



RUKUN NEGARA

Bahawasanya Negara Kita Malaysia
mendukung cita-cita hendak:

Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
akan dapat dinikmati bersama secara adil dan saksama;

Menjamin satu cara yang liberal terhadap
tradisi-tradisi kebudayaannya yang kaya dan pelbagai corak;

Membina satu masyarakat progresif yang akan menggunakan
sains dan teknologi moden.

MAKA KAMI, rakyat Malaysia,
berikrar akan menumpukan
seluruh tenaga dan usaha kami untuk mencapai cita-cita tersebut
berdasarkan prinsip-prinsip yang berikut:

**KEPERCAYAAN KEPADA TUHAN
KESETIAAN KEPADA RAJA DAN NEGARA
KELUHURAN PERLEMBAGAAN
KEDAULATAN UNDANG-UNDANG
KESOPANAN DAN KESUSILAAN**

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

SPECIAL EDUCATION STANDARD-BASED CURRICULUM FOR
PRIMARY SCHOOLS

ENGLISH

Hearing Impaired

TEXTBOOK

YEAR 1

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INTRODUCTION

The *English (Hearing Impaired) Year 1* is written to fulfil the English Language needs of Year 1 for Sekolah Kebangsaan Pendidikan Khas and Program Pendidikan Khas Integrasi (PPKI) in accordance to the Document Standard for the Special Needs of the Primary School Curriculum (KSSRPK) for Year 1. The textbook package consists of the Textbook (TB) and the Activity Book Part 1 and Part 2.

The language contents are divided into 32 units and presented under three broad themes namely; World of Self, Family and Friends, World of Stories, and the World of Knowledge. The language skills are presented in this order:

● Listening and Speaking (Seeing and Signing)

- Let's look.
- Let's sign.
- Let's see and sign.
- Let's look and sign.
- Let's look, sign and discuss.
- Imitate and sign.
- Let's read and sign.



● Reading

- Let's read.
- Let's read and sign.
- Let's read and count.
- Let's read, sign and answer.
- Let's look, sign and discuss.
- Let's read, sign and do.
- Let's look and sign.



● Writing

- Let's do.
- Let's write.
- Let's read and write.
- Let's read, sign and write.



● Language Arts

- Let's do.
- Let's recite.
- Let's chant.
- Let's sing.
- Let's create.
- Let's create and write.
- Let's create and recite.
- Let's sing and sign.
- Let's recite and create.
- Let's create and sign.
- Let's sing and do.
- Let's sing and create.



● Main Characters

These are the characters found in this book.



Encik Edo



Aisyah



Kai Yee



Nazim



Tuyut



Vasanti

Teacher's Notes: indicates how the activities should be carried out or suggestions for further activities.

TB and AB pages: corresponding pages for both books.

The Textbook is specifically written in order to allow hearing impaired pupils to fingerspell and sign simultaneously the patterns of spoken English, thus providing a reasonable manual parallel to English language. Its manual component is based on:

- i. *Signing Exact English* by Gerilee Gustason and Esther Zawolkow, published by Modern Signs Press, Inc.
- ii. *American Sign Language Dictionary* by Martin L.A. Sternberg, Ed. D, published by Harper Collins Publishers.
- iii. *The Comprehensive Signed English Dictionary*, edited by Harry Bornstein, Karen L. Saulnier and Lilian B. Hamilton, published by Gallaudet University Press.
- iv. *Komunikasi Seluruh Bahasa Malaysia Kod Tangan Jilid 1 1985* by Kementerian Pendidikan Malaysia.
- v. *Komunikasi Seluruh Kod Tangan Bahasa Melayu 1997* by Jabatan Pendidikan Khas, Kementerian Pendidikan Malaysia.
- vi. *Bahasa Isyarat Malaysia Jilid 1 dan Jilid 2* by Persekutuan Orang Pekak Malaysia.
- vii. *Bahasa Isyarat Malaysia – Isyarat-isyarat ICT* by Persekutuan Orang Pekak Malaysia.
- viii. *Bahasa Isyarat Malaysia – Tempat Dalam dan Luar Negara* by Persekutuan Orang Pekak Malaysia.

Teachers are encouraged to use or adapt the material to the different needs and levels of their pupils. Teachers are also encouraged to refer to the sign language dictionary (SEE, ASL, CSED, KTBM, BMKT and BIM) in order to obtain the accurate ways of signing the sign codes. It is hoped that the materials presented in the book will help pupils to realise the relevance and importance of learning the English Language in their daily life and for them to face real world challenges.

Important Reminder

- When signing for a specific phrasal verb, use only one sign that is based on the verb.
- All signages are placed on the text beginning with unit 1 until unit 21.
- Name sign for other characters will be introduced on the first appearance only.
- Words that need to be fingerspelled will be indicated by this icon.



CHARACTERS

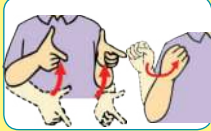


UNIT

1



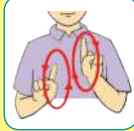
Getting Started



Let's



look,



sign



and



discuss.

kok... kok...
kok...

chip... chip...
chip...

ZZ... ZZ... ZZ...

rr... rr... rr...



- Get the pupils to identify the sounds of the animals and objects.
- The pupils then imitate the sounds.

I.1.1(i)
I.1.3(d)(g)(h)(i)

AB(I) page 1

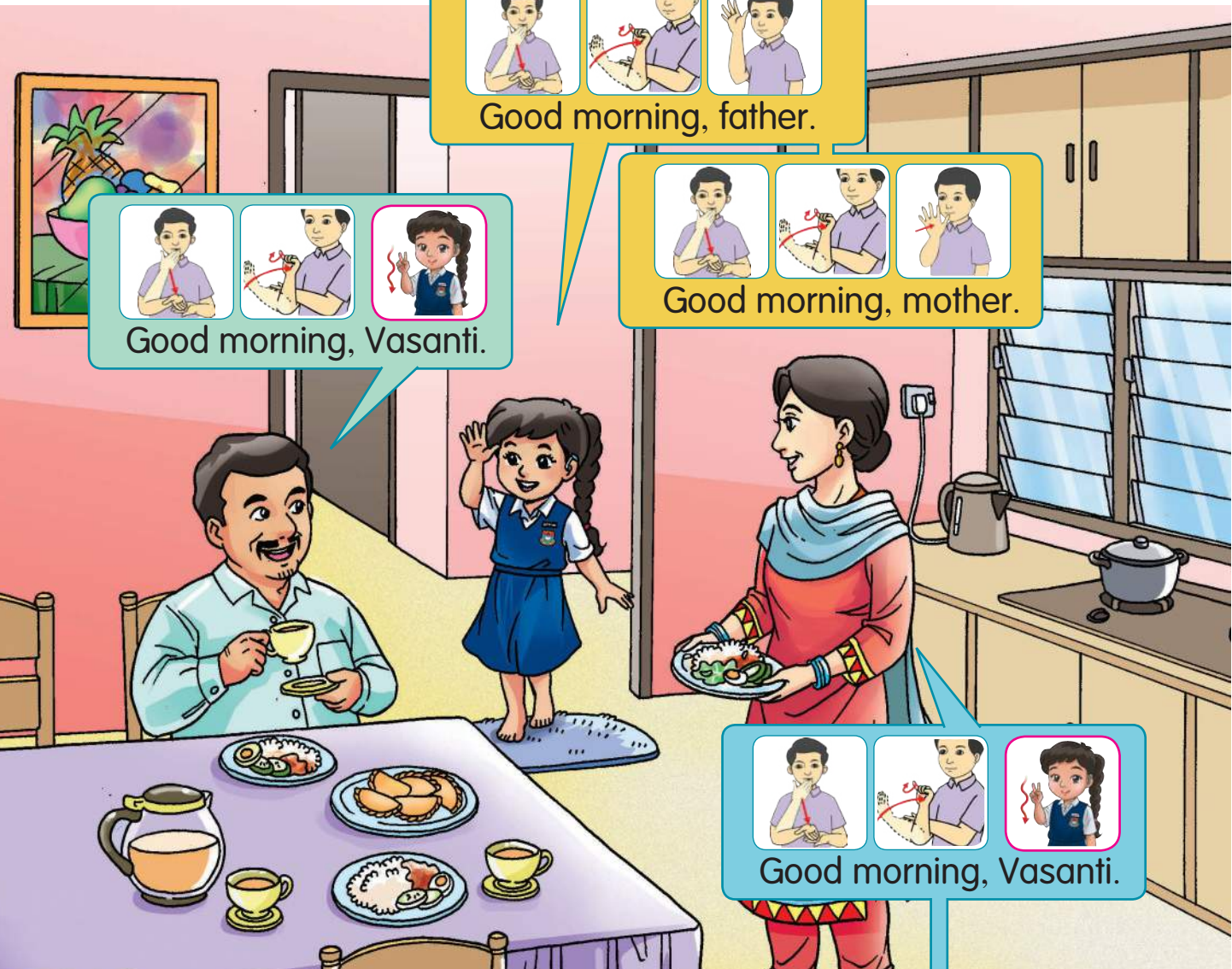


Let's see and sign.

Good morning, father.

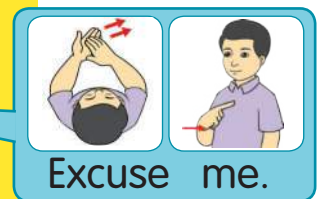
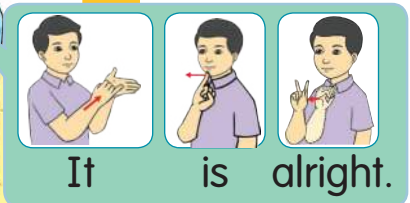
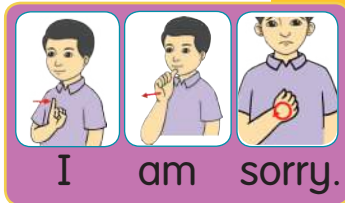
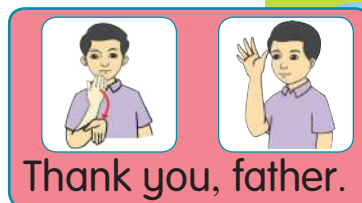
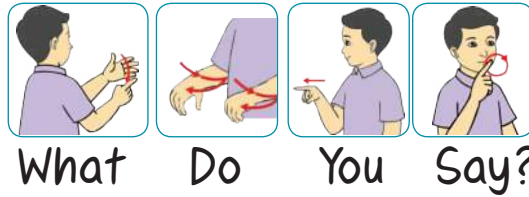
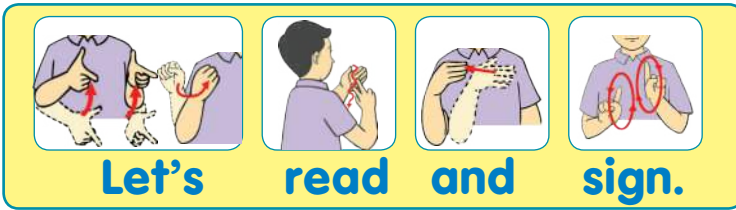
Good morning, Vasanti.

Good morning, mother.



Good morning, Vasanti.

Please sit down, Vasanti. Let's have breakfast.



- Explain the word 'alright'.

Fine. Thank you,
Vasanti.



How are you,
Mr Muthu?

Hello, Kai Yee.



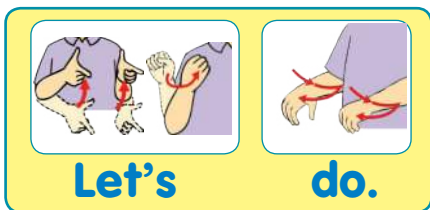
Hello, Tuyut.

Goodbye,
mother.

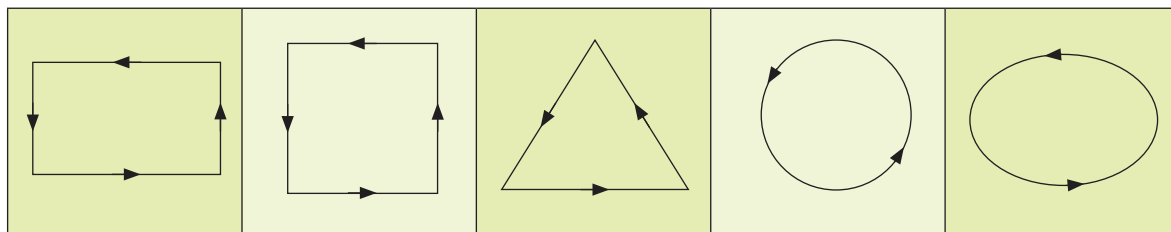


Goodbye,
Aisyah.

- Get the pupils to sign the conversation.
- Get the pupils to role-play the scenes.



Point to these directions:



- Assist the pupils to trace the shapes on their friends' palms.
- The friends visualise the movements.

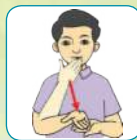
3.1.1(i)
1.2.3



Let's sing and sign.



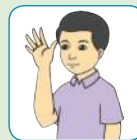
Greeting You



Good



morning father,



Good



morning mother,



Good



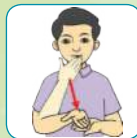
morning,



Good



morning,



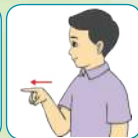
Good



morning




to



you.

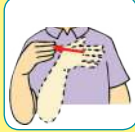
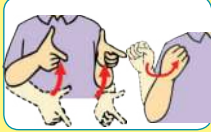


 (To the tune of *Happy Birthday*)

- Explain the word *greeting*.
- Replace 'Good morning' with 'Good afternoon', 'Good evening' and 'Good night'.

UNIT 2

Ready for School



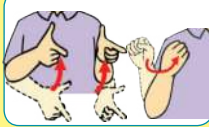
Let's look, sign and discuss.



- Get the pupils to talk (sign) about the pictures.
- Introduce the words such as *wake up* and *brush teeth*.
- Ask the pupils Wh-Questions. Example: *What time do you wake up?*

I.3.2

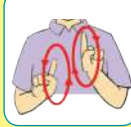
AB(I) page 5



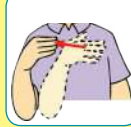
Let's



look,



sign



and



discuss.



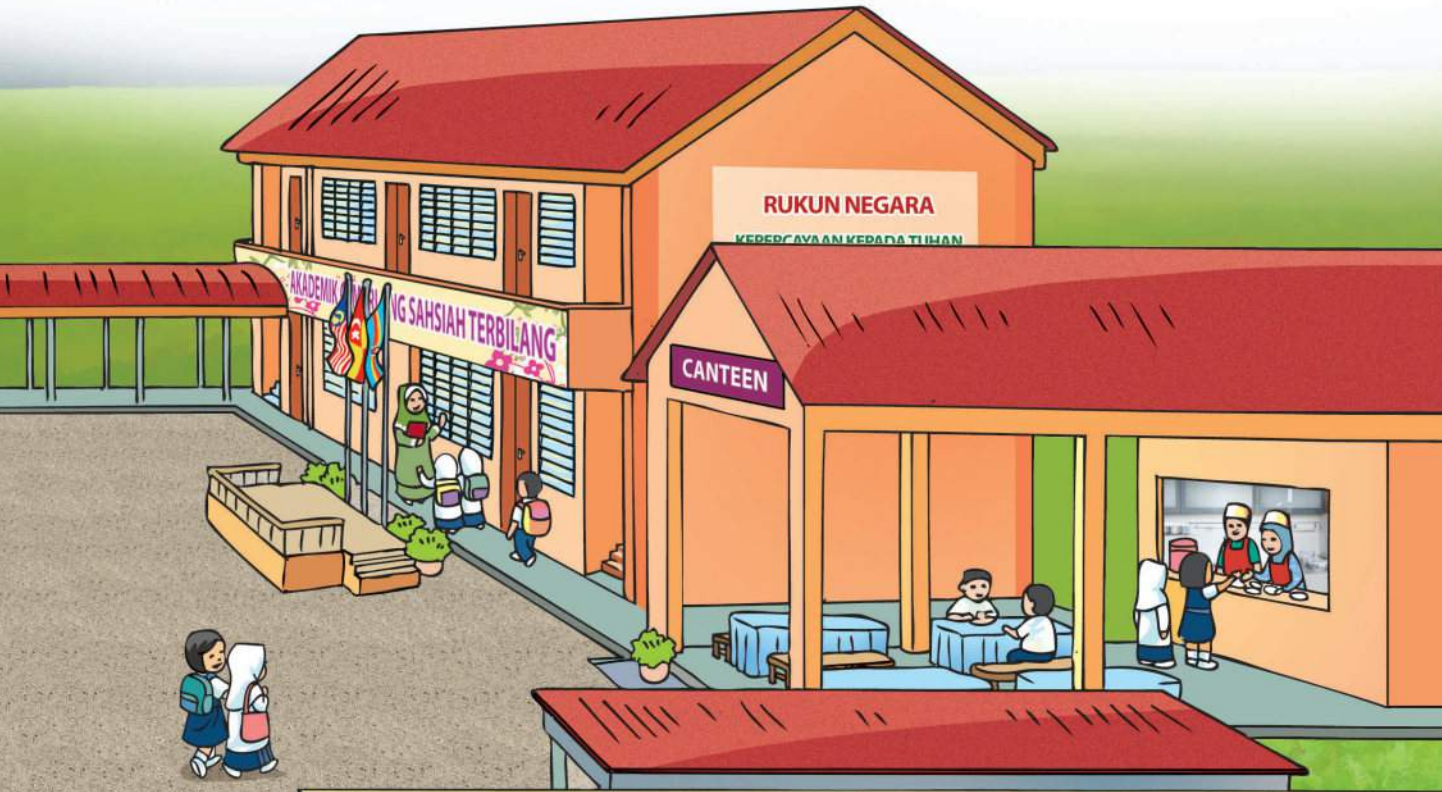
kring... kring...

preet!

Thank you.

Good morning, Nazim.

Good morning, Encik Edo.



beep...
beep...



vroom...
vroom...

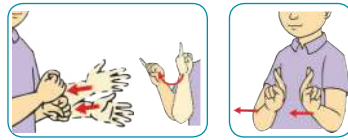
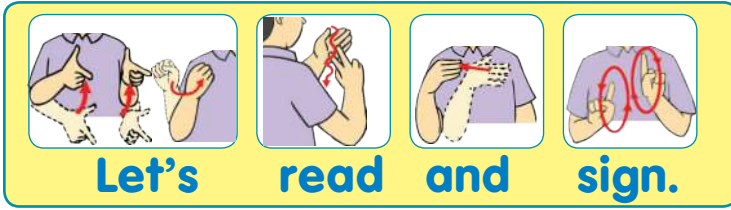
meow...
meow...



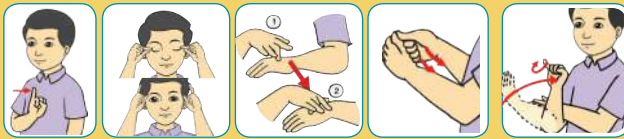
• Ask the pupils Wh-Questions. Example: *How do you go to school?*

1.1.1(i)
1.1.3(a)(b)(c)(f)(h)(j)
1.2.2

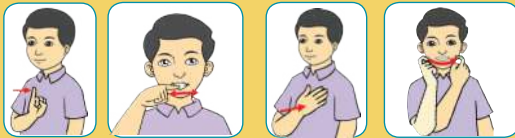
AB(I) page 7



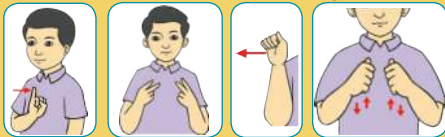
Getting Ready



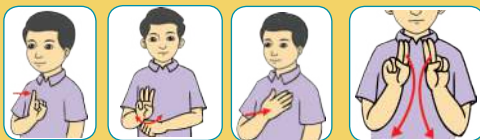
I wake up early every morning.



I brush my teeth.



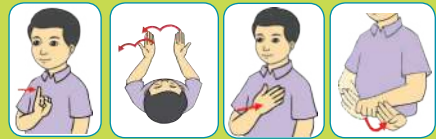
I have a bath.



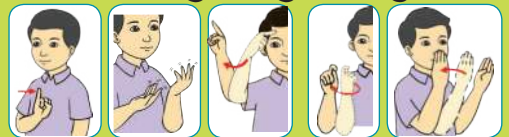
I wear my uniform.



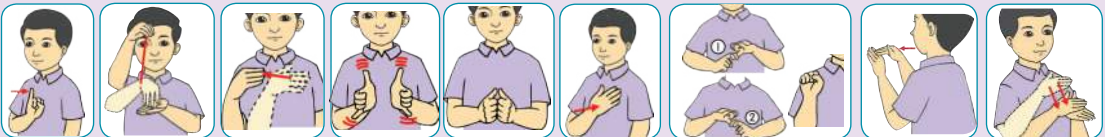
I eat breakfast.



I carry my bag.

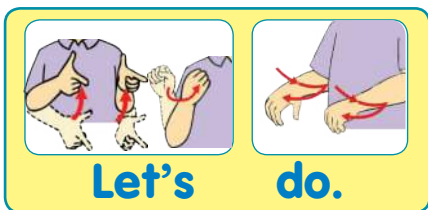


I wait for the bus.



I learn and play with my friends at school.

