down, sit down.</i> <i>Sit down, sit down,</i> <i>Jump right up,</i> <i>Jump right up</i> <i>Run run run run run run</i> <i>Walk walk walk walk walk walk</i> <i>Sit back down. Sit back down.</i></li> </ol>	<p>Show picture charts or use real objects.</p> <p>Appendix 5.1: Picture Talk – A School</p> <p>Flash Cards: Picture cards, word cards of school / classroom.</p> <p>Labels for objects in the classroom and blue-tack.</p> <p>Appendix 5.2: Things in a Classroom.</p> <p>Labels for things in the classroom</p> <p>Action Songs CD, Vol 1: Nursery, Track 6.</p>
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Unit B: My School and School Supplies (*continued*)

4	<ul style="list-style-type: none"> <li>➤ Review Song</li> <li>➤ Review sentences</li> <li>➤ Teach "I like ....." sentences through a game and a chant.</li> <li>➤ Review Vocabulary.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review song: This Is The Way We Walk Around. (Tune: Here We Go Round The Mulberry Bush) <i>This is the way we walk around</i> <i>Walk around, walk around</i> <i>This is the way we walk around</i> <i>Walk and walk and stop.</i> (repeat with jump around/ slide along)</li> <li>2. Review the sentences: "I go to school." (walk on the spot) "I am a boy." (boy point to self) "I am a girl." (girl point to self) "I can sing." (sing 'sit down') "I can play." (pretend play with blocks) "I can dance." (dance on the spot) "I can point." (point to a window) "I can paint/draw." (paint with a brush)</li> <li>3. Do Worksheet 1: Count &amp; Color.</li> <li>4. Game               <ol style="list-style-type: none"> <li>a) Teacher asks: "What do you like to do?" (the Teacher places all the flashcards on the floor and Child selects a picture flashcard.)  Child says: "I like to ____" (dance or sing or read or draw)</li> <li>b) Chant : <i>At school, at school</i> <i>I draw, I play, I sing,</i> <i>I dance, I eat, I read.</i> <i>This is what I do at school</i></li> </ol> </li> <li>5. Play a game to review vocabulary  Teacher places flashcards of things in the classroom on the table. Teacher then says: "Find me the picture of ____."</li> <li>6. Do Worksheet 2: Matching picture cards, reading words and saying sentences.</li> </ol>	<p>Action Songs CD, Vol 1: Nursery, Track 3.</p> <p>Flash Cards (sing, dance, draw, play, read)</p> <p>Worksheet 1: This is my classroom.</p> <p>Flash Cards (sing, dance, draw, play, read)</p> <p>Flash Cards of things in the classroom ( 2 or 3 sets)</p> <p>Worksheet 2: Match picture cards – My School and School Supplies</p>
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Silkroad Teacher’s Guide: Kindergarten-1, Term 2 (Age: 5 yrs old)

Unit C: Playground

<p>5</p>	<ul style="list-style-type: none"> <li>➤ Teach Vocabulary : ‘playground’ ‘slide’ ‘swing’ ‘see-saw’ ‘climber’ ‘climb’ ‘go up and down’ ‘swinging’ ‘climbing’ ‘sliding’</li> <li>➤ Teach Sentences: “I can see _____”</li> <li>➤ Review “I like to ____” Sentences, using actions</li> <li>➤ Teach chant with actions</li> <li>➤ Play games with Children</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about things in the playground. Show pictures to teach vocabulary.  Then say: <i>“At the playground, ... ...I can see the swings.” ...I can see a slide.” ...I can see a see-saw.” ...I can see a climber.”</i></li> <li>2. (Teacher sticks labels to Picture Chart as she talks)  Teacher asks: <i>“What do you like to do?”</i>  Have Child say with action: <i>“I like to swing on the swings.”</i> (swing back and forth) <i>“I like to slide down the slide.”</i> (two feet slide forward) <i>“I like to go up and down on the see-saw.”</i> <i>“I like to climb on the climber.”</i></li> <li>3. Take Children to a park. Have them identify the equipment and say, <i>“I can swing on the swings”</i> etc.</li> <li>4. Chant: <i>Swinging, swinging, swinging on the swing Sliding, sliding, sliding on the slide Climbing, climbing, climbing on the climber Up and down, up and down on the see-saw.</i></li> <li>5. Game: a. (i) Swat the Cards. b. (ii) <i>Walk walk walk Walking walking walking walking Walk to the _____ (slide/swing/climber/see-saw) (Child walks to the flashcard on the floor and picks it up.)</i></li> </ol>	<p>Appendix 6.1: Picture Chart - Playground.</p> <p>Labels – slide, climber, swings, see-saw.</p> <p>Flash Card of things in playground ( 2 sets). A swat.</p>
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## Unit C: Playground (continued)