- Explain the phrasal verb 'wake up'.
- Ask the pupils questions like *What do you wear to school?*



Help



Aisyah



to



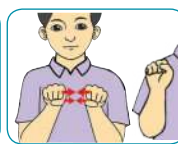
find



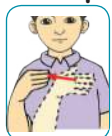
her



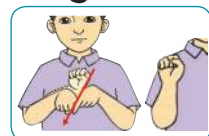
bag,



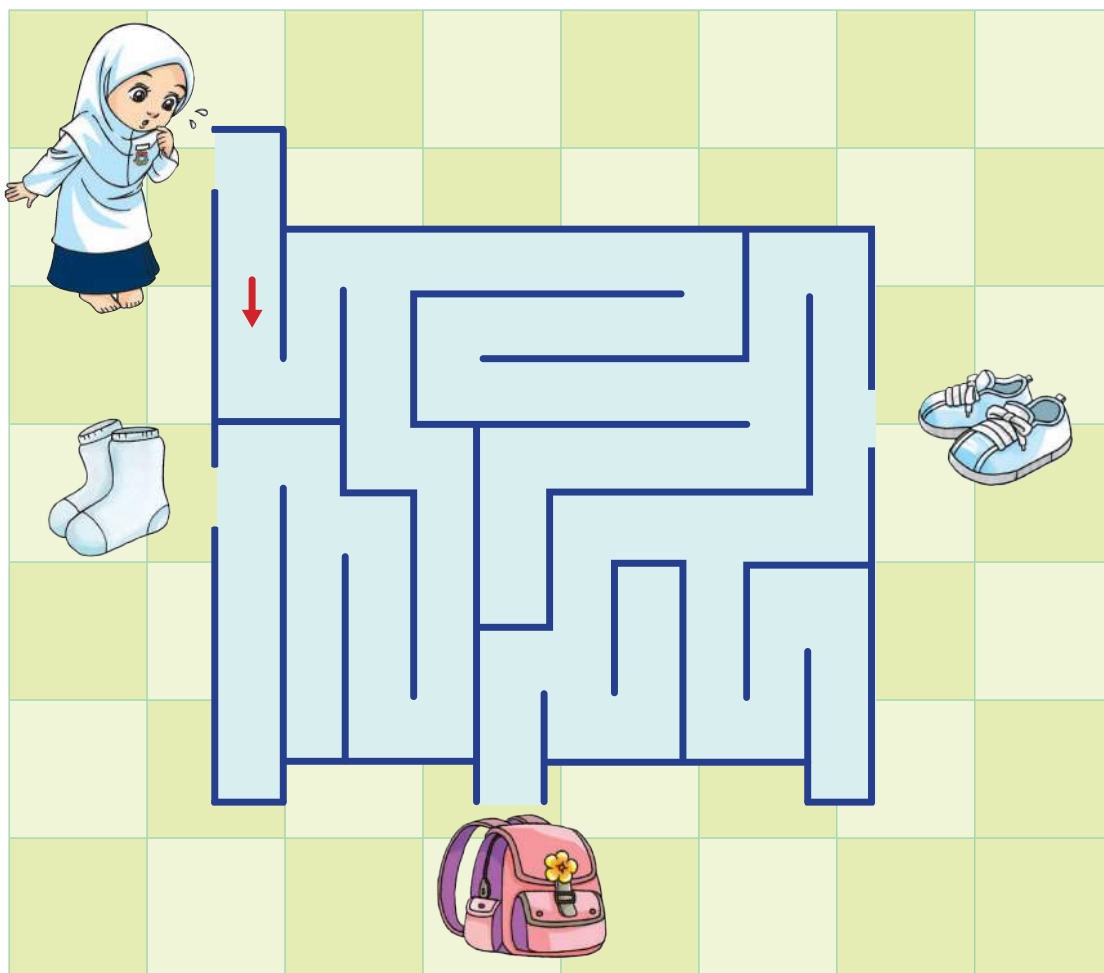
shoes



and

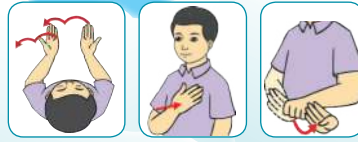


socks.



- Assist the pupils to use their index fingers to accomplish the task.

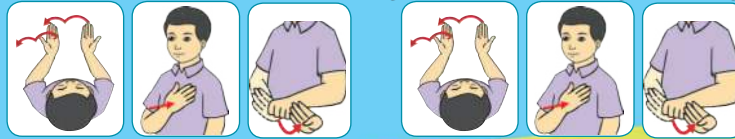
3.1.1(i)
1.2.3(i)(ii)



Carry My Bag



This is the way, I carry my bag,



Carry my bag, Carry my bag,



This is the way, I carry my bag,



Early in the morning.

 (To the tune of *Mulberry Bush*)

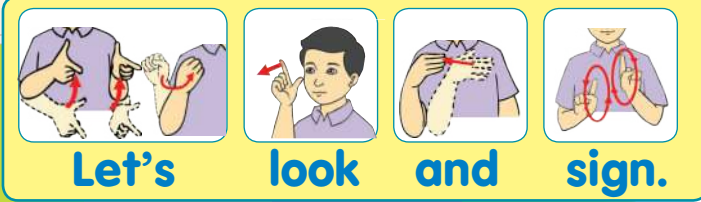


- Sign the song with the pupils.
- Guide the pupils to do activities pertaining to the song in their activity books.

UNIT 3



At School



- Ask the pupils Wh-Questions about the pictures.
- Talk and sign about the pupils' feelings. Example: *happy, excited.*



Let's look and sign.

My name is Encik Edo. What is your name?



My name is Tuyut.

How do you spell your name?



T u y u t



Let's see and sign.



Hello!

Hello, I am Aisyah.

I am a girl.

I am seven years old.

He is Kai Yee.

He is a boy.

He is seven years old.

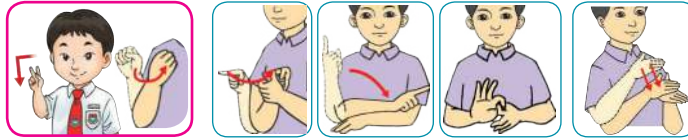
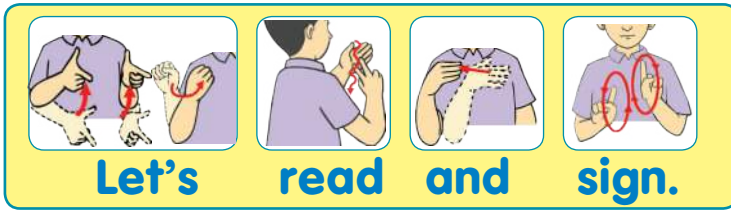
She is Vasanti.

She is a girl.

She is seven years old.



- Get the pupils to take turns to introduce themselves and their classmates.
- Guide them to use *girl*, *boy*, *he*, and *she* correctly.



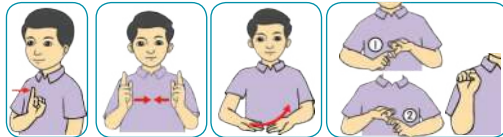
Kai Yee's First Day of School



I am in I Cerdik. I wear a new uniform.



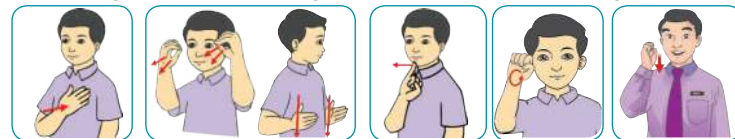
I go to school by bus.



I meet new friends.



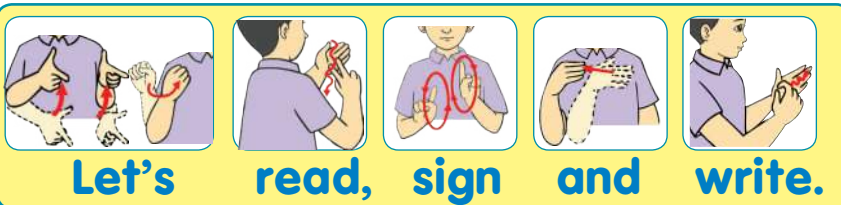
They are Aisyah, Nazim, Tuyut and Vasanti.



My teacher is Encik Edo.



I am very happy.

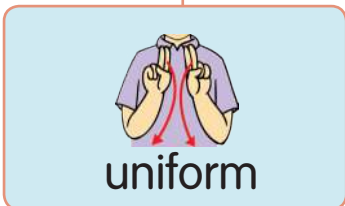


Let's read, sign and write.

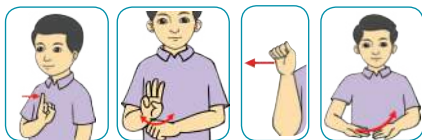


What do you do on the first day of school?

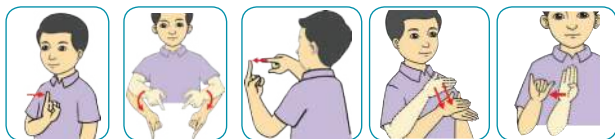
First day of school



Fill in the blanks.



1. I wear a new .



2. I go to school by .

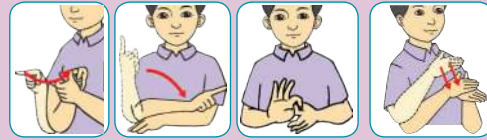
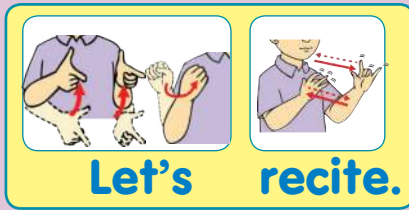


3. I meet new .



Ask the pupils Wh-Questions regarding the pupils' experiences on the first day of school. The pupils write in their exercise books.

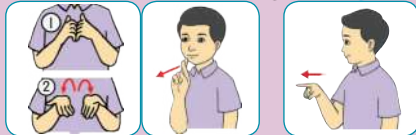
3.2.2(i)
1.3.2(i)



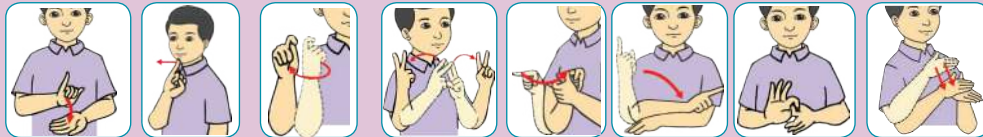
First Day of School



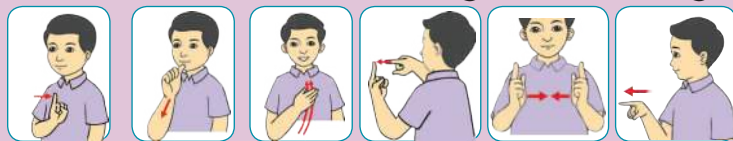
Good morning **Tuyut**,



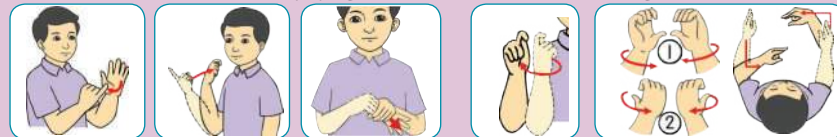
How are you?



This is the very first day of school.



I am happy to meet you,

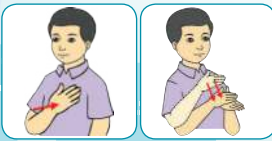


Just come into the classroom,

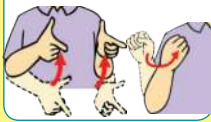


There are lots of things to learn!

UNIT 4



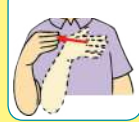
My School



Let's



look



and



sign.



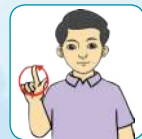
hall



field



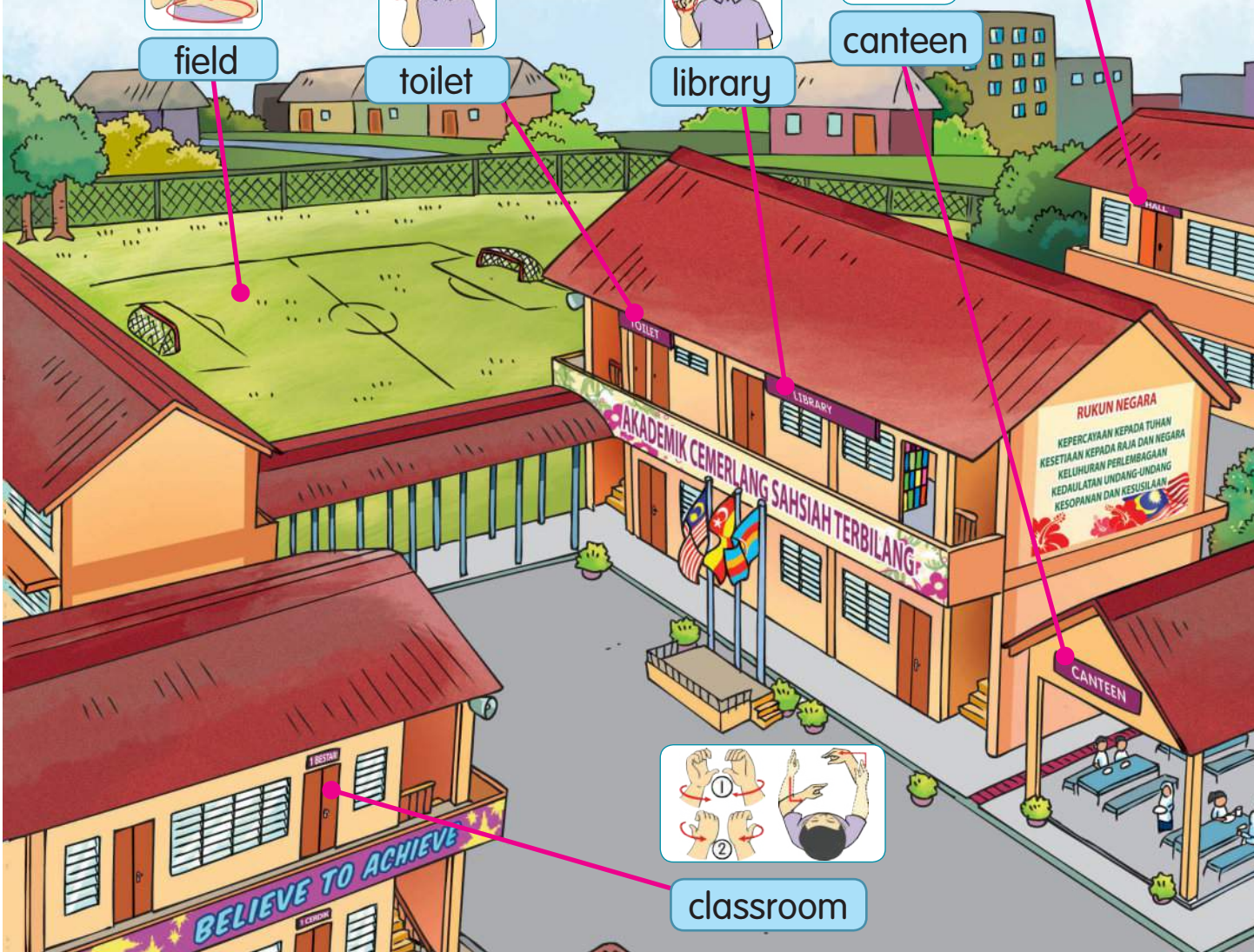
toilet



library



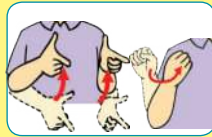
canteen



classroom



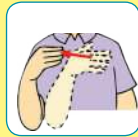
- The pupils name and talk about the places in the school.
Example: *classroom, library, hall, toilet, canteen and field.*



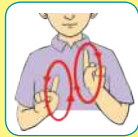
Let's



look



and



sign.



Sekolah Kebangsaan Pendidikan Khas Sejiwa

School Cleaning Time

Day: Saturday

Date: 9 March 20__

Time: 9:00 a.m. - 11:00 a.m.

Places to clean:

Hall

Library

Canteen




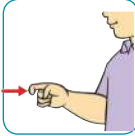

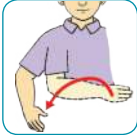
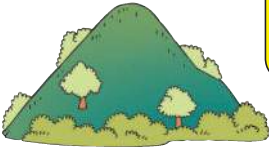


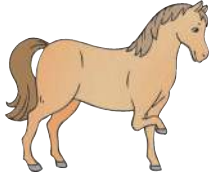
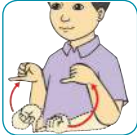

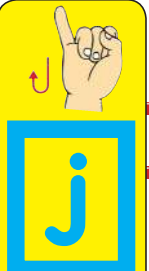




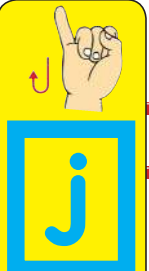
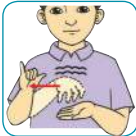

Classroom



- Ask the pupils Wh-Questions. Example: *When is the School Cleaning Time?*
- Ask the pupils how to keep the school clean.

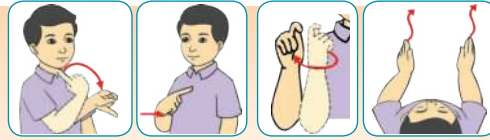


Let's look and sign.

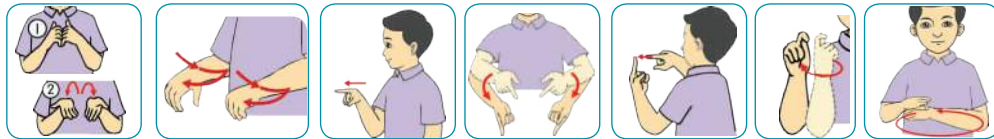
 h-u-t	 hut	 h	 h-o-o-k	 hook
 h-i-l-l	 hill	 h	 h-o-r-s-e	 horse
 j-a-r	 jar	 j	 j-a-m	 jam
 j-e-a-n-s	 jeans	 j	 j-e-l-l-y	 jelly



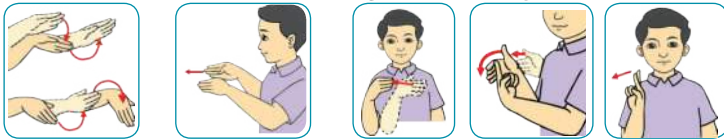
Let's read and sign.



Tell Me the Way



How do you go to the field?



Walk straight on and turn right.

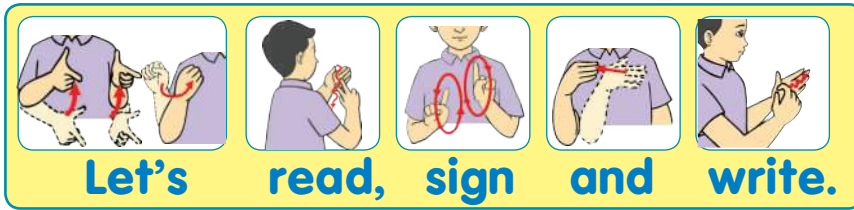


Then, go straight on.



The field is on your left.

- Drill the pupils to follow directions: *left, right, straight on, turn.*
- Practise giving directions in the classroom and around the school.
- Explain the phrasal verb 'straight on'.



Library

● read books

● borrow storybooks

Canteen

● eat and drink

● line up to buy food

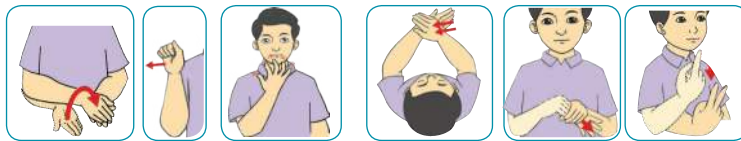
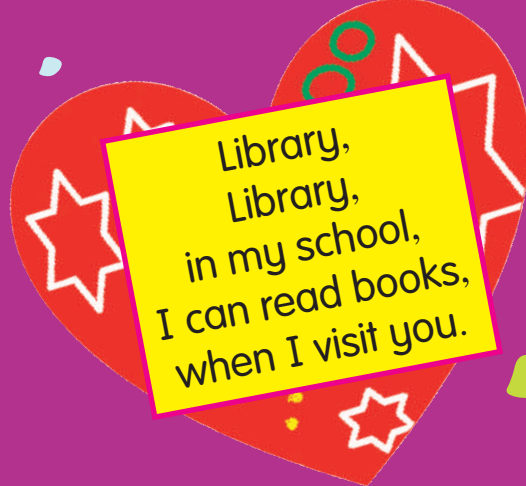
1 I in the library.

2 I at the canteen.

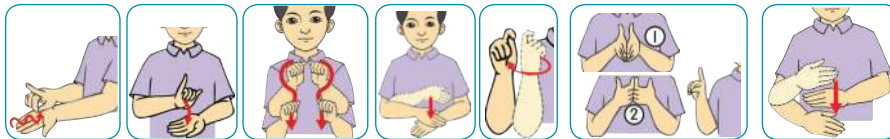
3 I from the library.



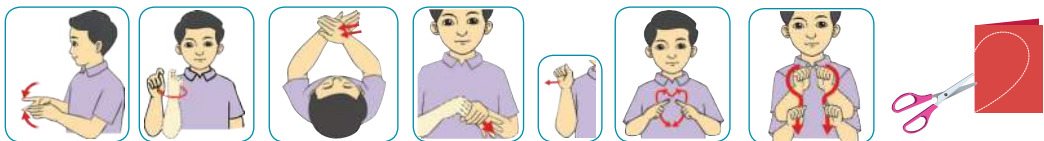
• Guide the pupils to copy the sentences in their exercise books.



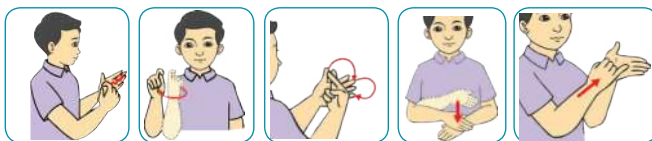
1 Fold a coloured paper into half.



2 Draw this shape on the folded side.



3 Cut the paper into a heart shape.



4 Write the rhyme on it.



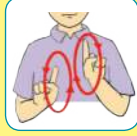
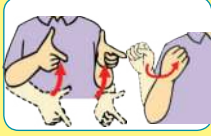
• The pupils may pin up their cards in the classroom.

4.4.1(ii)

UNIT 5



My Classroom

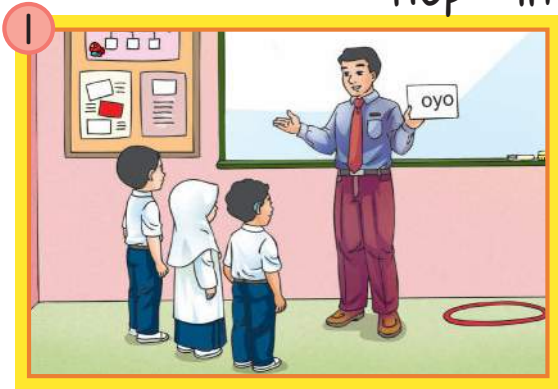
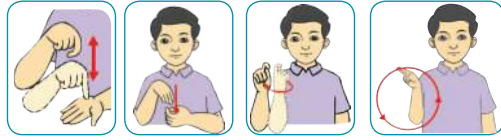
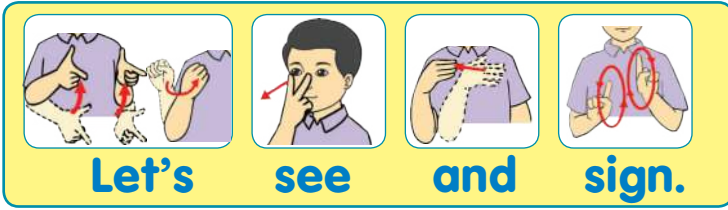


Let's look, sign and discuss.



- The pupils discuss the activities in the picture.
- Ask the pupils Wh-Questions. Example: *Who is sweeping the floor?*

I.3.2(i)



yawn

zebra



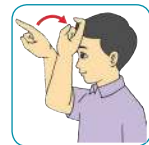
yellow

zero



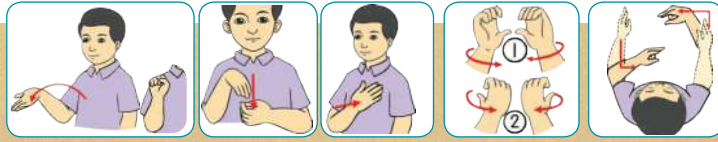
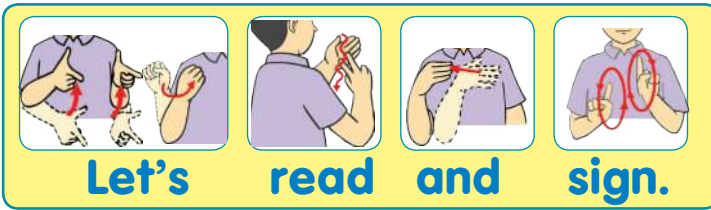
yoyo

zip

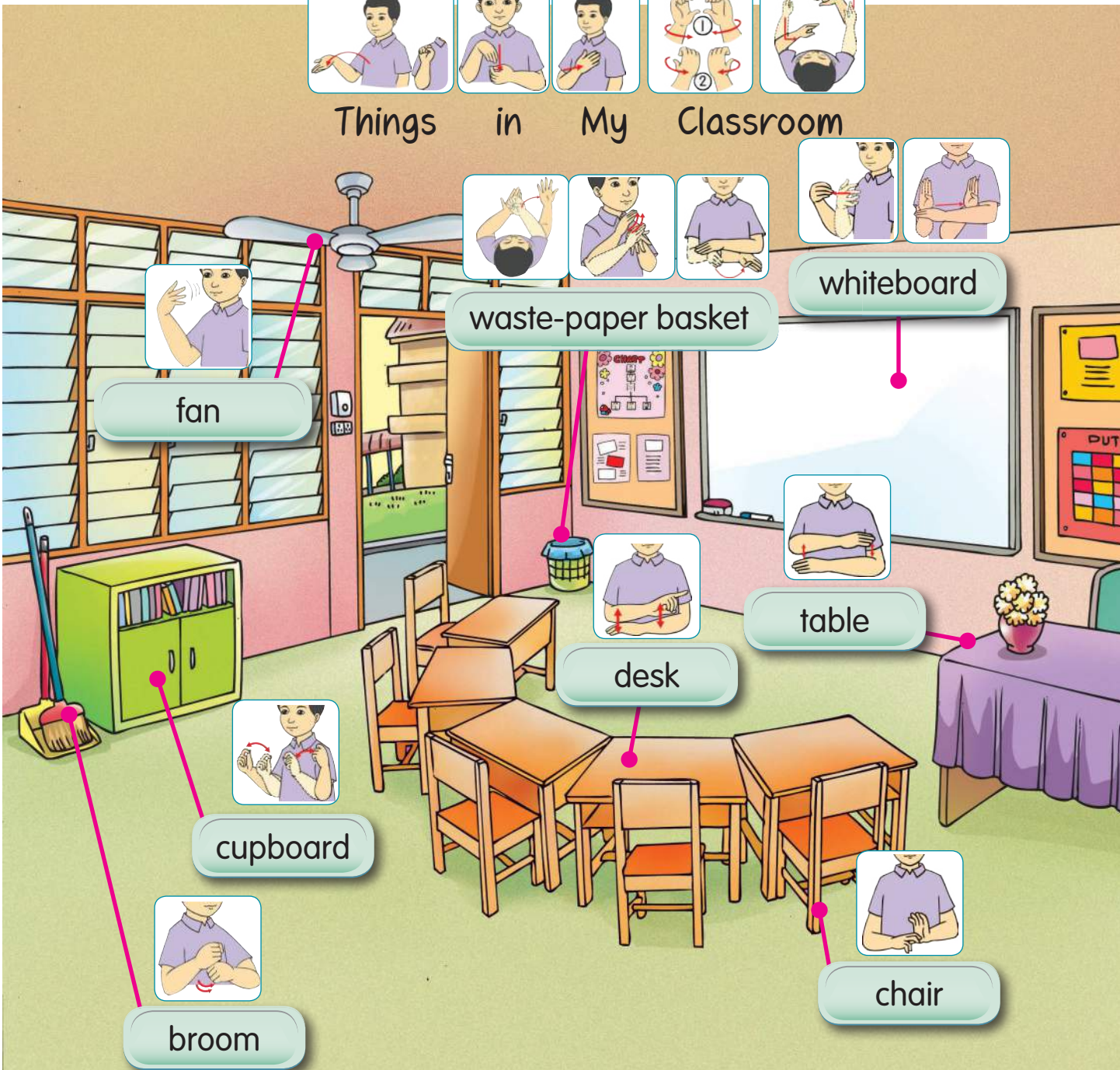


drizzle

puzzle



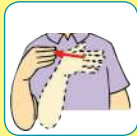
Things in My Classroom



- Guide the pupils to read (sign) and spell out the labels.
- Get the pupils to discuss about their classroom.

2.2.1

AB(I) pages
20, 22



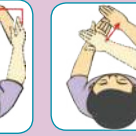
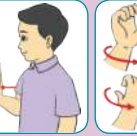
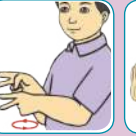
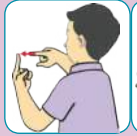
Let's

look,

sign

and

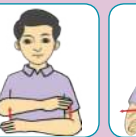
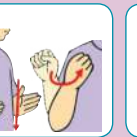
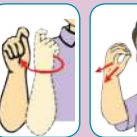
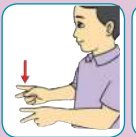
discuss.



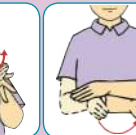
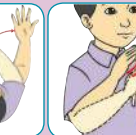
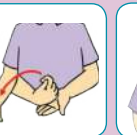
How to Keep Your Classroom Clean



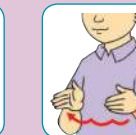
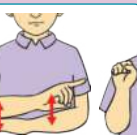
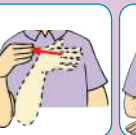
1. Clean the whiteboard after using it.



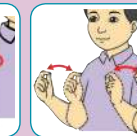
2. Always keep the teacher's table neat.



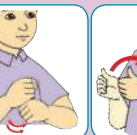
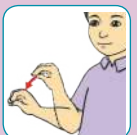
3. Throw the rubbish into the waste-paper basket.



4. Arrange the chairs and desks in order.



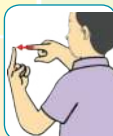
5. Keep the books in the cupboard neatly.



6. Put the broom behind the classroom.



Let's write.



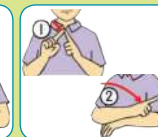
Encik Edo is asking how to keep I Cerdik clean.



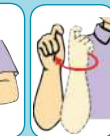
What is your duty today, Aisyah?



I must clean the _____.



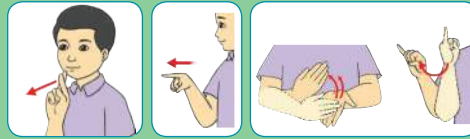
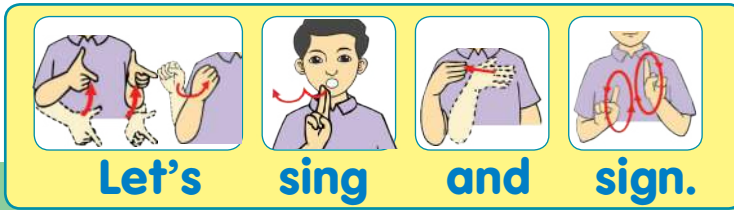
What is your duty today, Nazim?



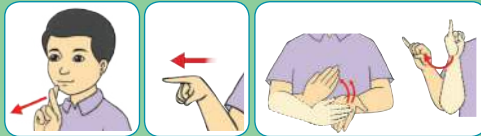
I must sweep the _____.



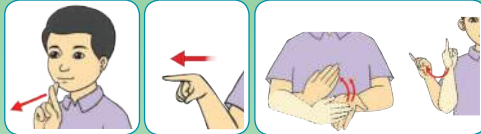
- Get additional answers from the pupils. Example: *I must empty the waste-paper basket.*
- The pupils write the answers in their exercise books.



Are You Sweeping?



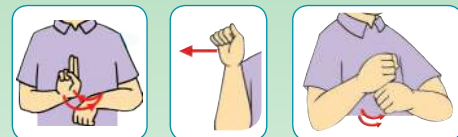
Are you sweeping?



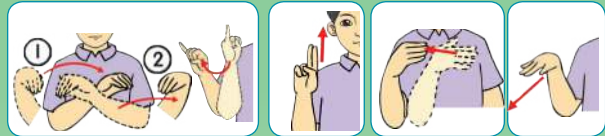
Are you sweeping?



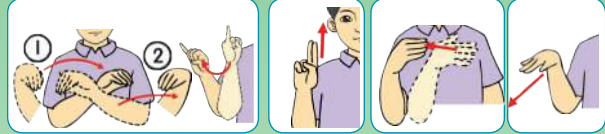
Use a broom,



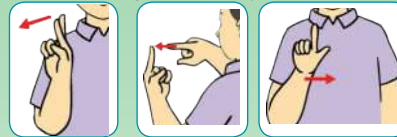
Use a broom.



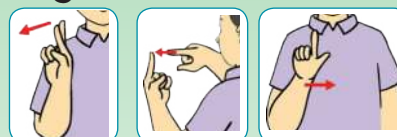
Moving up and down,



Moving up and down,

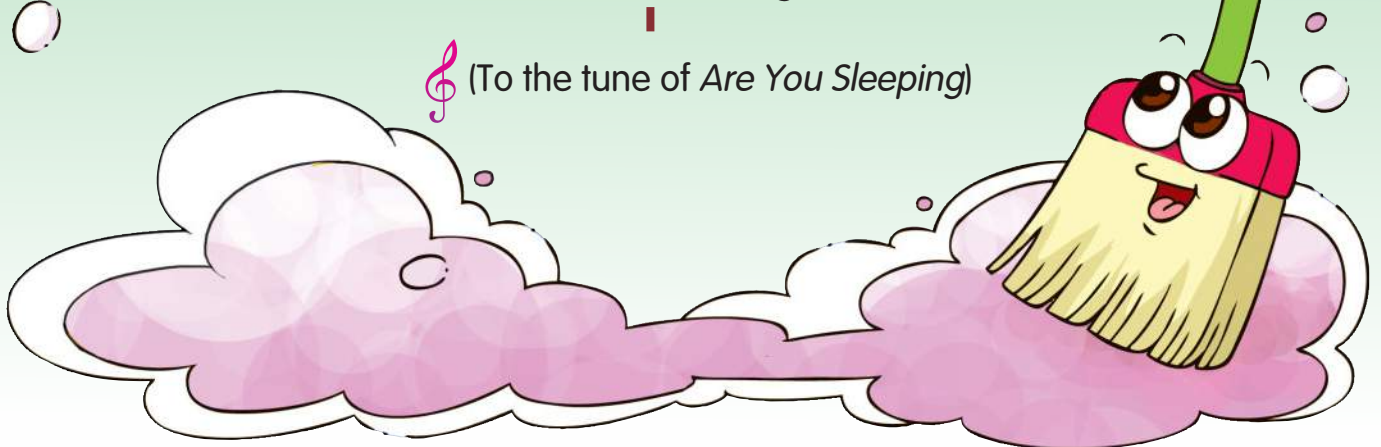


Right to left,



Right to left.

 (To the tune of *Are You Sleeping*)



UNIT

6



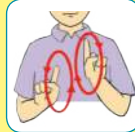
The Alphabet in Your Name



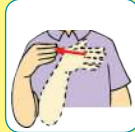
Let's



look,



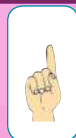
sign



and



discuss.



spell

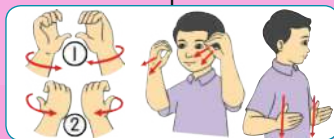
Year 1 Cerdik



Encik Edo



Nazim



Class Teacher



Vasanti



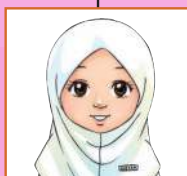
Class Monitor



Assistant Monitor



Kai Yee



Aisyah

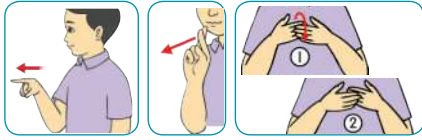
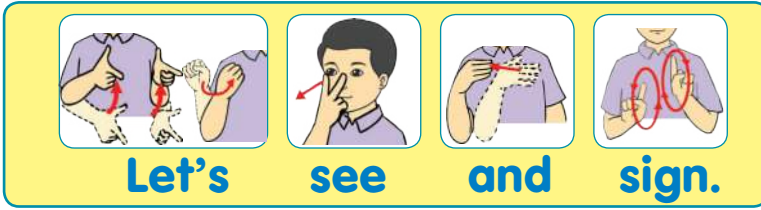


Tuyut

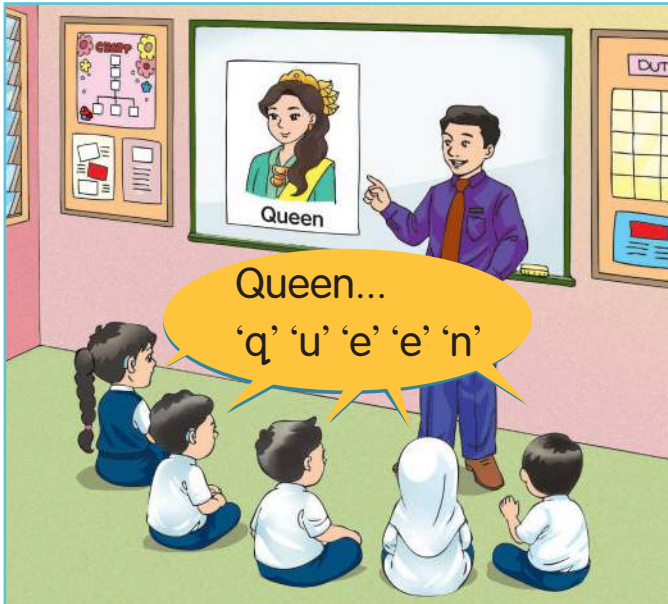


- Talk (sign) about the chart.
- Ask the pupils Wh-Questions such as *Who is the Class Teacher of Year 1 Cerdik?*

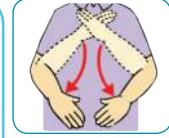
I.3.2(i)
2.1.1



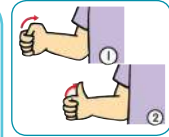
You Are Next



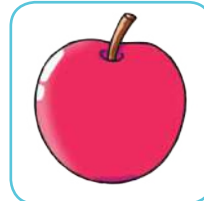
quake



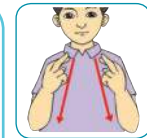
quiet



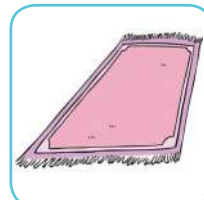
quick



red

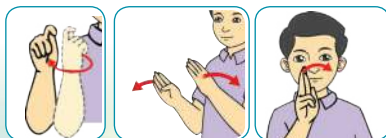
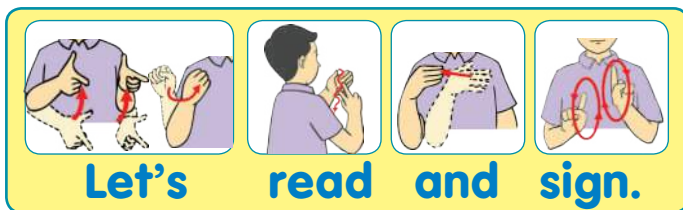


roof

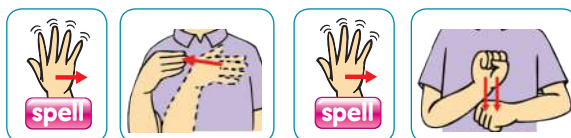


rug

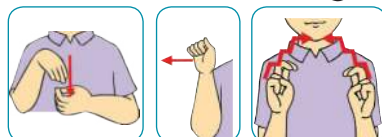
- Sign and fingerspell the given words.
- The pupils pick up the letter cards from a box and take turns to spell out the given words.



The Big Rat



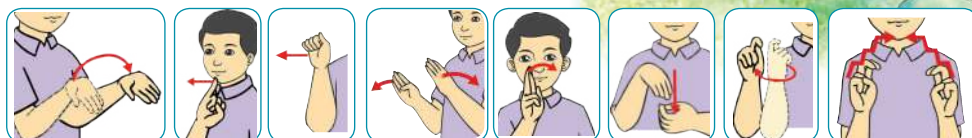
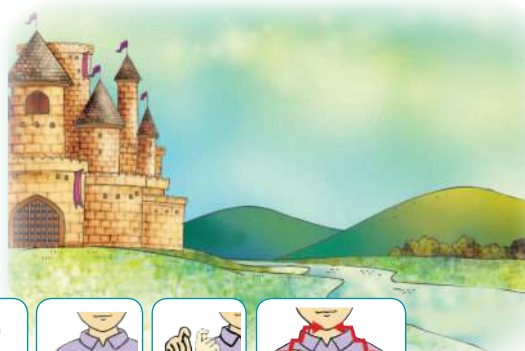
Jack and Ryan work



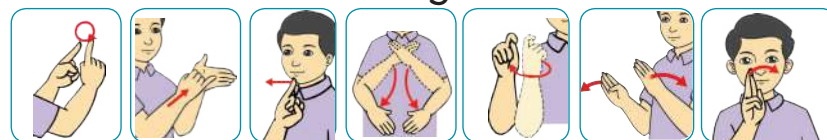
in a castle.



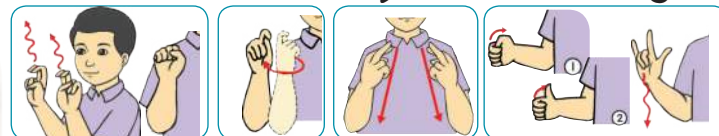
The castle is near a river.



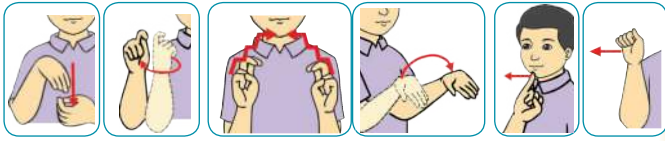
There is a big rat in the castle.



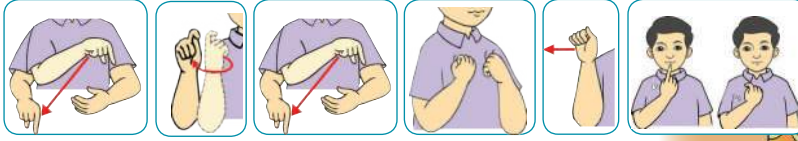
When it is quiet, the big rat



climbs up the roof quickly.



In the castle, there is a



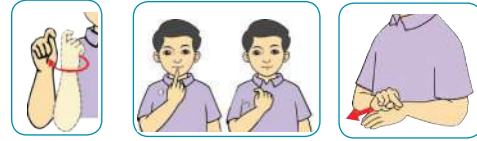
queen. The queen has a red



rug in her room.



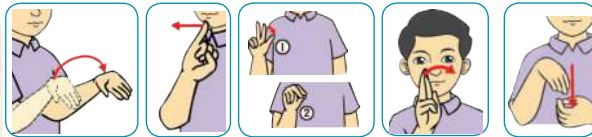
The big rat goes under



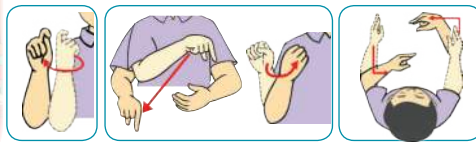
the red rug.



Jack helps Ryan catch the rat.

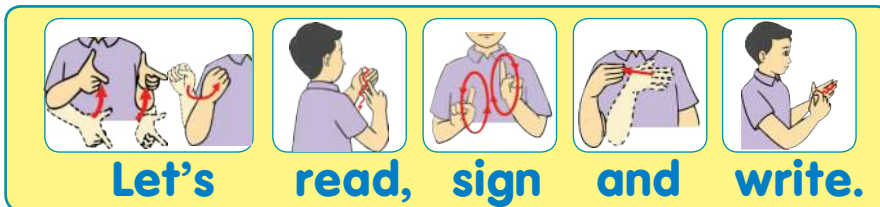


There is no rat in

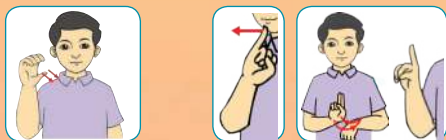


the queen's room.

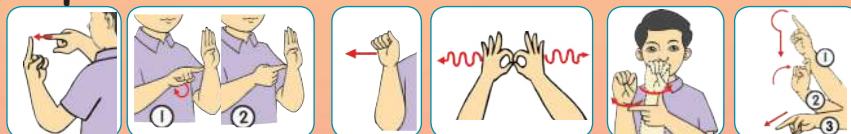
- Guide the pupils to read (sign).
- Get the pupils to role-play the story.



Let's read, sign and write.



Capital Letter is used:



1. to begin a sentence or question.



Example: *I must arrange the chairs and desks.*



2. for all Proper Nouns.