5	➤ Teach Songs	<p>6. Teach Song: See Saw</p> <p><i>See-saw</i> <i>Teeter-totter tilt</i> <i>Some kids smile</i> <i>And some kids frown</i></p> <p><i>See-saw</i> <i>Teeter-totter tilt</i> <i>One goes up</i> <i>The other goes down</i></p> <p>7. Teach Song: Monkey Bars</p> <p><i>Monkey bars, Monkey bars</i> <i>Swinging on</i> <i>Hanging on</i> <i>Climbing on</i> <i>Stretching on</i> <i>Monkey bars, Monkey bars</i> <i>I love Monkey bars</i></p>	<p>Action Songs CD, Vol 2: K-1, Track 10.</p> <p>Action Songs CD, Vol 2: K-1, Track 11.</p>
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Unit D: Parts of the Body and Clothing

<p>6</p>	<ul style="list-style-type: none"> <li>➤ Name the main parts of the body</li> <li>➤ State the functions of these parts</li> <li>➤ Match basic clothing to parts of the body</li> <li>➤ Review Vocabulary: head, face, nose, ears, eyes, mouth, hands, fingers, feet, body, see, hear, tap, nod, speak, smell, blink, open, shut, turn</li> <li>➤ Teach Vocabulary: ‘leg’ ‘toes’ ‘hair’</li> <li>➤ Teach sentence structure “I hear with my ears.”</li> <li>➤ Review grammar functions: “I hear with ____” “I see with ____” “I smell with ____”</li>   <li>➤ Teach Chant.</li> </ul>	<ol style="list-style-type: none"> <li>1. Teach with actions: My head My face My nose My ears My eyes My mouth My hands My fingers My feet My body, My toes, My leg, My hair</li>   <li>2. Review body parts with actions: “Touch my ____” “Point to my ____”</li>   <li>3. Teacher asks (with action) : “What do you do with your ears?” Have the Child answer: “I hear with my ears”  “What do you do with your eyes?” “I see with my eyes”  “What do you do with your nose?” “I smell with my nose.”  “What do you do with your mouth?” “I eat with my mouth.”  “What do you do with your feet?” “I run with my feet.”  “What do you do with your head?” “I nod with my head.”  “What do you do with your hands?” “I clap with my hands.”</li>   <li>4. Teach Chant (do action with hands) Open shut them, open shut them Give a little clap Clap clap clap clap Open shut them, open shut them Lay them on my lap Slap, slap, slap, slap</li> </ol>	<p>Appendix 7.1: Picture Chart – Parts of the Body, with labels of main body parts.</p> <p>Appendix 7.2: Picture Chart – Parts of the Face.</p> <p>Flash Cards for each part of the Body.</p>
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**Unit D: Parts of the Body and Clothing** (continued)