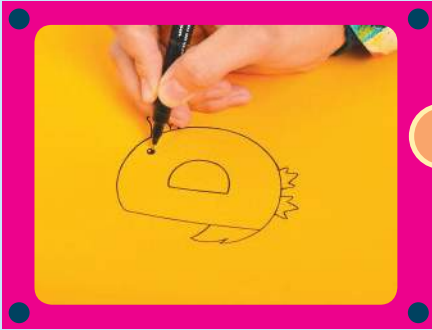
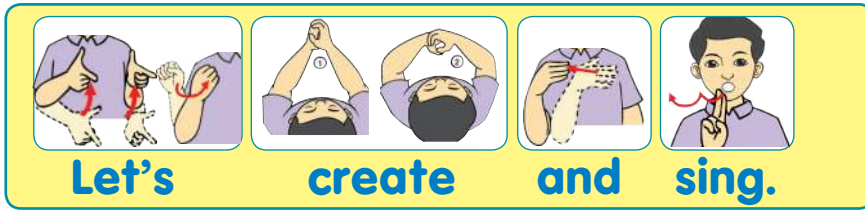
Example: *Nazim, Malaysia.*



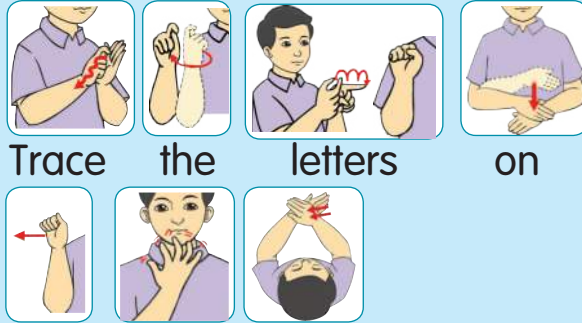
Rewrite the sentences.



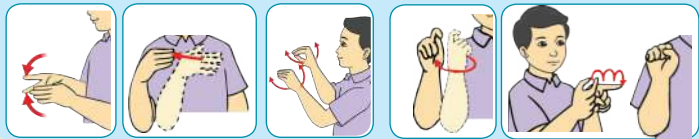
1. how old are you?  _____ 2. my name is tuyut  _____



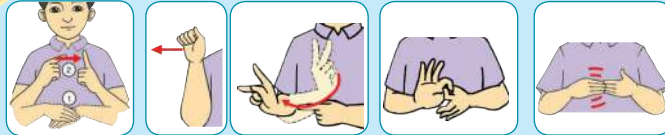
1 Trace the letters on a coloured paper.



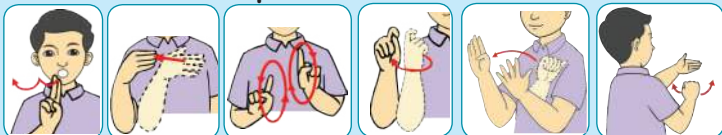
2 Cut and decorate the letters.



3 Paste the letters in sequence onto a piece of cardboard.

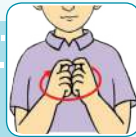


4 Sing and sign the 'Alphabet Song'.

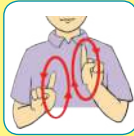
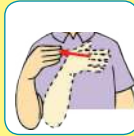
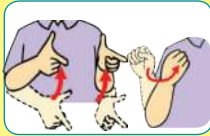


- Prepare the things needed: *cardboard, glue, coloured papers and scissors.*
- Surf the Internet and sing and sign 'The Alphabet Song'.

UNIT 7



Fun Together



Let's

look

and

sign.





- Ask the pupils about the game. Example: *Do you know how to play this game? What is it called?*
- Take the pupils outdoor and guide them to play the game.

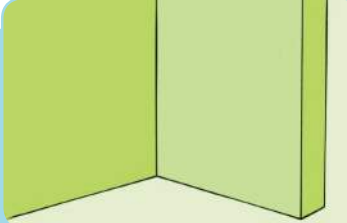

1.2.1
1.3.1(i)



Let's look and sign.



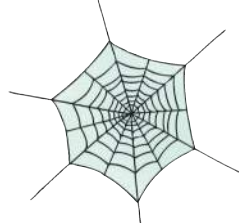

v-a-s-e





w-a-ll



v-e-s-t





w-e-b





v-i-d-e-o



w-i-g



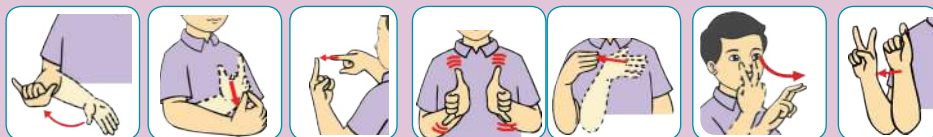
v-o-i-c-e



w-o-l-f



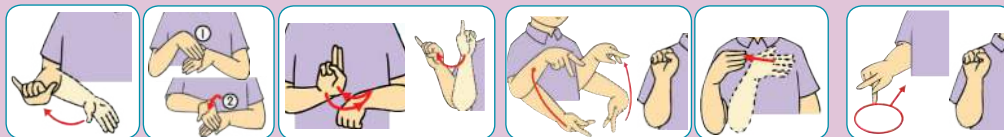
Vasanti and Vanida are friends.



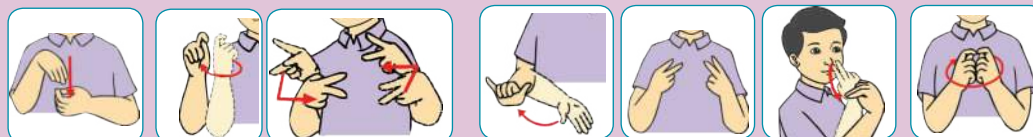
They like to play and watch television.



They wear wigs like clowns.



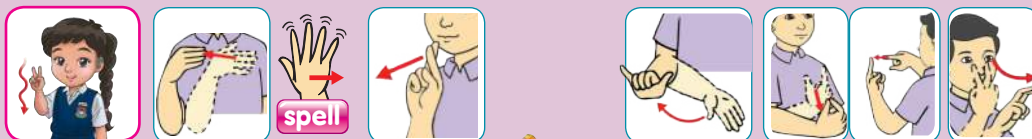
They cook using pots and pans



in the kitchen. They have fun together.



Fill in the blanks.



1. Vasanti and Vanida are . 2. They like to watch .



- Explain the words 'watch' and 'like'.
- The pupils complete the sentences in their exercise books.

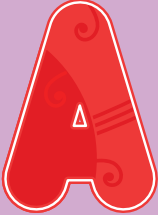



2.3.1(i)
2.2.6(i)
3.2.2(i)



Let's read, sign and do.





Big and Small

Big A, small a. What begins with A?

ant

Big B, small b. What begins with B?

bug

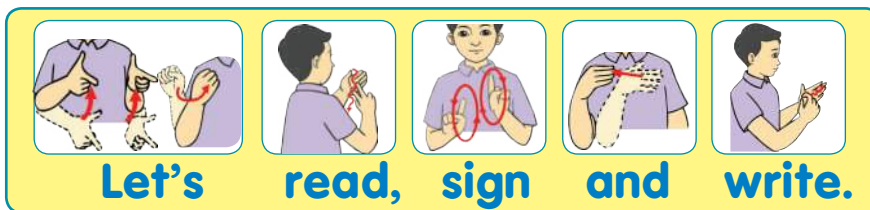
Big C, small c. What begins with C?



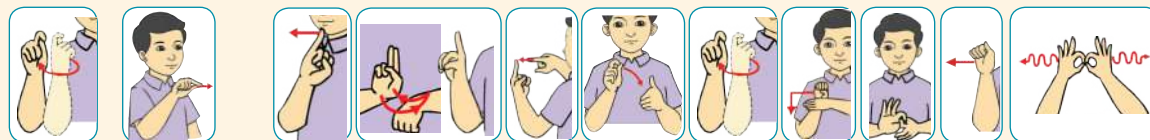



cat

- Get the pupils to recall the words from 'A' to 'Z'. Teacher may refer to online videos for ABC songs. Example: *The ABC Book by Dr. Seuss.*
- List the words and guide the pupils to sign.



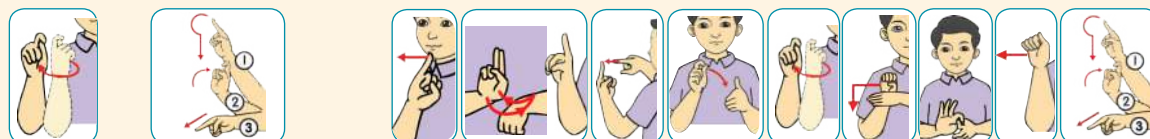
Punctuations



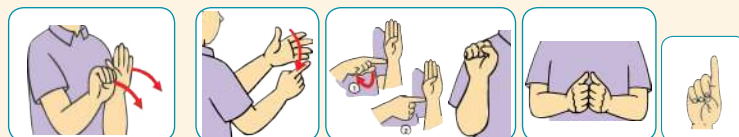
The **full stop** (.) is used to mark the end of a sentence.



Example: *Vasanti and Vanida are friends.*



The **question mark** (?) is used to mark the end of a question.



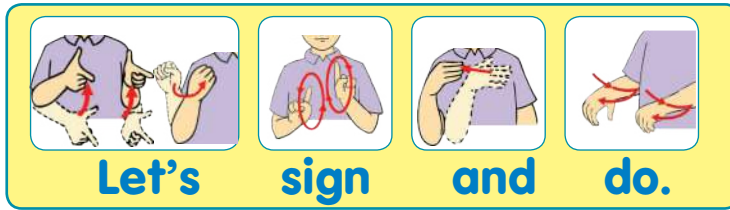
Example: *What begins with D?*

Punctuate the following.

- 1 I go fishing every Sunday
- 2 Today is a hot day
- 3 What is your name
- 4 How are you

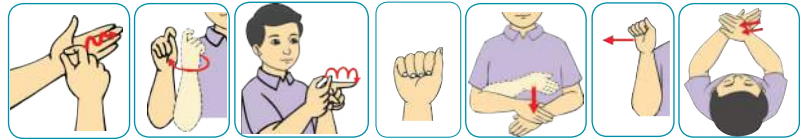
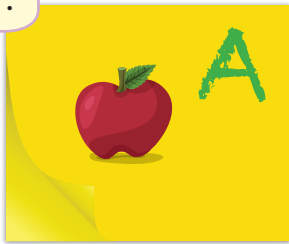


The pupils write the answers in their exercise books.

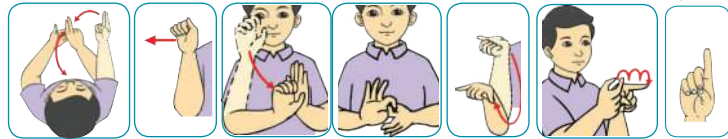


My ABC Big Book

1.

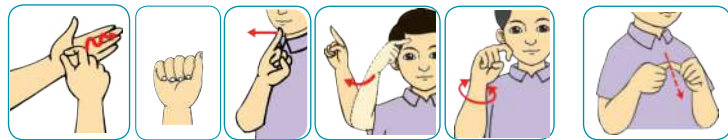


Write the letter 'A' on a paper.



Paste a picture of any letter 'A'.

2.



Write 'A' is for apple. Continue

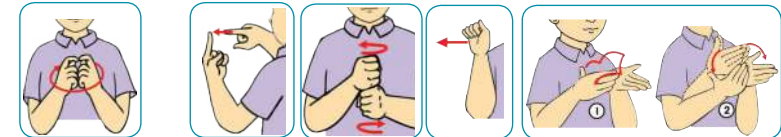


with other letters.

3.



Make three holes and tie them



together to make a scrapbook.

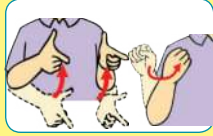


- Prepare the things needed: *coloured paper, pictures, scissors, glue, coloured pencils, wool thread and hole puncher.*
- Explain and guide the pupils with the activity.

UNIT 8



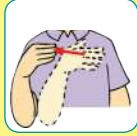
The Mousedeer and the Crocodiles



Let's



see



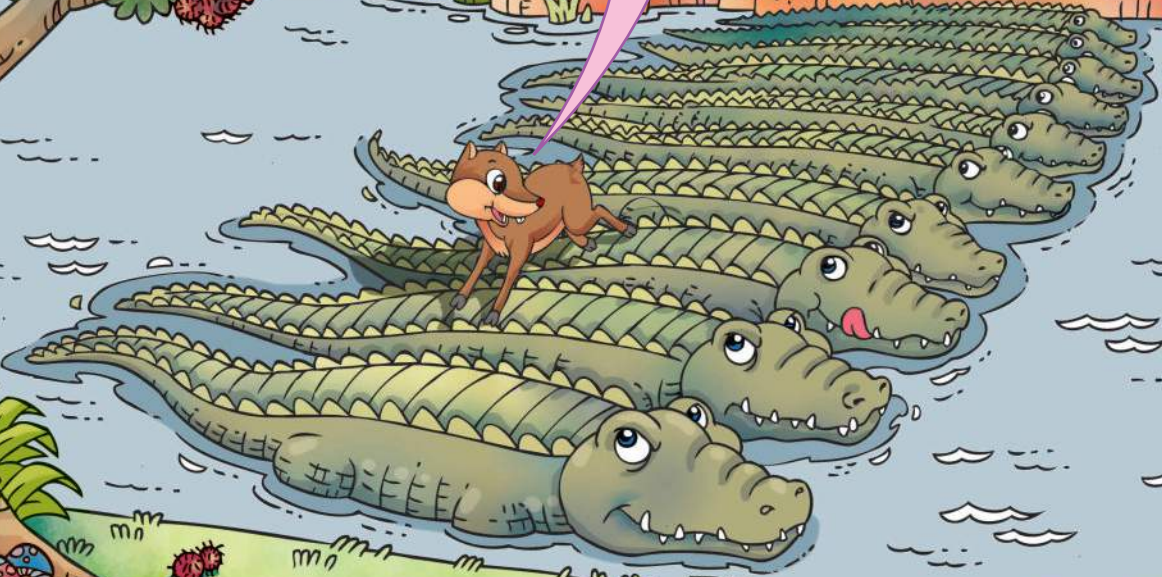
and



sign.

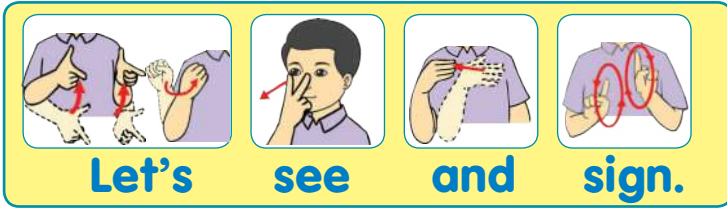


I will count one by one.



- Talk about the characters in the picture.
- Ask the pupils Wh-Questions pertaining to the picture.

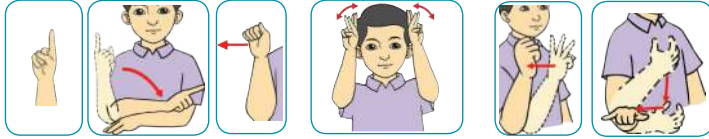
1.2.1
1.3.2(i)



Let's see and sign.



The Mousedeer and the Crocodiles



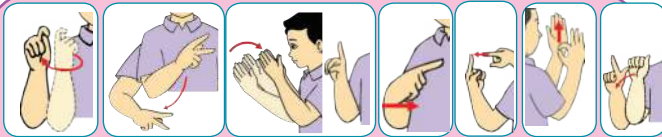
One day, a mousedeer was hungry.



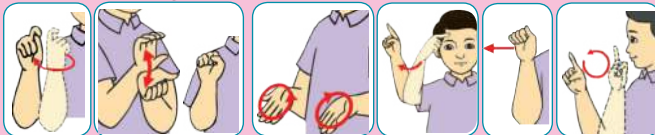
He wanted to eat the fruits



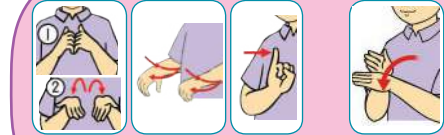
across the river.



The King asked me to count all



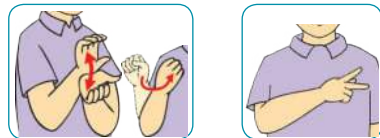
the crocodiles here for a dinner.



How do I get across?



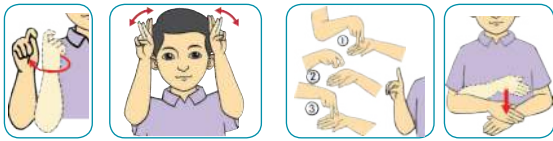
He called the



crocodile's leader.



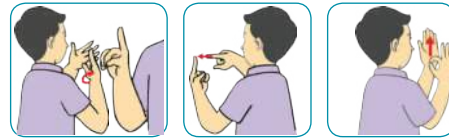
Listening and Speaking (Seeing and Signing)



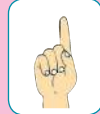
The mousedeer jumped on



the crocodiles and



started to count.



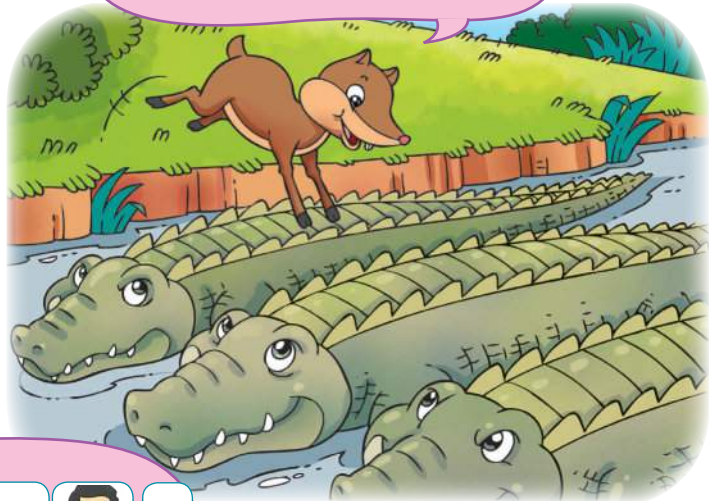
One...



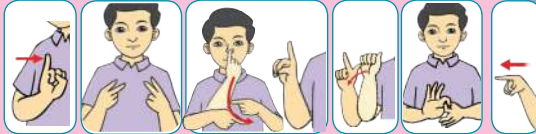
Two...



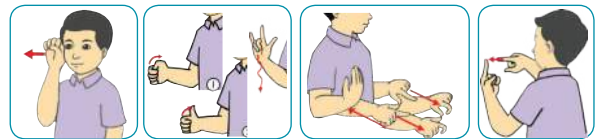
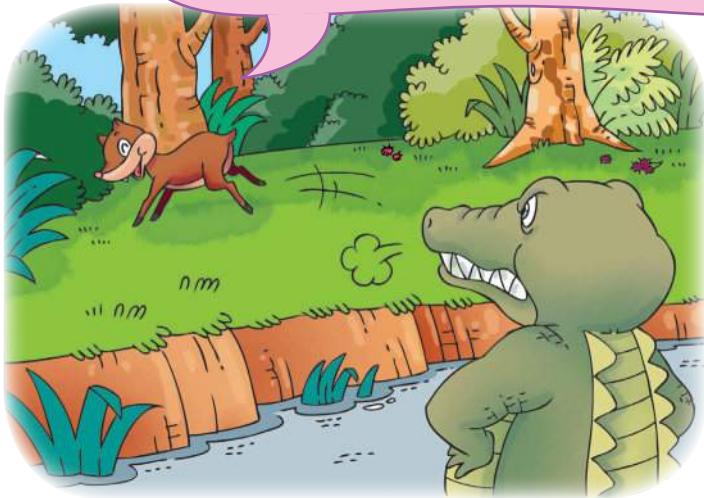
Three..



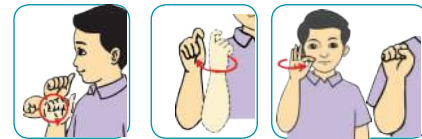
spell



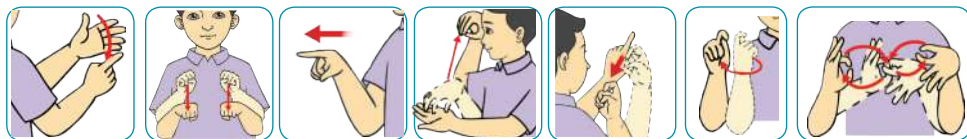
Ha...ha...ha! I have tricked all of you.



He quickly ran to



eat the fruits.



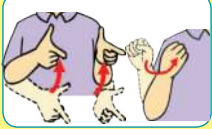
What can you learn from the story?



- Introduce numbers 1 to 10.
- Explain the phrasal verb 'get across' and the word 'leader'.

1.2.1
2.2.4(i)

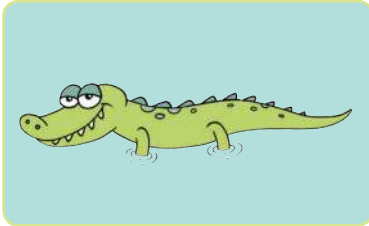
AB(I) pages
35, 36



Let's read and count.

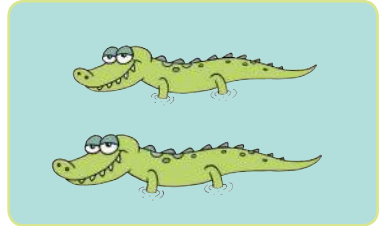
1

One



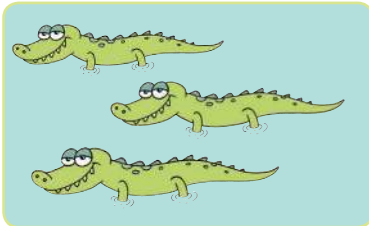
2

Two



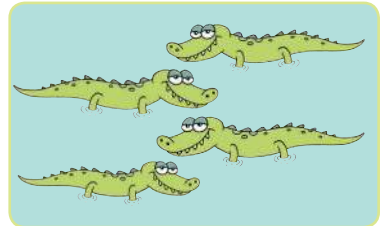
3

Three



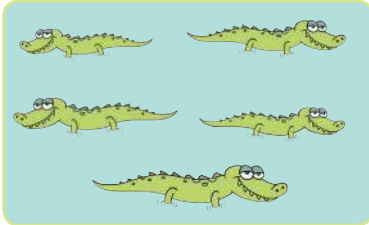
4

Four



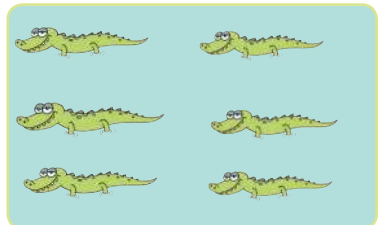
5

Five



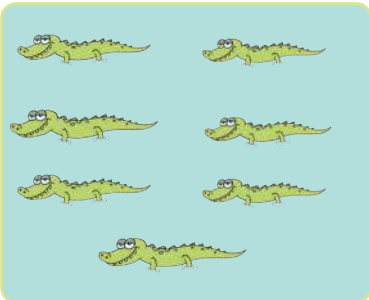
6

Six



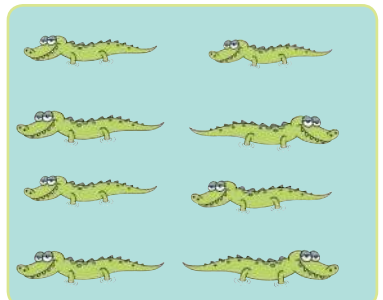
7

Seven



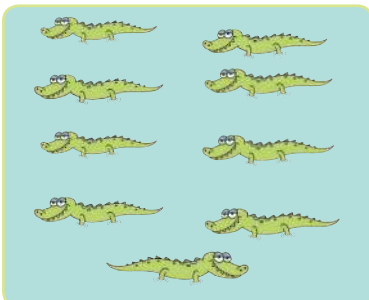
8

Eight



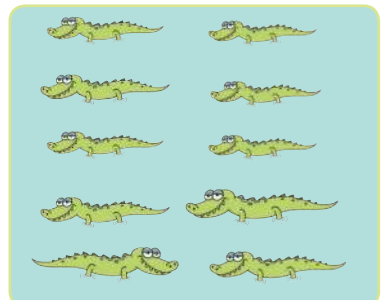
9

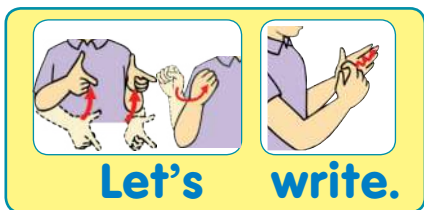
Nine



10

Ten





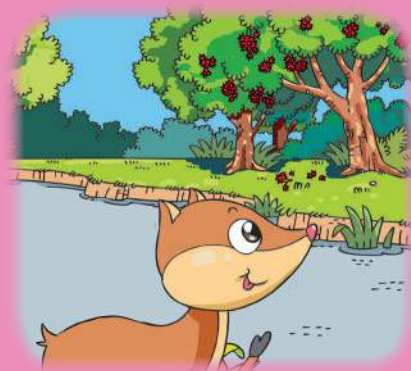
One day, a mousedeer was hungry.



He wanted to eat the fruits.



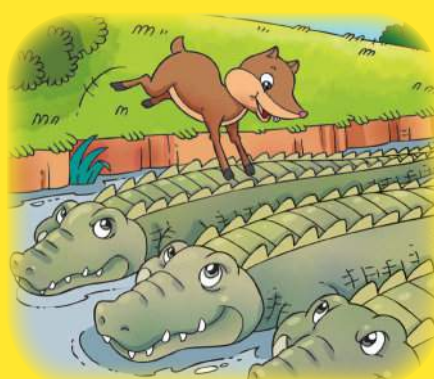
He called the crocodile's leader.

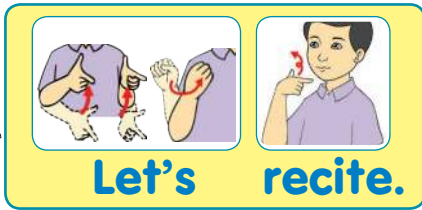


The mousedeer jumped on the

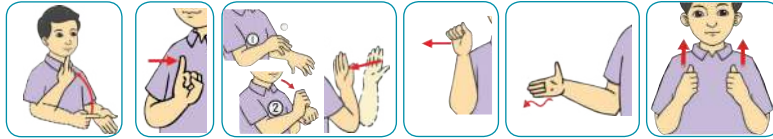


crocodiles and started to count.





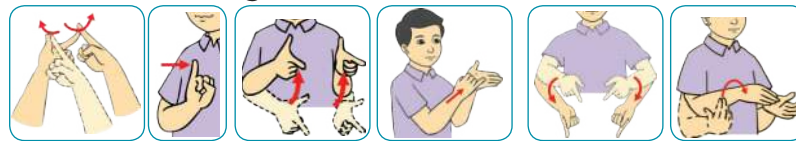
One, two, three, four, five,



Once I caught a fish alive,



six, seven, eight, nine, ten,



Then I let it go again.



Why did you let it go?



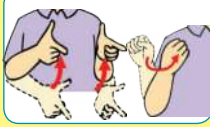
Because it bit my finger so.



UNIT 9



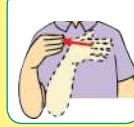
A Surprise Party



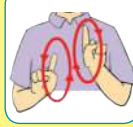
Let's



look



and



sign.



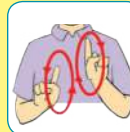
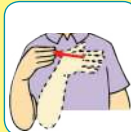
A SURPRISE PARTY FOR LITTLE RABBIT

by Annabell James



- Ask the pupils Wh-Questions such as *What is the title of the book?*

1.2.1
1.3.2(i)

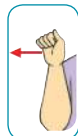


Let's

see

and

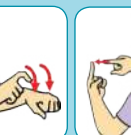
sign.



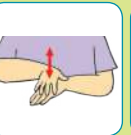
A Surprise Party for Little Rabbit



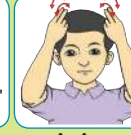
spell



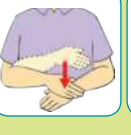
Horray! It is time to eat.



The cake is ready.



Little Rabbit will blow out



the seven candles on it.

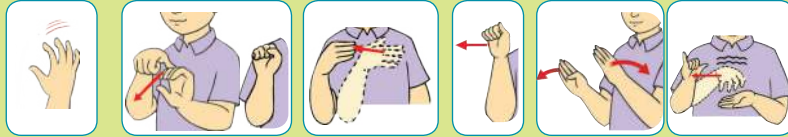




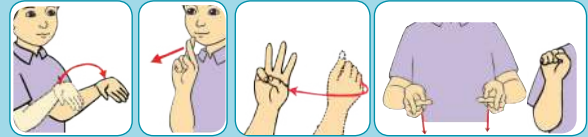
There are eleven sandwiches, twelve cupcakes,



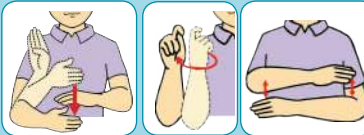
thirteen doughnuts, fourteen cookies,



fifteen carrots and a big jelly.



There are sixteen presents

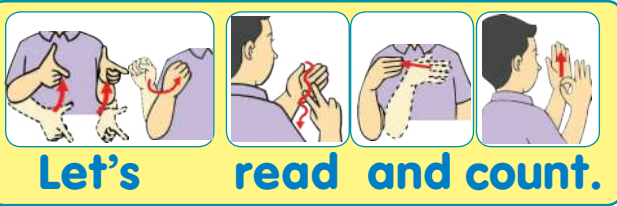


beside the table.



Let's sing 'Happy Birthday'!





11	eleven	
12	twelve	
13	thirteen	
14	fourteen	
15	fifteen	
16	sixteen	
17	seventeen	
18	eighteen	
19	nineteen	
20	twenty	

- Guide the pupils to identify the cardinal numbers 11 to 20.
- The pupils count and fingerspell the words after the teacher.



Let's write.



1st
first

3rd
third

5th
fifth

7th
seventh

9th
ninth

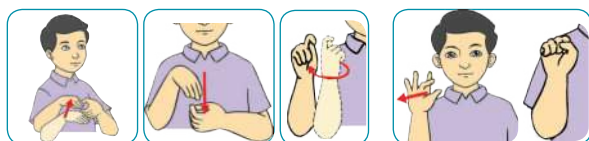
2nd
second

4th
fourth

6th
sixth

8th
eighth

10th
tenth



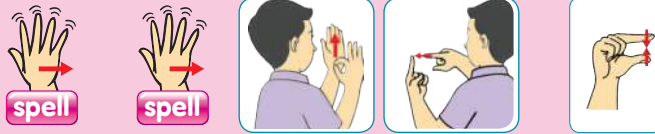
Fill in the blanks.

, second, , , fifth, sixth, ,
 , ninth, .

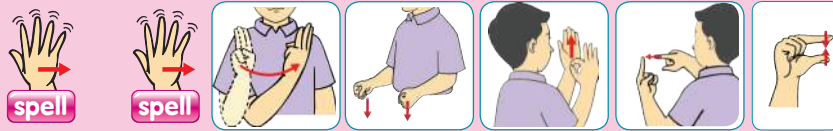


- Introduce the ordinal numbers to the pupils.
- The pupils copy the ordinal numbers 1st to 10th in their exercise books.

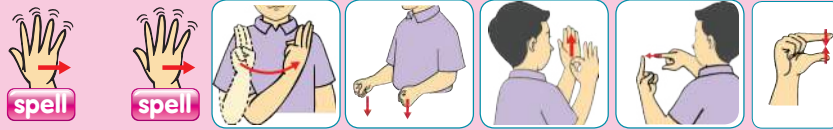
3.1.4(i)
2.2.4(ii)
AB(I) page 43



Boom Boom, Count to Twenty.



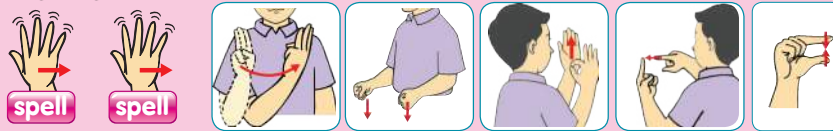
Boom boom, we can count to twenty,



Boom boom, we can count to twenty,



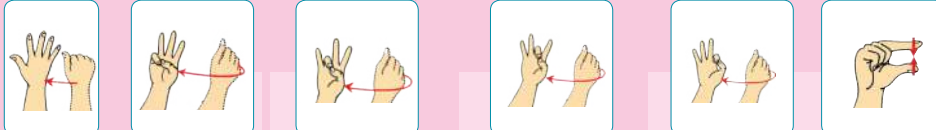
Singing numbers is fun to do,



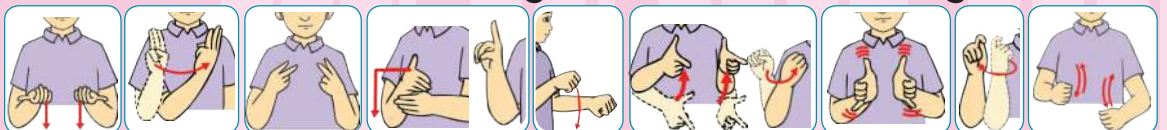
Boom boom, we can count to twenty.



After ten comes eleven, twelve, thirteen, fourteen,



Fifteen, sixteen, seventeen, eighteen, nineteen, twenty.



Now we have finished so let's play the drum.



UNIT 10



Family



Let's



look



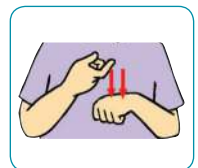
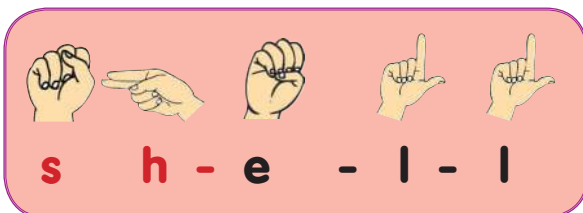
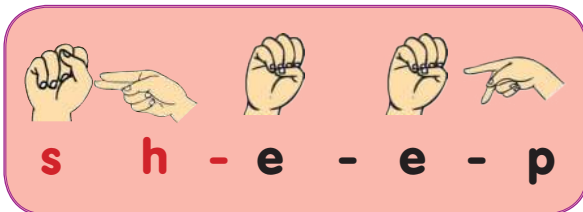
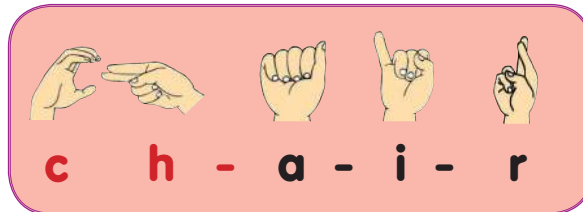
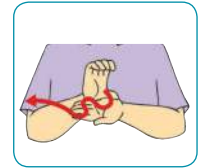
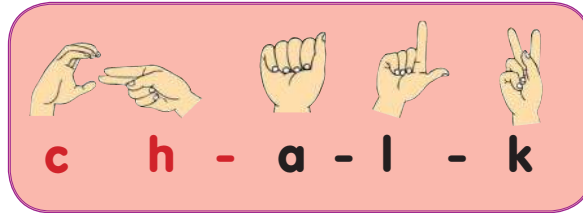
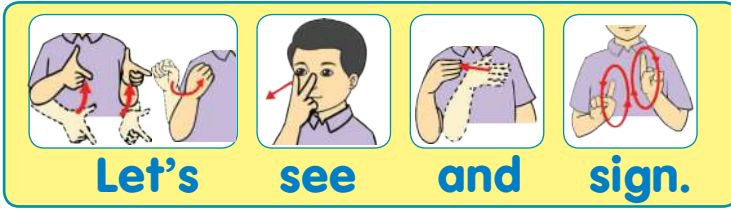
and



sign.



- The pupils talk about their families.





Let's read and sign.

Let's Meet My Family.



This is my father. His name is Rosli.



This is my mother. Her name is Lily.



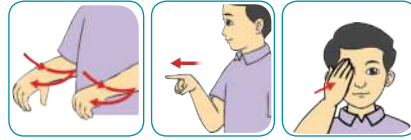
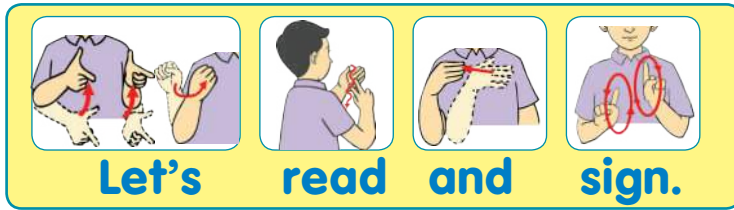
This is my brother. His name is Aidil.



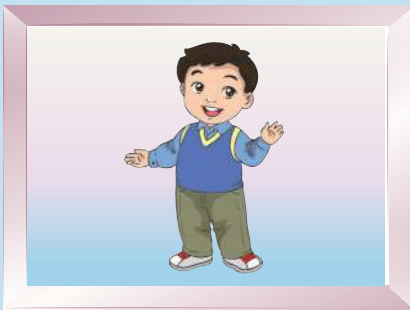
This is my sister. Her name is Ain.



- Guide the pupils to read (sign).
- Encourage the pupils to talk about their family members.



Do You Know?



1. Aidil is Nazim's elder brother.



2. Azim is his younger brother.



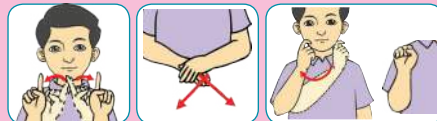
3. Salleh and Izat are brothers.



4. They are twin brothers.



5. Syakira and Syuhada are sisters



but not twins.



Complete the sentences.



elder

brother

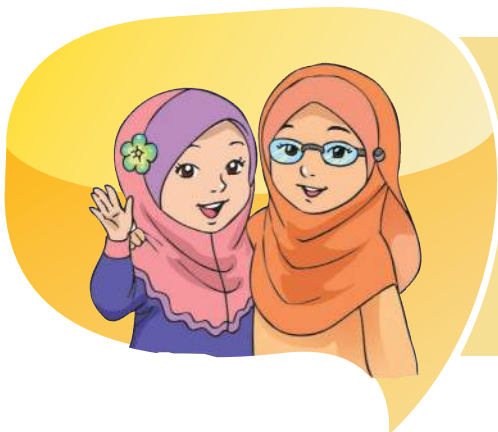
1. Aidil is Nazim's _____ brother.
2. Azim is his younger _____.



twin

brothers

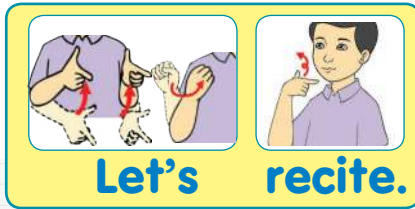
3. Salleh and Izat are _____.
4. They are _____ brothers.



sisters

twins

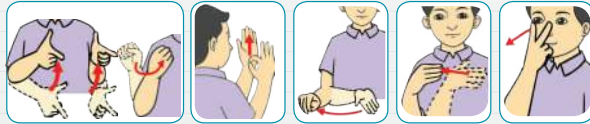
5. Syakira and Syuhada are _____ but they are not _____.



Let's recite.



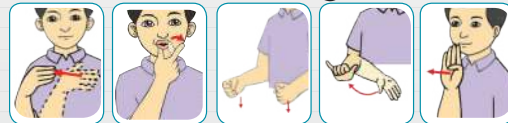
This is my family, *(hold up one hand, fingers spread)*



Let's count them and see,



How many of them,



And who can they be? *(count 1, 2, 3, 4, 5)*



This is my mother, *(touch pointer finger)*



Who loves everyone,



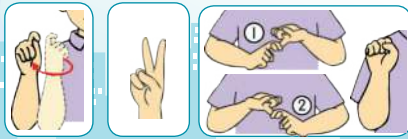
And this my father, *(touch big finger)*



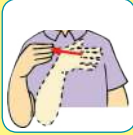
Who has lots of fun.

UNIT

11



The Two Friends



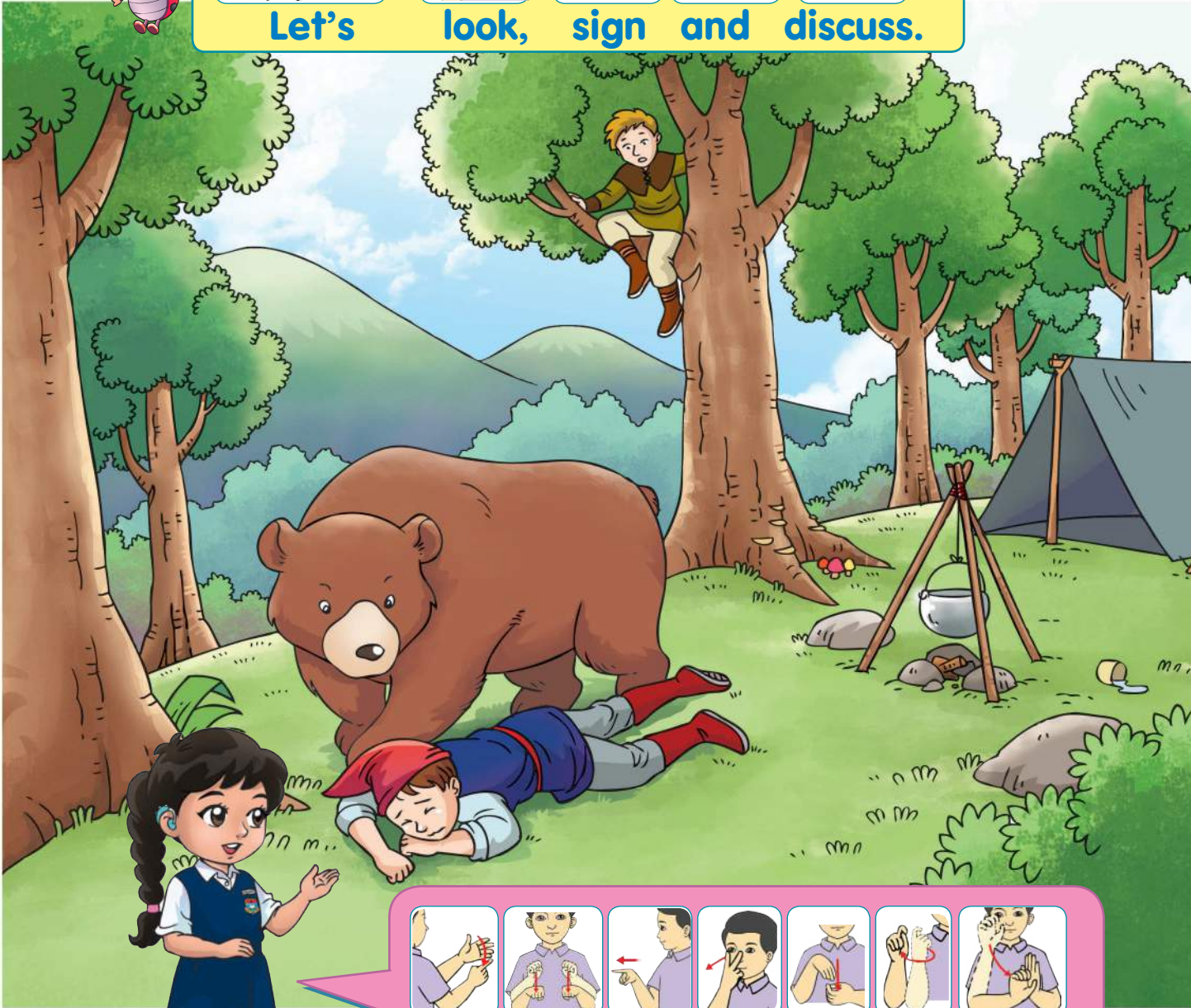
Let's

look,

sign

and

discuss.