<p><b>6</b></p>	<p>➤ Review songs</p>	<p>5. Review song with actions:  <i>Walk walk walk</i>  <i>Walk walk walk</i>  <i>Walking walking walking walking</i>  <i>Walk and stop</i>  <i>(repeat with 'run/ clap')</i></p> <p>6. Review song with action:  <i>This is the way I wash my face</i>  <i>wash my face,</i>  <i>Wash my face.</i>  <i>This is the way I wash my face.</i>  <i>Early in the morning.</i>  <i>(brush my teeth/ comb my hair/ take a bath)</i></p>	<p>Action Songs CD, Vol 2: K-1, Track 5.</p> <p>Action Songs CD, Vol 1: Nursery, Track 10.</p>
<p><b>7</b></p>	<p>➤ Teach function verbs:          'nod'          'wash'          'smell'          'eat'          'hear'          'speak'          'blink'          'clap'          'tap'          'turn'          'comb'          'wiggle'</p>	<p>1. Teach Chant (with actions to show or point to body parts):</p> <p><i>See my head (2x)</i>  <i>I can nod, I can nod.</i></p> <p><i>See my face (2X)</i>  <i>I can wash , I can wash.</i></p> <p><i>See my nose (2X)</i>  <i>I can smell, I can smell</i></p> <p><i>See my ears (2X)</i>  <i>I can hear, I can hear</i></p> <p><i>See my mouth (2X)</i>  <i>I can speak, I can speak</i></p> <p><i>See my eyes (2X)</i>  <i>I can blink, I can blink</i></p> <p><i>See my hands (2X)</i>  <i>I can clap , I can clap.</i></p> <p><i>See my feet (2X)</i>  <i>I can run , I can run.</i></p> <p><i>See my fingers (2x)</i>  <i>I can tap my fingers.</i></p> <p><i>See my body (2X)</i>  <i>I can turn, I can turn.</i></p> <p><i>See my hair (2x)</i>  <i>I can comb , I can comb.</i></p> <p><i>See my toes (2x)</i>  <i>I can wriggle , I can wriggle</i></p>	<p>Show or point: Child's body parts</p>

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Unit D: Parts of the Body and Clothing (continued)

<p>7</p>	<p>a. Teach Vocabulary: 't-shirt' 'shoes' 'dress' 'shorts' 'pants' 'shirt' 'cap' 'skirt' 'socks' 'slippers'</p> <p>b. Teach Sentence structure: 'Yes, I wear.' 'No, I don't wear.'</p> <p>c. Teach Chants</p> <p>d. Teach sentence structure: 'I put on ____.' 'I take off ____.'</p>	<p>2. Teach poem: Show or point <i>Ten little fingers, Ten little toes, Two little eyes and One little nose. Two little ears, One little face and One little mouth to say 'Hello'.</i></p> <p>3. Review Song: One Little Two Little Fingers</p> <p>4. a) Teach vocabulary using clothing or flashcards.  b) Teacher picks a Child to come to the front as she asks: <i>"Do you wear a t-shirt?"</i> Have Child answer: <i>"Yes, I wear a t-shirt." "No, I don't wear a t-shirt."</i> (Repeat with dress, skirt, shorts, pants, slippers)</p> <p>5. Teach Chant: Shoes and Shirts.</p> <p>6. Follow the instructions (do action): <i>I put on my t-shirt. I put on my dress. I put on my shorts. I put on my pants. I put on my slippers. I put on my skirt.</i> (Repeat above with 'take off')</p> <p>7. Chant: Reach High.</p> <p>8. Do Worksheet 1: Match clothing to body parts.</p>	<p>Child's body parts</p> <p>Action Songs CD, Vol 2: K-1, Track 7.</p> <p>Flash Cards of clothing</p> <p>Appendix 7.3: Clothing Chant – Shoes and Shirts.</p> <p>Appendix 7.4: Clothing Chant – Reach High!</p> <p>Worksheet 1: Parts of the Body</p>
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Unit E: Colors and Shapes