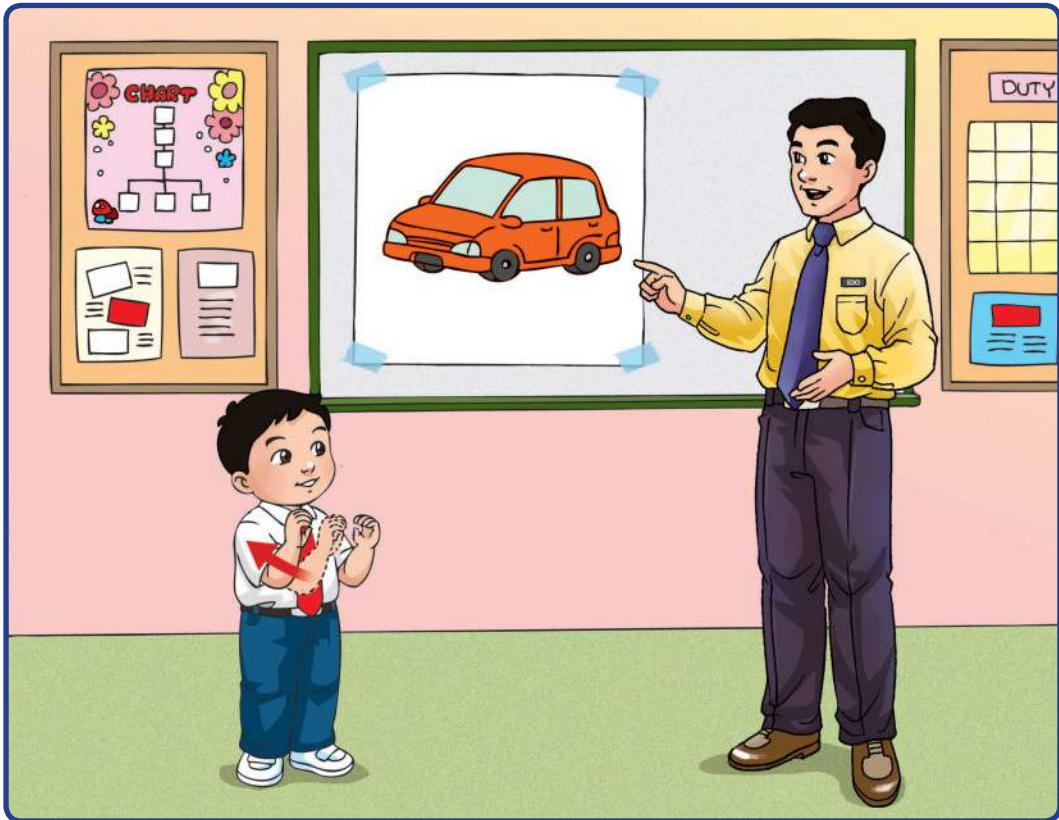


What can you see in the picture?





Let's read and sign.



car



cup



lamp



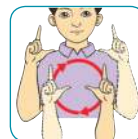
lemon



carpet



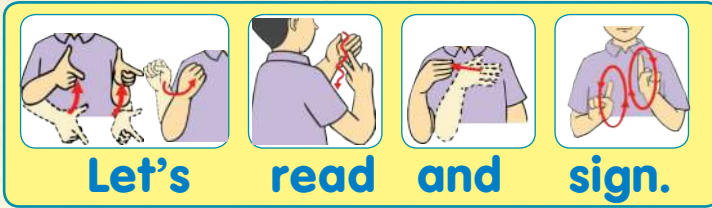
cake



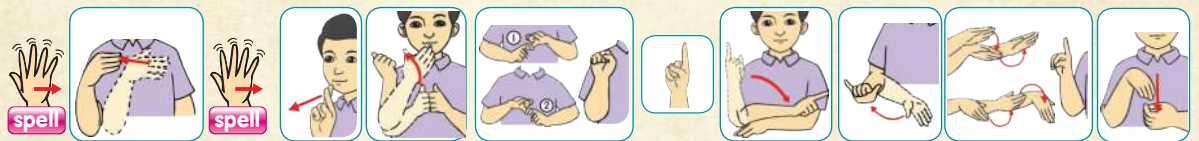
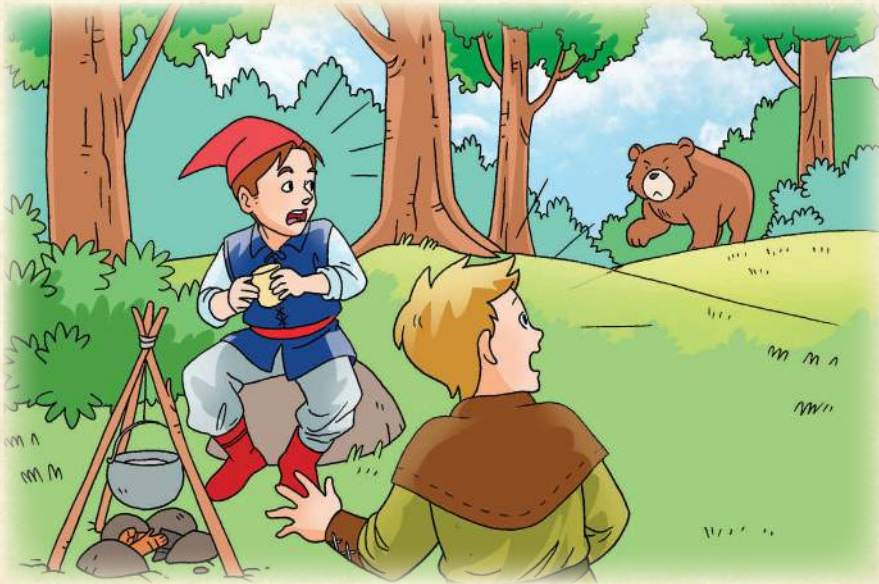
lorry



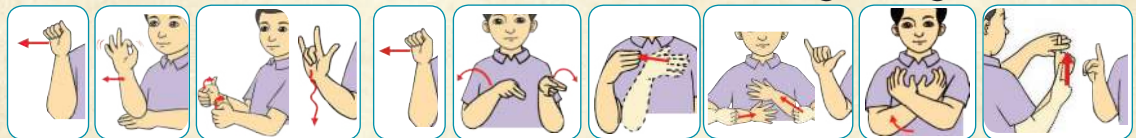
lake



The Two Friends and the Bear



John and James are best friends. One day, they walked in



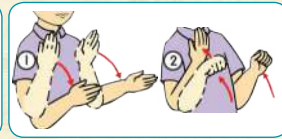
a forest. Suddenly, a huge and scary bear appeared.



They were frightened. John quickly climbed up a tree.



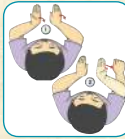
He



left



James alone.



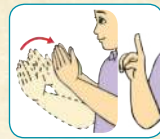
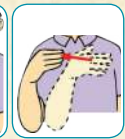
James pretended to be dead. The bear



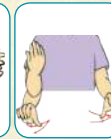
sniffed him all over. Finally, the bear left.



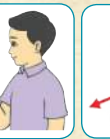
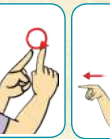
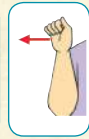
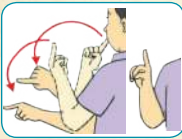
Then, John came down from



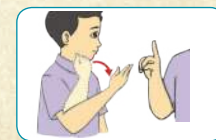
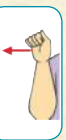
the tree and asked James,



“What did the bear tell you?”



James answered, “A friend who helps when you are



in trouble is a true friend.” John felt ashamed.

- Explain the phrase 'all over'.
- Discuss the moral value with the pupils.



Let's write.

Rewrite the sentences with the correct punctuation.

Example:

1. john and james were walking in a forest

John and James were walking in a forest.

2. suddenly they saw a huge and scary bear

3. john climbed up a tree

4. he left james alone

5. james pretended to be dead

6. the bear sniffed him all over

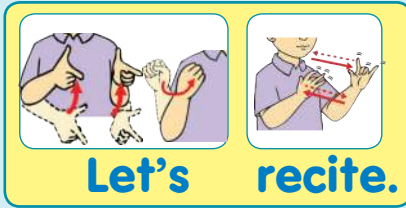
7. finally the bear left

8. what did the bear tell you

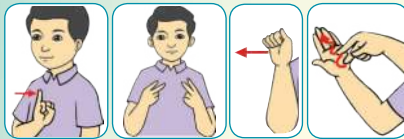
9. john felt ashamed



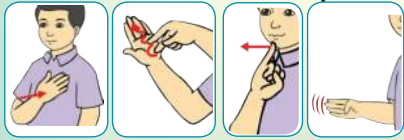
- The pupils rewrite the sentences in their exercise books.



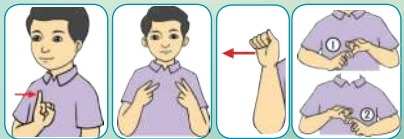
To My Friend



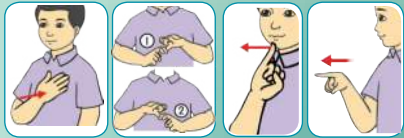
I have a pen,



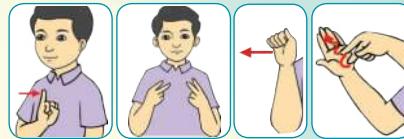
My pen is blue,



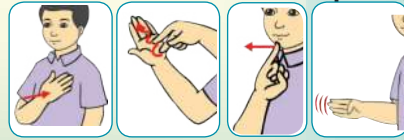
I have a friend,



My friend is you.



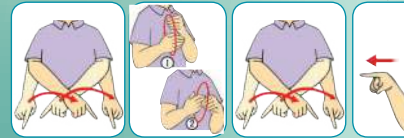
I have a pen,



My pen is blue,



No other friend,



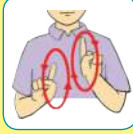
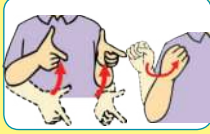
As kind as you.



UNIT 12



My Face and Body



Let's look, sign and discuss.



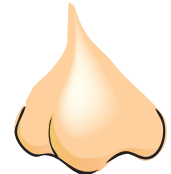
eye



ear



mouth



nose



- Discuss parts of the head. Example: *nose, mouth, eyes* and *ears*.
- Ask the pupils Wh-Questions. Example: *How do we take care of our teeth?*

I.3.2(i)

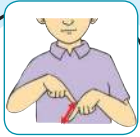
AB(I) page 53



Let's see and sign.



head



finger



shoulder



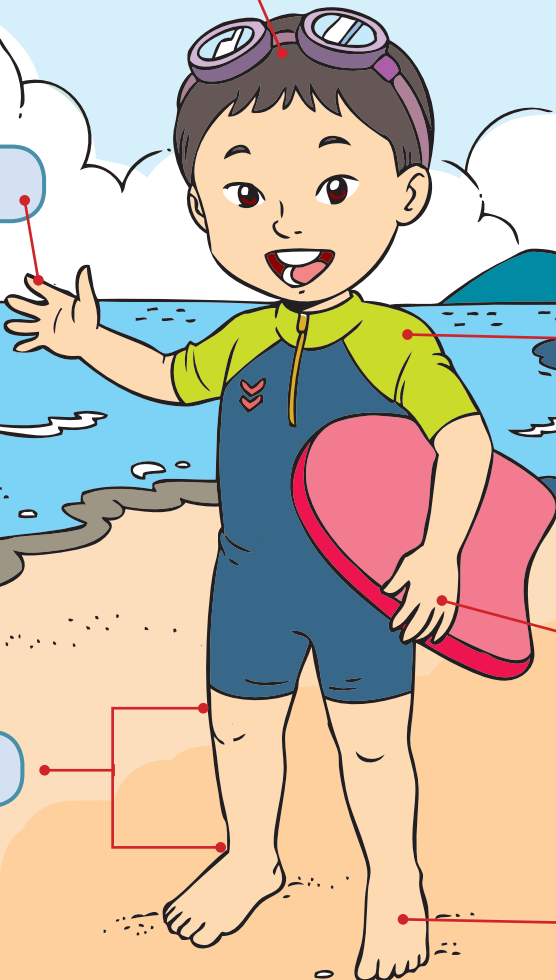
hand



leg

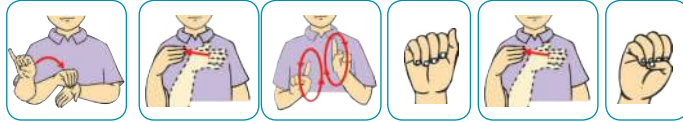


foot





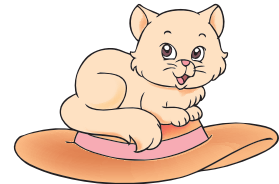
Let's look and sign.



Imitate and sign a and e

a e

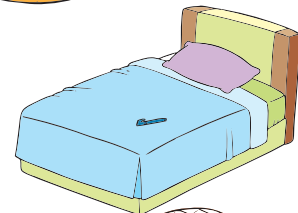
A cat is on the hat.



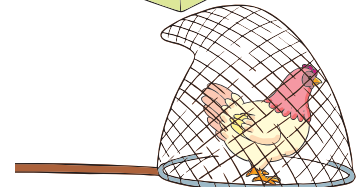
A rat is in the cap.



A pen is on the bed.



A hen is in the net.



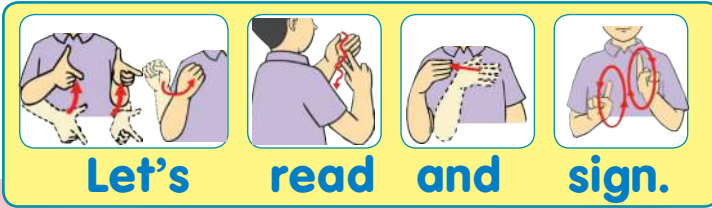
Form the Word

	a	
c	a	t
	a	
	a	
	a	

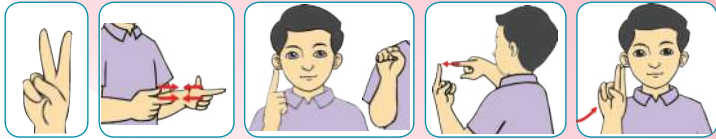
	e	
p	e	n
	e	
	e	
	e	



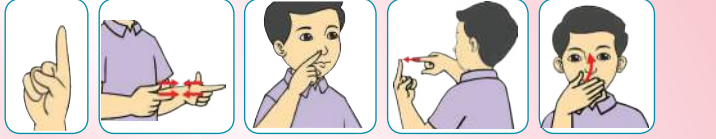
- Read and sign the phonemes.
- In *Form The Word* game, pupils use letter cards to fill in the boxes.



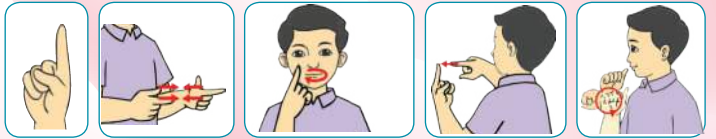
Two little eyes to see,



Two little ears to hear,



One little nose to smell,



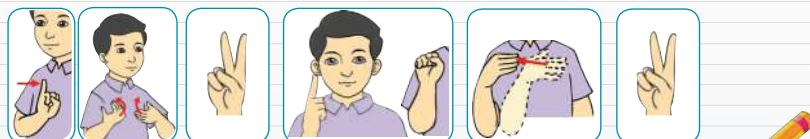
One little mouth to eat.



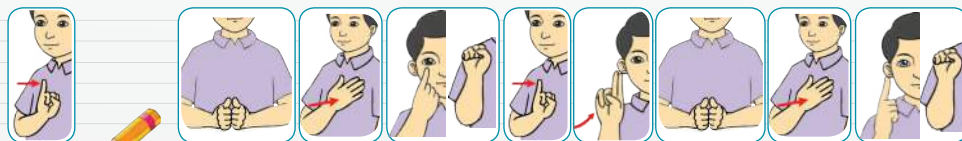
Adapted from the song posted at:
<http://bussongs.com/songs/two-little-eyes.php>

Fill in the blanks.

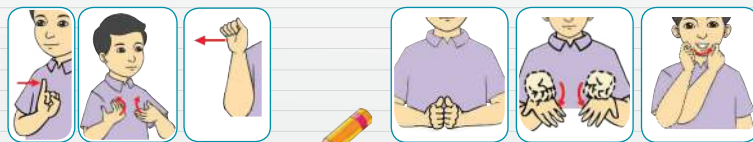
Parts of the head	eyes	nose	ears	mouth
How many do you have?	two		two	
What do you do?	see	smell		



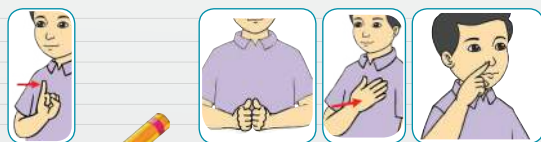
1. I have two ears and two _____.



2. I _____ with my eyes, I hear with my ears.



3. I have a _____ with many teeth.



4. I _____ with my nose.



I have Just Seen a Monster



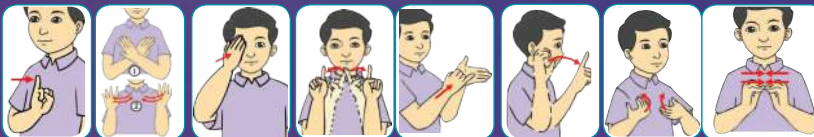
I have just seen a monster,



and it lives under my bed.



It has one ear, two ears, three ears, four ears,



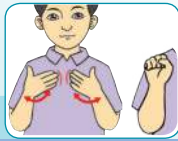
I do not know but it could have more.



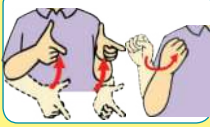
- Adapted rhyme from <http://www.english-time.eu/for-teachers>

- Sign the rhyme and substitute *ear* and *ears* with other parts of the head such as *eyes*, *mouth* and *nose*.

UNIT 13



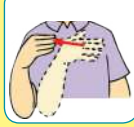
Animals



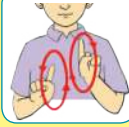
Let's



look



and



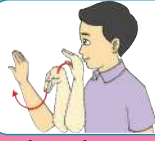
sign.



snake



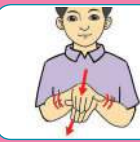
giraffe



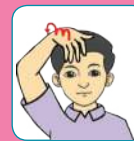
elephant



zebra



tortoise



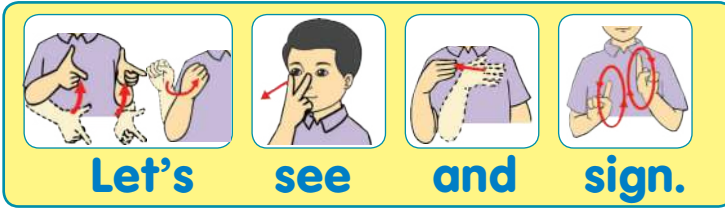
lion



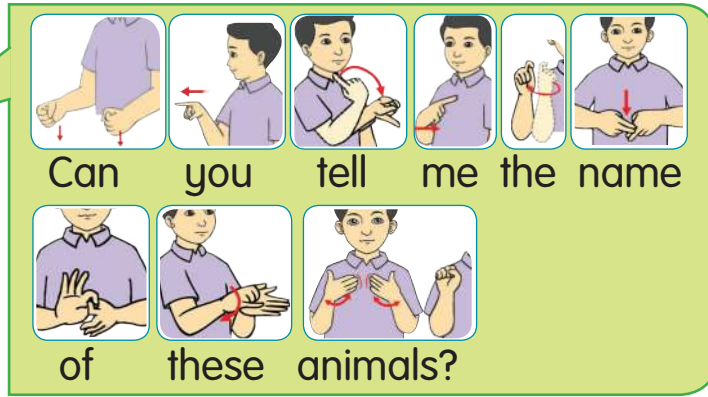
- The pupils talk (sign) about the animals in the picture.

1.1.1(v)
1.2.1

AB(I) pages
57, 60



Let's see and sign.



Can you tell me the name
of these animals?



It has a long neck and long legs.



It has two big ears and a long trunk.



It has a hard shell and a short tail.





Let's	see	and	sign.



i



u

pin	p - i - n

bus	b - u - s

lid	l - i - d

run	r - u - n

tin	t - i - n

mug	m - u - g

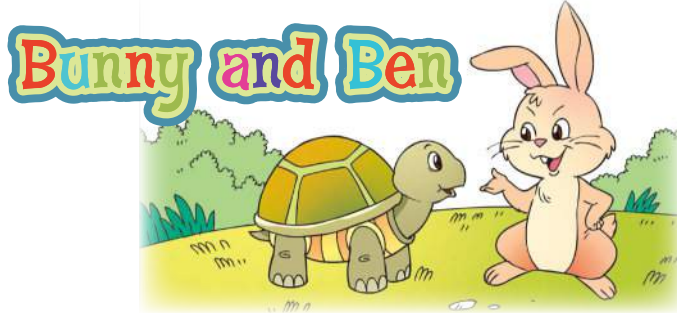
zip	z - i - p

bun	b - u - n



- Get the pupils to identify the phonemes.

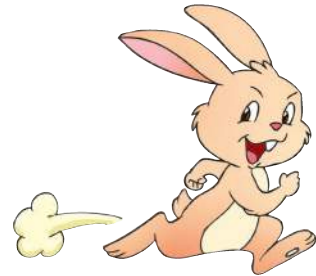
1.1.3(b)(d)
2.1.2(b)(d)



One day a rabbit named Bunny met Ben, the tortoise.



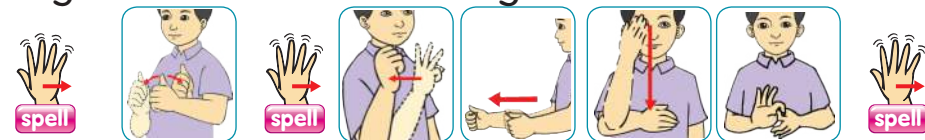
Bunny invited Ben to a race.



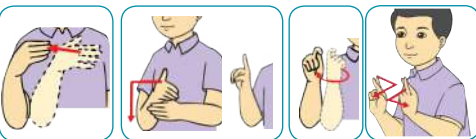
Early in the morning, Bunny and Ben began their race.



Bunny ran fast and left Ben behind.



Ben was far in front of Bunny, and finished the race.



Adapted: 'A Mousedeer and a Snail'.



1.



This is a giraffe.



It has a neck.



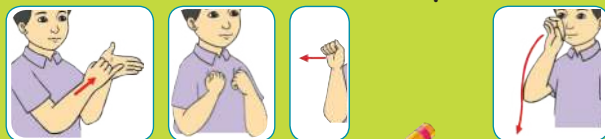
It has four legs.



2.



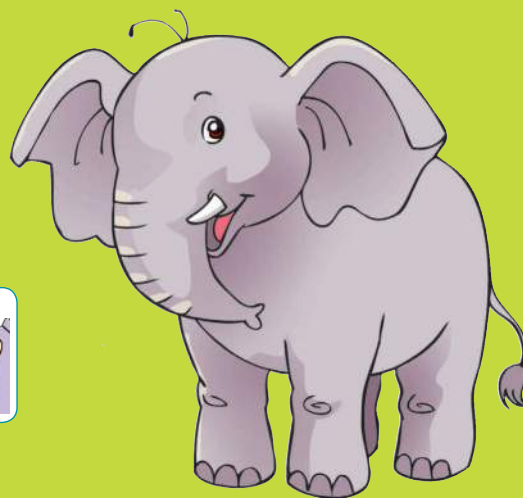
This is an elephant.



It has a trunk.



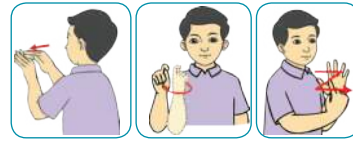
It has two ears.



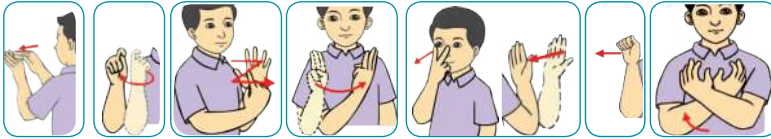
Teacher's Notes

- Get the pupils to rewrite the sentences in their exercise books.

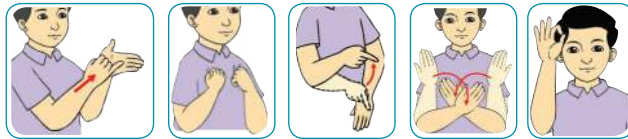
3.2.3(i)
3.2.2(i)



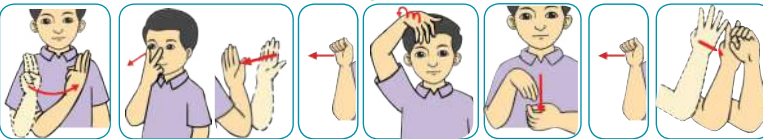
At the Zoo



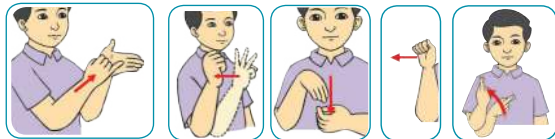
At the zoo, we saw a bear.



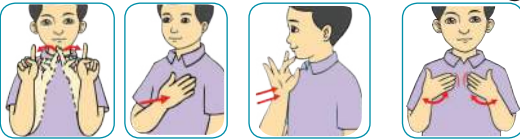
It has long dark hair.



We saw a lion in a cage.



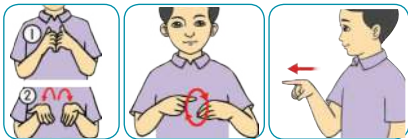
It was in a rage.



But my favourite animal



at the zoo is the **elephant**.

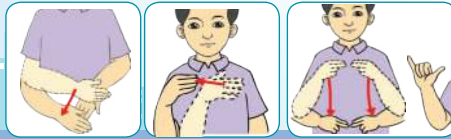


How about you?

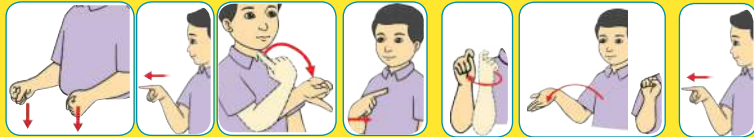


UNIT 14

Clean and Healthy



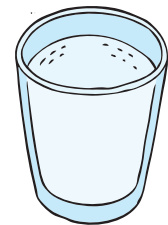
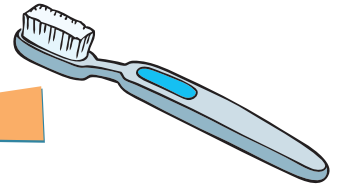
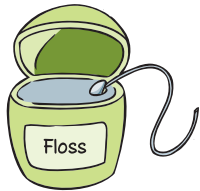
Let's look and sign.



Can you tell me the things you



need when brushing your teeth?

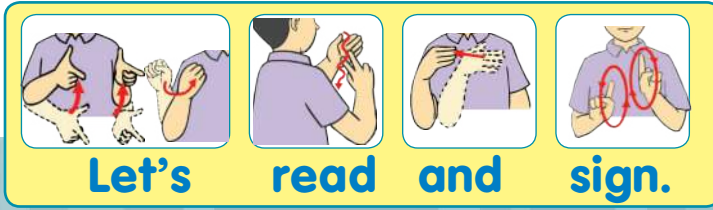


- Ask the pupils to name things needed when washing their hands.
- Use the activity in Activity Book part I page 61 as a guide.

1.2.1
1.3.1(iii)
1.3.2(i)

AB(I) page 61





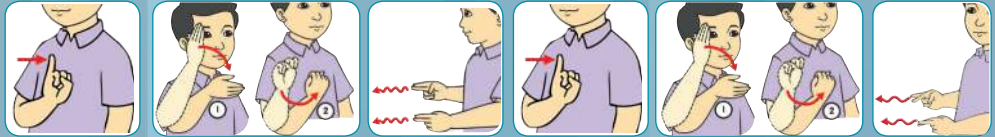
Let's read and sign.



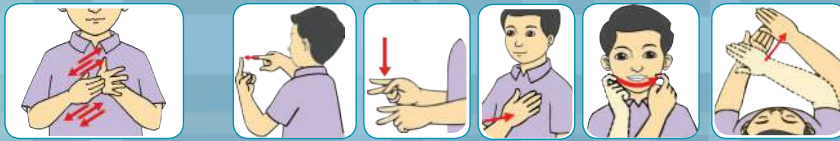
Here is My Toothpaste



Here is my brush,



I would not hurry, I would not rush,



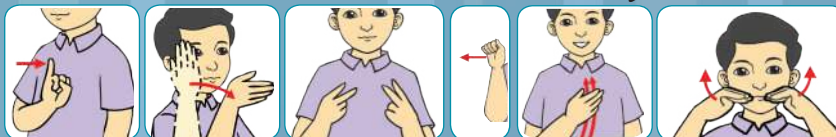
Working hard to keep my teeth clean,



Front and back and in between,



When I brush for quite awhile,



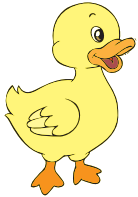
I will have a happy smile.



- Get the pupils to sign the poem with actions.
- Guide the pupils the steps to brush their teeth.



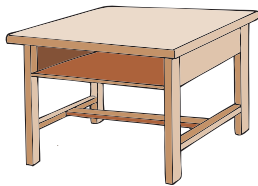
Let's	see	and	sign.



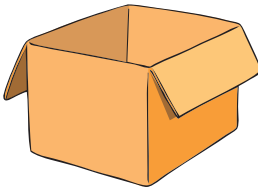
d-u-c-k	duck



d-o-l-l	doll



d-e-s-k	desk



b-o-x	box



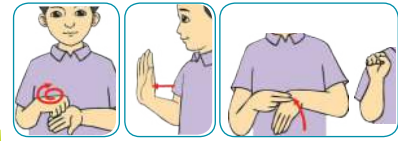
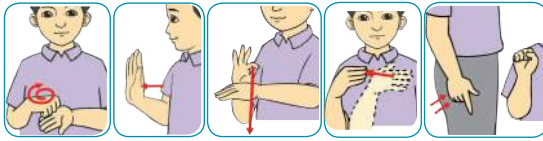
f-o-x	fox

6

s-i-x	six

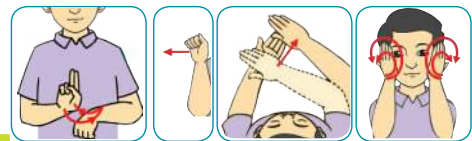
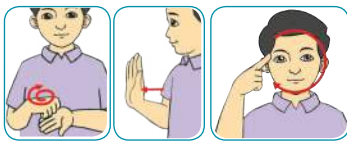


- Get the pupils to identify the phonemes.



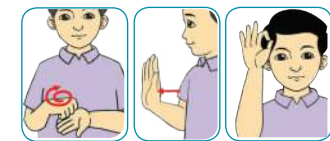
1 Wash your feet and legs.

2 Wash your hands.



3 Wash your face.

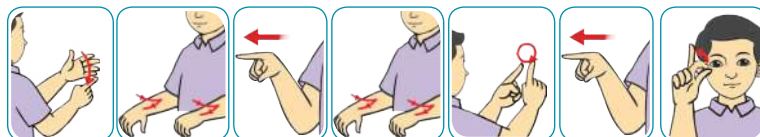
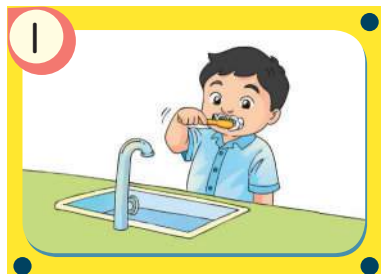
4 Use a clean towel.



5 Wash your hair.

6 Rinse your mouth.

- Get the pupils to read (sign).
- Demonstrate how to stay clean.
- Get the pupils to look for the meanings in a picture dictionary: soap, clean, wash, towel and rinse.

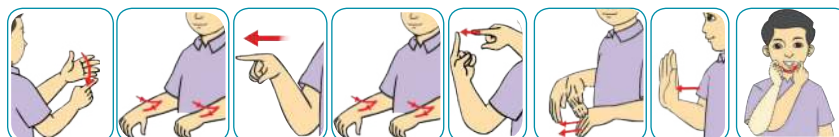


What do you do when you wake up?



I must _____.

wash my hands brush my teeth

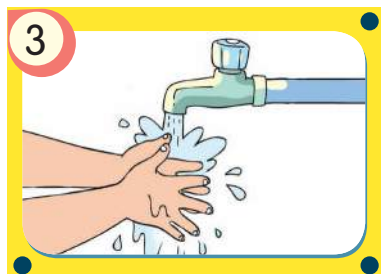


What do you use to brush your teeth?



I use a _____.

toothbrush and paint brush. toothbrush and toothpaste.



What do you do before you eat?

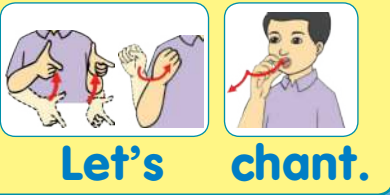


I must _____.

brush my teeth wash my hands



- Ask the pupils to name other things they need when washing their hands.
- The pupils write the answers in their exercise books.



Let's chant.



In the Morning



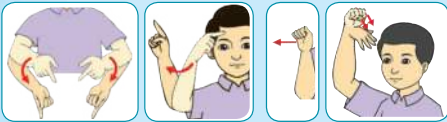
I wake up in the morning,



I brush my teeth,



Wash my face,



Go for a shower,

Grrr...Grrrr...Grrrr,

I'm ready for my breakfast,



Oops! I almost forgot,

Wash my hands,

Now I am ready to eat.



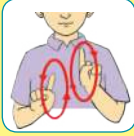
UNIT 15



What We Wear



Let's



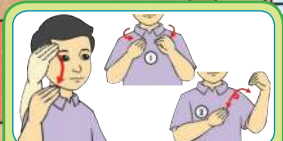
sign.



white shirt



tie



headscarf



socks



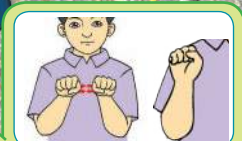
trousers



vest



skirt



shoes



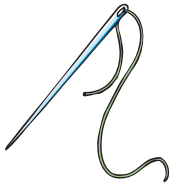
- Find the similarities and differences between these two uniforms.

1.2.1

AB(I) pages
65, 68



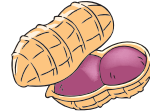
Let's see and sign.



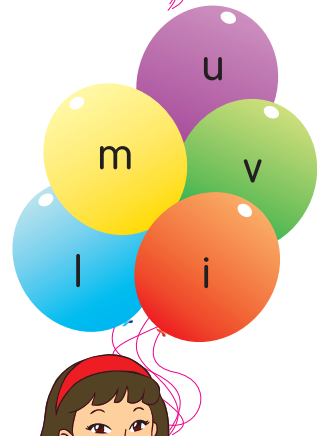
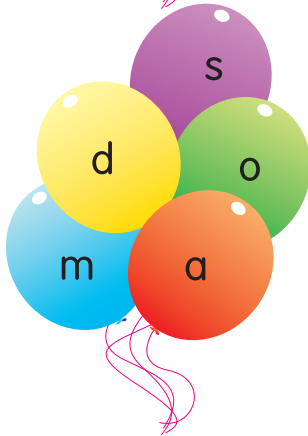
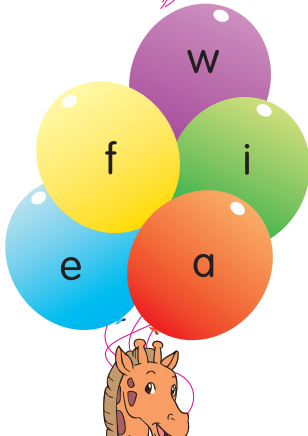
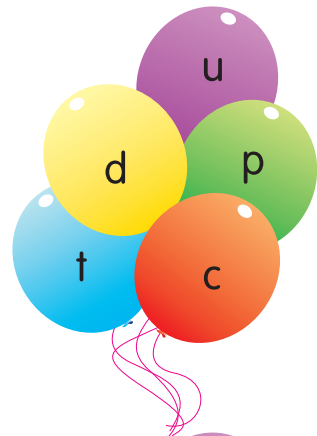
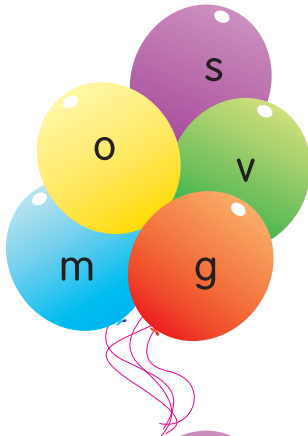
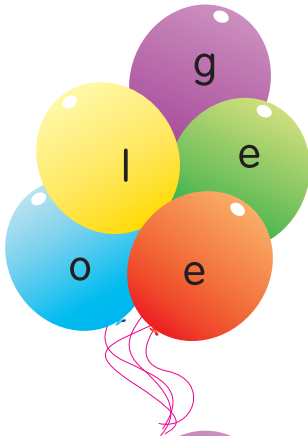
n _ _ d _ e



n _ _ e



n _ _



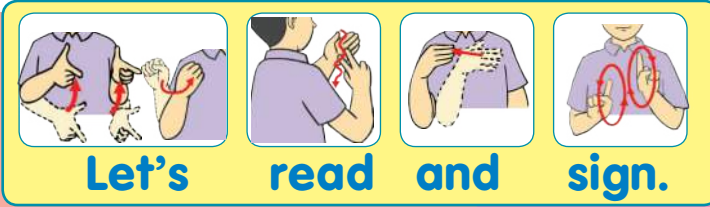
g _ r _ f _ _



g _ _ t



g _ r _



Let's read and sign.



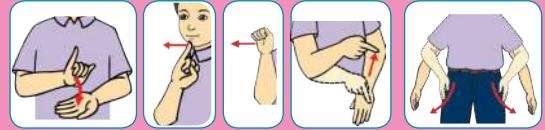
This is a **belt**.



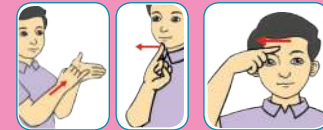
It is **brown**.



This is a **brown belt**.



This is a long **skirt**.



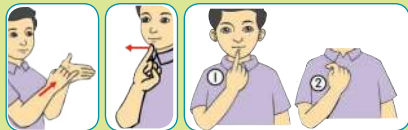
It is **black**.



It is a **long black skirt**.



This is a **school tie**.



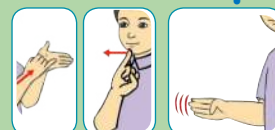
It is **red**.



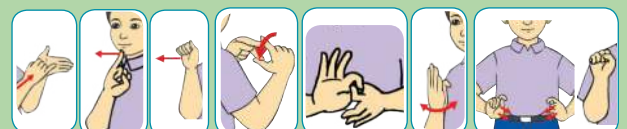
It is a **red school tie**.



This is a **pair of trousers**.



It is **blue**.



It is a **pair of blue trousers**.

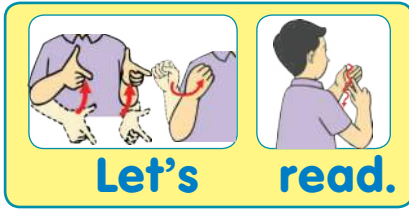


- Get the pupils to look for other clothes in a picture dictionary.

2.2.6
2.3.1(ii)
2.2.3

AB(I) pages
65.66





Let's read.

Hello. My name is Vasanti. I am an Indian girl. I wear *pavadai* during Deepavali.



Hello. My name is Aisyah. I am a Malay girl. I wear *baju kurung* during Hari Raya.

Hello. My name is Kai Yee. I am a Chinese boy. I wear *Tang suit* during Chinese New Year.





This is **Vasanti**.
 She wears a **cap**.
 She likes to **jog**.



Miss Jane

dress

sing



1. This is  _____

2. She  _____

3. She  _____

Jack

T-shirt

jump



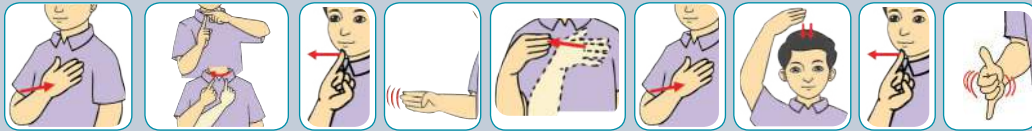
1. This  _____

2. He  _____

3. He  _____



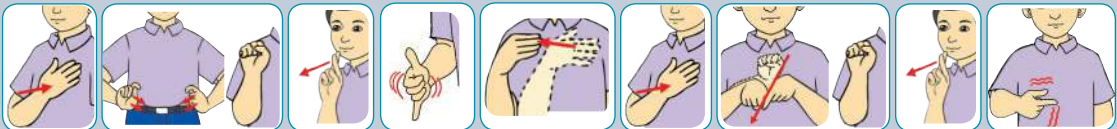
How Do I Look?



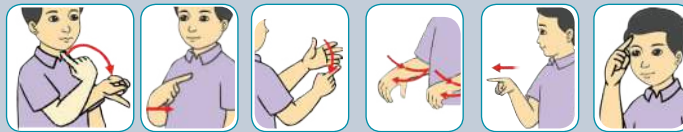
My T-shirt is blue and my hat is yellow,



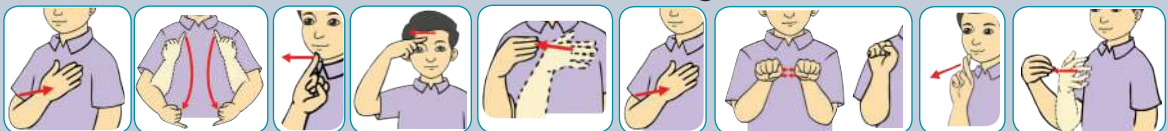
Tell me, what do you think?



My trousers are yellow and my socks are green,



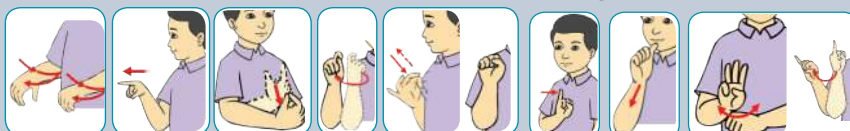
Tell me, what do you think?



My jacket is black and my shoes are white,



Tell me, what do you think?

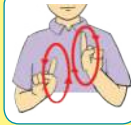
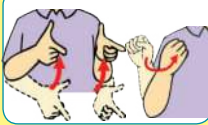


Do you like the clothes I am wearing?

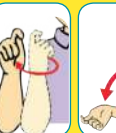
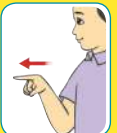
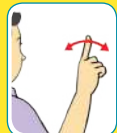
Adapted from <http://www.english-time.eu/for-teachers/poem/267-08.-clothes-weather/>

UNIT 16

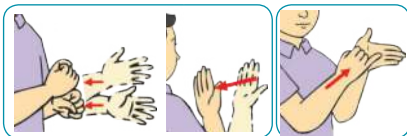
Welcome to My House



Let's look and sign.



Where do you think the teapot belongs to?



Got It!

's' is for soap.

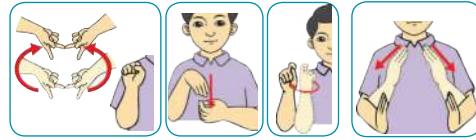
s oap



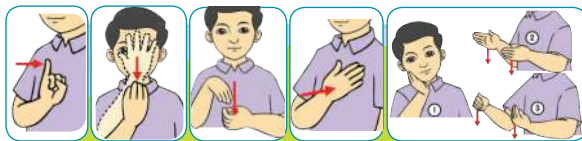


- Divide the pupils into two groups. Each group will pick the letter cards from the plastic bag. Example: *oap*.
- Then, combine 's' to 'oap' and say out the word 'soap' with teacher's guidance. The other member in the group will spell out and sign the words.
- Repeat the activity with the letter sound 't' for words such as *tea* and *tap*.
- Find words related to the theme "Welcome to My House".

1.1.3(a)
2.1.2(a)



Places in the House



I sleep in my bedroom.

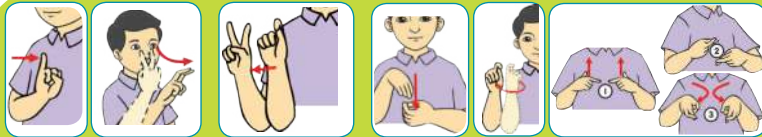
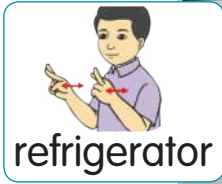


I bathe in the bathroom.