<p>8</p>	<ul style="list-style-type: none"> <li>➤ Review the colors: red, blue, green, yellow , brown, orange, black, white</li>   <li>➤ Review Shapes: circle, square, triangle</li> <li>➤ Teach Shapes: ‘rectangle’ ‘oval’</li> <li>➤ Review Vocabulary: ‘circle’ ‘square’ ‘triangle’ ‘rectangle’ ‘oval’</li> <li>➤ Teach Vocabulary: ‘round’ ‘up’ ‘down’ ‘across’ ‘sides’ ‘short’ ‘long’</li> <li>➤ Teach grammar functions through activities : “It has 4 sides.”</li> </ul>	<ol style="list-style-type: none"> <li>1. Review colors using color flashcards and objects.  Games: i) Have Children fetch objects of different colors in the classroom. ii) Game: Swat the color card</li>   <li>2. Using flashcards to help the Children recognize the shapes.  Activity: Have the Children trace the shapes in the air as Teacher says:  For circle: “Round and round and join up”  For Triangle: “Down to a corner, across to a corner, up to a corner”  For square: “Down, across, up, across”  For rectangle: “Down, a—cross, up, a—cross”</li>   <li>3. Teach chant:  <i>A circle, a circle A circle is round A circle goes round and round  A triangle, a triangle It has three sides A triangle has 3 sides  A square, a square It has four sides A square has four sides  A rectangle (2x). It has four sides. Two long, two short A rectangle has four sides  An oval (2x) An oval is round An oval is round and long.</i></li> </ol>	<p>Color Flash Cards.</p> <p>A swat.</p> <p>Shape Flash Cards Make Shapes on sandpaper (using sandpaper, or, glue and sand on plain cards) Appendix 8.1: Tracing shapes in the air.</p>
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Unit E: Colors and Shapes (continued)

<p>8</p>	<ul style="list-style-type: none"> <li>➤ Review shapes through games</li>   <li>➤ Teach corners of shapes.</li> <li>➤ Vocabulary: ‘corners’</li>   <li>➤ Teach: “A <u>car</u> has <u>four</u> wheels” by counting wheels.</li> <li>➤ Teach concept of ‘inside’ and ‘outside’</li> <li>➤ Teach grammar functions through activities :                      “Stand inside ____”                      “Stand outside ____”                      “Put your hand inside the circle”                      etc</li> </ul>	<ol style="list-style-type: none"> <li>4. Play games:                             <ol style="list-style-type: none"> <li>i) Swat the shape</li> <li>(ii) Walk round the shape</li> <li>(iii) Walk (jump, hop) to the shape</li> </ol> </li> <li>5. Review Song: The Wheels On The Bus</li> <li>6. Teach Song: My Hat  <i>My hat, (put hat on head)</i>  <i>It has 3 corners (3 fingers &amp; elbow)</i>  <i>Three corners has my hat</i>                      (3 fingers, elbow, and hat on head)  <i>If it had not three corners</i>                      (3 fingers and elbow)  <i>It couldn't be my hat.</i>                      (shake head, hat on head)</li> <li>7. Counting the number of wheels – with pictures of vehicles. Say: “A bus has four wheels.”</li> <li>8. Game: Inside and outside                             <ol style="list-style-type: none"> <li>i) Take masking tape, make a circle on the floor (or a square, a triangle, or other shapes).</li> <li>ii) The Teacher with the Children stand on the circle.</li> <li>iii) The Teacher steps inside the circle saying “Stand inside the circle” and have the Children follow.</li> <li>iv) Now the Teacher stands outside the circle saying “Stand outside the circle” and have the Children follow.</li> <li>v) Repeat with: ‘jump inside, jump outside’, ‘put your foot inside, put your foot outside’, ‘put your hand inside, put your hand outside’.</li> <li>vi) Continue putting different parts of the body in and out of the circle.</li> </ol> </li> <li>9. Play game : Matching colors and shapes. The Teacher shouts out either a shape or color and have Children scramble for the matching pair/s.</li> <li>10. Do Worksheet 1: Color the shapes.</li> </ol>	<p>A swat. Use colored vanguard sheets to make 2 or 3 sets of the shapes in different sizes.</p> <p>Action Songs CD, Vol 1: Nursery, Track 11.</p> <p>Action Songs CD, Vol 2: K-1, Track 12.</p> <p>Flash Card of bus, bicycle, motorcycle, tricycle, truck, train.</p> <p>Masking tape.</p> <p>Make 3 sets of different colored shapes from (plain) color construction paper or cardboard.</p> <p>Worksheet 1: Colors and Shapes.</p>
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Silkroad Teacher’s Guide: Kindergarten-1, Term 2 (Age: 5 yrs old)

Unit F: Fruits

<p><b>9 &amp; 10</b></p>	<ul style="list-style-type: none"> <li>➤ Review the names of common fruits: ‘apple’ ‘banana’ ‘orange’ ‘watermelon’ ‘papaya’ ‘mango’</li> <li>➤ Vocabulary: ‘pineapple’ ‘star fruit’ ‘inside’ ‘outside’ ‘cut’ ‘seed’</li> <li>➤ Grammar functions: “I like to eat ____” “I cut ____” “Inside the apple is ____” “Outside the apple is ____” “The apple has black seeds.”</li> <li>➤ Teach taste words: ‘sweet’ ‘not sweet’ ‘juicy’</li> </ul>	<ol style="list-style-type: none"> <li>1. Review the names of the fruits: apple, banana, orange, watermelon, papaya, mango.  Teach the names of fruits: pineapple, star fruit.  Have Child select a fruit they like and say: “I like ____” ( name of fruit)</li> <li>2. Activity:  i) As the Teacher cuts the fruit she teaches the action word ‘cut’. “I cut the ____” (name of fruit)  ii) Using the cut fruit, the Teacher points out ‘the inside and outside’ of the fruit.  Teach phrases: <i>Inside of the apple is white.</i> <i>Outside of the apple is red.</i> <i>The apple has black seeds.</i>  <i>Outside of the banana is yellow.</i> <i>Inside of the banana is white.</i>  <i>Outside of the orange is orange.</i> <i>Inside of the orange is orange.</i> <i>The orange has white seeds.</i>  <i>Outside of the watermelon is green.</i> <i>Inside of the watermelon is red (or yellow).</i> <i>The watermelon has black seeds.</i>  <i>Outside of the mango is yellow.</i> <i>Inside of the mango is yellow.</i> <i>The mango has a big seed.</i></li> <li>3. Do Worksheet 1: Coloring fruits.</li> <li>4. Teach ‘sweet’ ‘not sweet’ and ‘juicy’ by having the Children taste the different fruits.  Teach the sentences: “The apple is sweet.” “The orange is not sweet.” “The banana is sweet.” “The watermelon is juicy.” “The orange is juicy.” “The mango is juicy.” “The pineapple is juicy.” “The star fruit is juicy.”</li> </ol>	<p>Flash Cards of apple, banana, orange, watermelon, papaya, mango, pineapple, star fruit</p> <p>Real fruit, knife, cutting board.</p> <p>Worksheet 1: Color the fruit.</p>
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## Unit F: Fruits (continued)

<p><b>9 &amp; 10</b></p>	<p>➤ Play game</p> <p>➤ Review Song</p>	<p>5. Play games:</p> <p>i) Swat the fruit</p> <p>ii) Walk to the fruit.</p> <p>6. Review Song: I Like Fruits (Tune: Are You Sleeping)</p> <p><i>I like fru-its (2x)</i> <i>Juicy and sweet (2x)</i> <i>Fruits are good for yo-u,</i> <i>Fruits are good for m-e.</i> <i>Good to eat (2x)</i></p> <p>Substitute 'fruits' with apples/ bananas/ star fruit/ oranges/ watermelons/ pineapples</p> <p>Encourage each Child to sing about his or her favorite fruit.</p> <p>7. Do Worksheet 2: Count and trace the numbers</p>	<p>Flash Cards – 2 or 3 sets. A swat.</p> <p>Action Songs CD, Vol 1: Nursery, Track 12.</p> <p>Worksheet 2. Count and trace.</p>
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