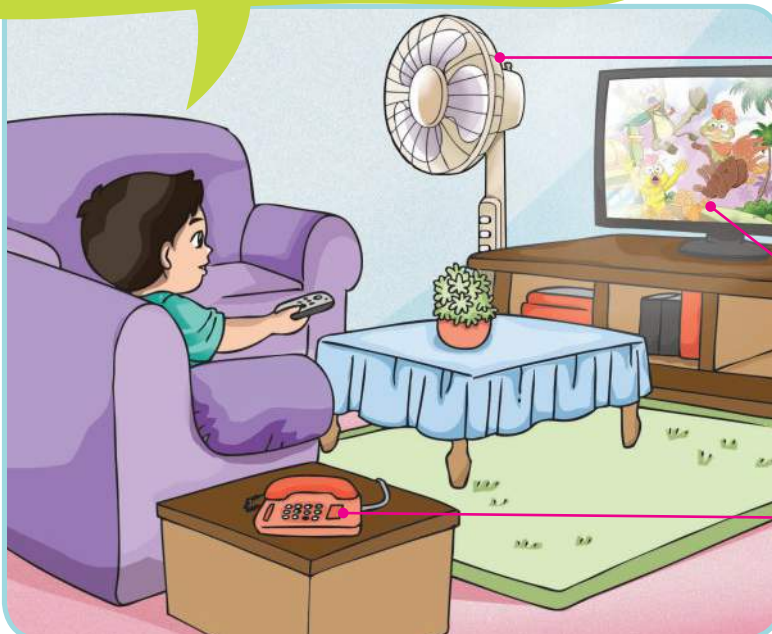




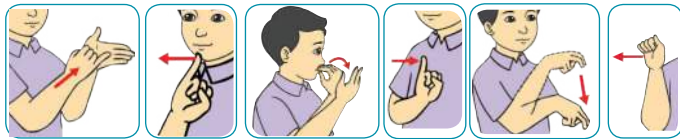
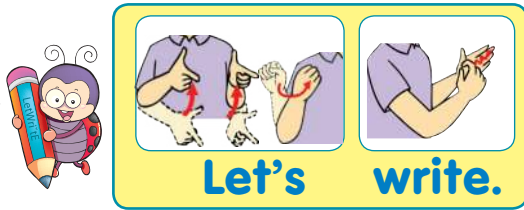
I cook in the kitchen.



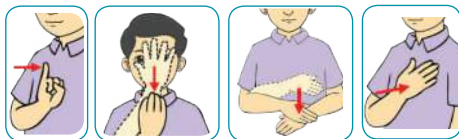
I watch television in the living room.



- Guide the pupils to read (sign).
- Get the pupils to discuss about the rooms in their house.



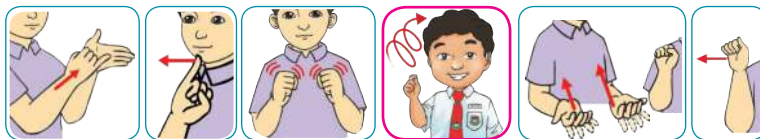
1. It is warm. I need a .



2. I sleep on my .



3. She boils water in the .



4. It is cold. Tutyut wants a .



5. The  is ringing.



• Ask the pupils to write the answers in their exercise books.

3.2.2(i)
3.1.3(iii)
2.2.1

AB(I) pages
69, 70



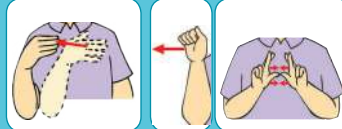
My House

Follow the instructions.

1.



Draw a house using a pencil



and a ruler.

2.



Put the paper on different

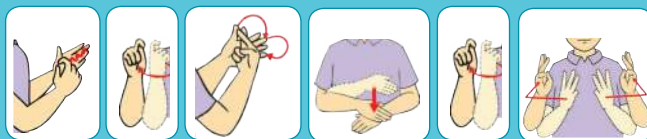


surfaces and colour the roof,



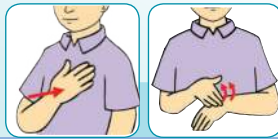
wall, windows and doors.

3.

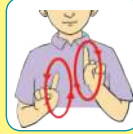
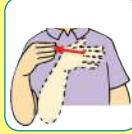
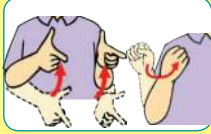


Write the rhyme on the wall.

UNIT 17



My Pet



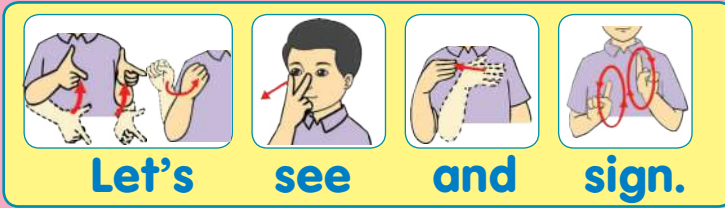
Let's look and sign.



- Ask the pupils Wh-Questions. Example: *Who has a pet?*

1.3.2

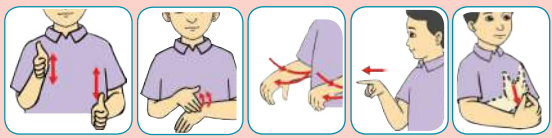
AB(2) pages
1, 4



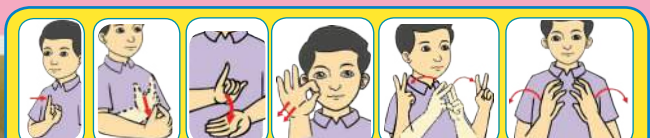
Nazim is at a pet shop with his father.



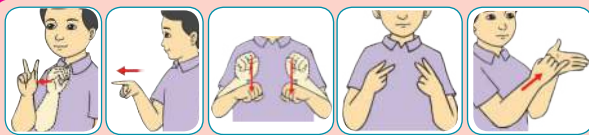
His father wants to buy a pet for him.



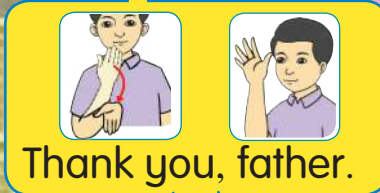
Which pet do you like?



I like this cat very much.



Ok, you can have it.



Thank you, father.





Let's read and sign.

ar

M-**ar**-ch = **March**

t-**ar**-t = **tart**

sc-**ar**-f = **scarf**

f-**ar**-m = **farm**

or

f-**or**-k = **fork**

c-**or**-n = **corn**

h-**or**-se = **horse**

t-**or**-ch = **torch**

ck

b-a-**ck** = **back**

d-u-**ck** = **duck**

n-e-**ck** = **neck**

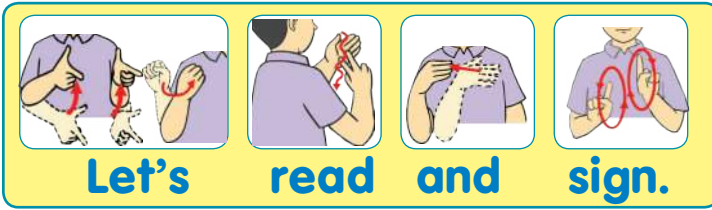
l-o-**ck** = **lock**



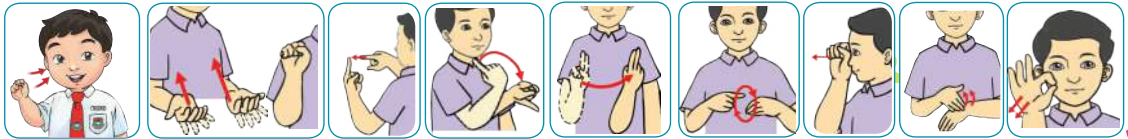
- Get the pupils to identify the phonemes.
- Read, sign and fingerspell the words.

1.1.3(d)(j)
2.1.2(d)(j)
2.2.1

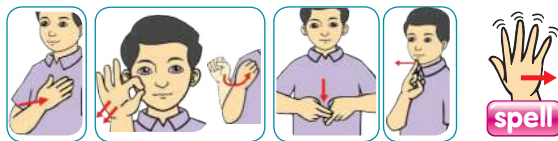




Let's read and sign.



Nazim wants to tell us about his pet cat.



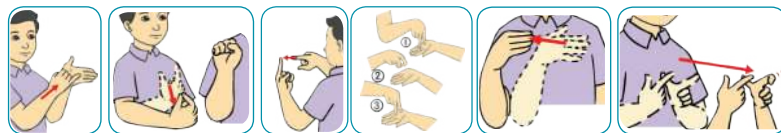
My cat's name is Kitty.



It is black and white.



It can catch mice.

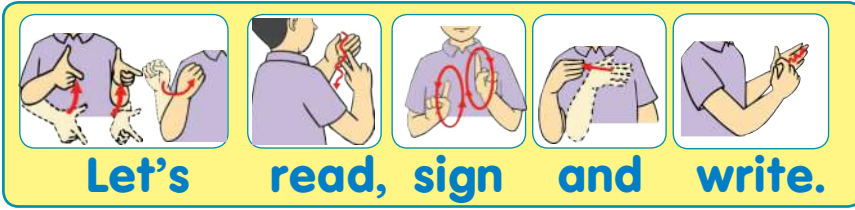


It likes to jump and run.

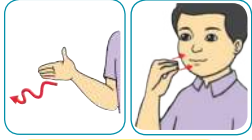


It likes to eat fish.

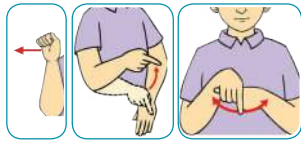




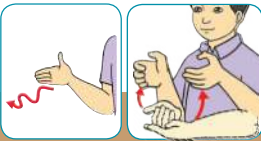
Let's read, sign and write.



fish food



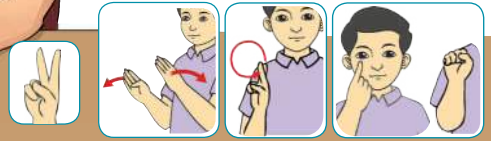
a long tail



fish bowl

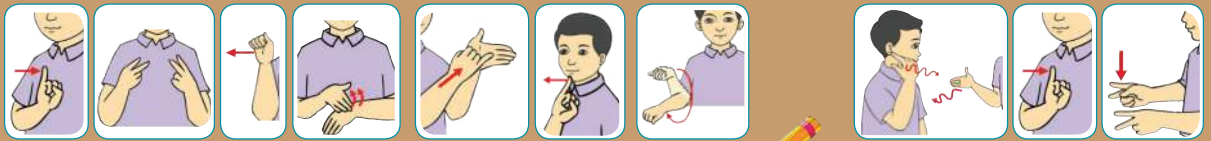


orange goldfish



two big round eyes

Fill in the blanks.



I have a pet. It is an _____ goldfish. I keep



the goldfish in a _____. It has _____.

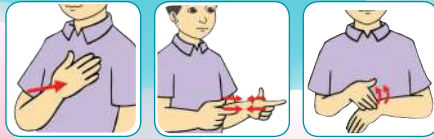
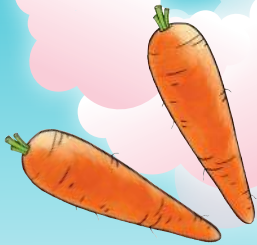


It has a _____. It eats _____. It is beautiful!

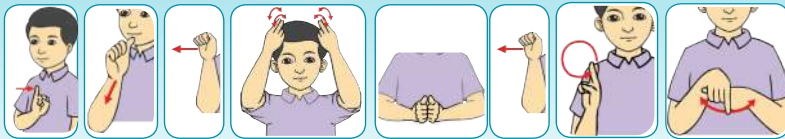
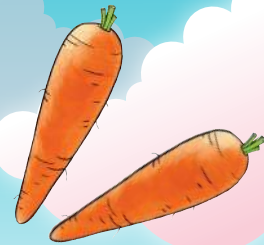


- Introduce the article 'an'. Example: *an apple, an orange.*
- The pupils write the sentences in their exercise books.

3.2.2(i)
2.2.6(i)



My Little Pet



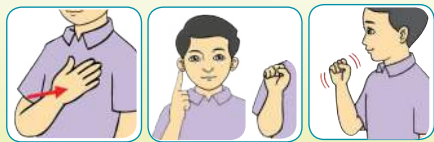
I am a rabbit with a round tail,



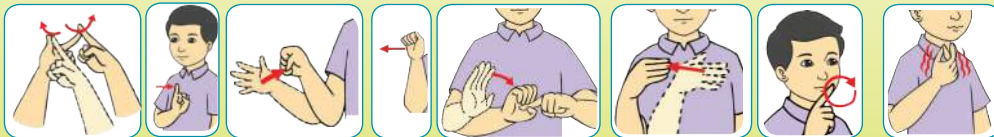
See me hop down the trail.



When I see a carrot,



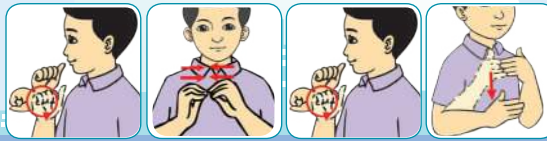
my ears shake,



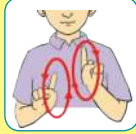
Then I take a bite and say, "Squeak!"



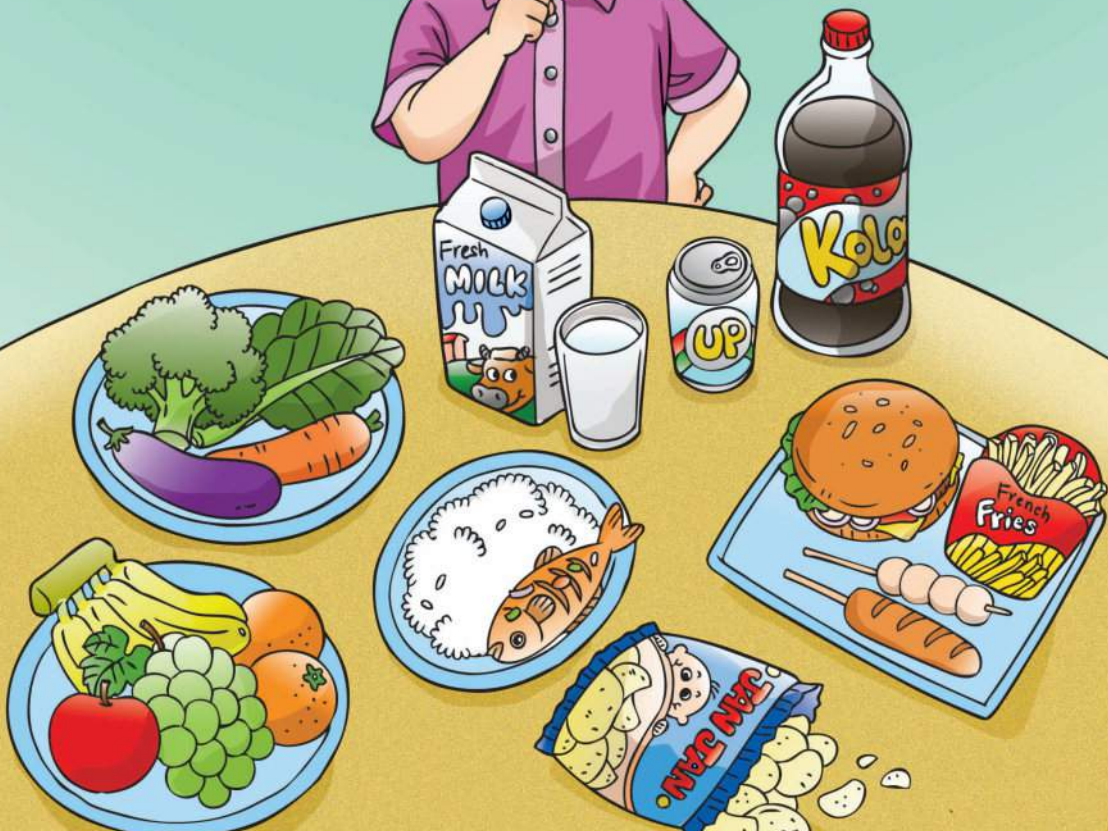
UNIT 18



Eat More, Eat Less



Let's look and sign.



- Ask the pupils to identify their favourite food.
- Introduce healthy and unhealthy food.

1.2.1
1.2.2



Let's look and sign.

Hello, Tuyut. What are you eating?



Hello, Nazim. I am eating fish and vegetables.

These are healthy food. What are you eating, Nazim?

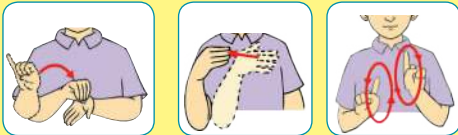
I am eating chips and drinking soda.



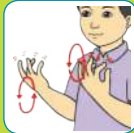
These are unhealthy food.

Do not eat too much.





Imitate and sign.



or

b-oi-l = boil



c-oi-n = coin



f-oi-l = foil



s-oi-l = soil

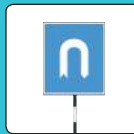
ur



c-ur-l = curl



n-ur-se = nurse



t-ur-n = turn



p-ur-se = purse



Say **NO** to Junk Food!



What?

chips, biscuits, cake, sweets
doughnuts, pizza, soft drinks,
ice cream, burger.

Why?

Too much salt and sugar.



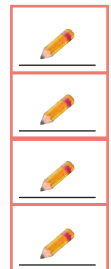
What must you do?

Eat Less!



Write **True** or **False**.

- The poster is about healthy food.
- Junk food has a lot of salt and sugar.
- Sweets, burgers and soft drinks are good food.
- You must eat more junk food.



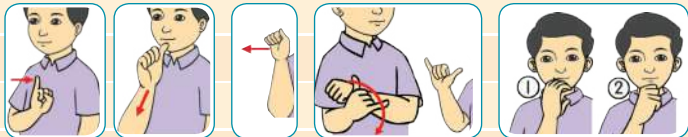
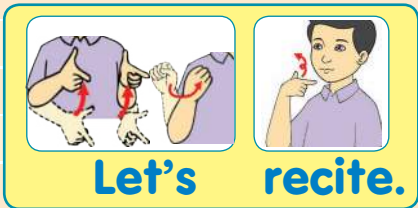


I	eat	more	cake	and	sweets.
I	eat	less	chips	and	burger.
fruits	and	vegetables.			



- Get the pupils to refer to a picture dictionary.
- The pupils write sentences from the substitution table to form sentences.

3.1.1(iii)
2.2.1
2.2.3



I am a Juicy Orange



I am a juicy orange,



Round as can be.



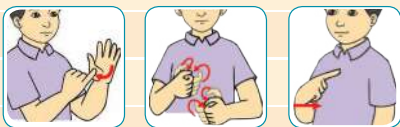
A big juicy orange,



Hanging on a tree.



If you want some juice,



Just squeeze me,



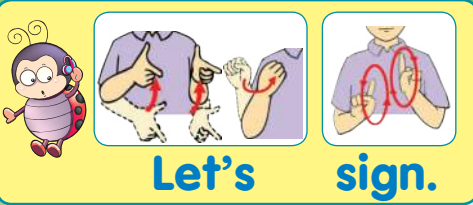
I am full of Vitamin C.



UNIT 19

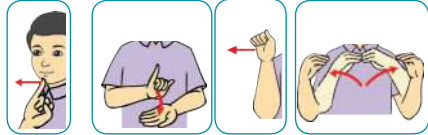
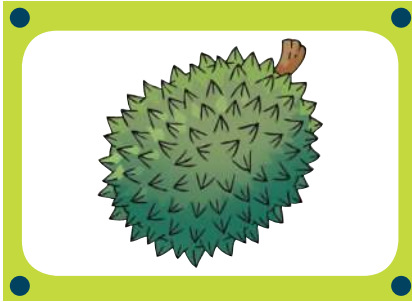
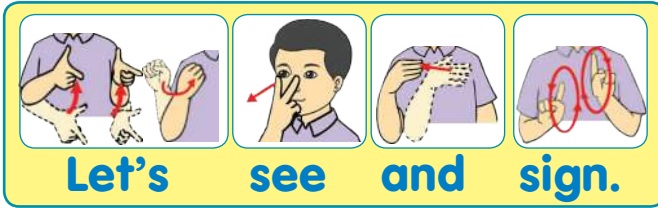


Delicious Fruits



- Guide the pupils to fingerspell and sign the words.
- Talk about fruits that the pupils like or dislike.

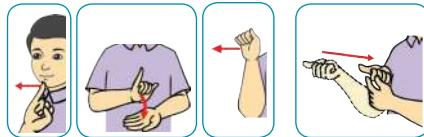
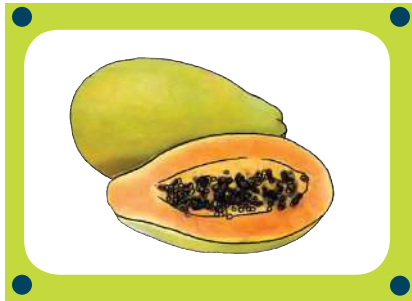
I.2.1



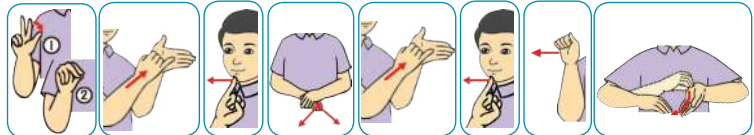
Is this a **durian**?



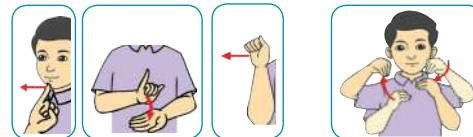
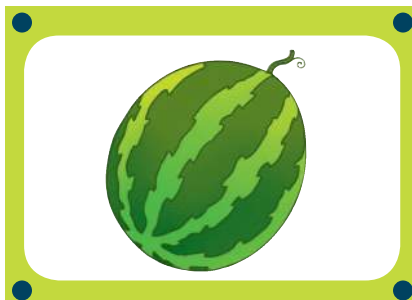
Yes, it is.



Is this a **mango**?



No, it is not. It is a papaya.



Is this a **watermelon**?



Yes, it is.



Let's sign.



oo



b-r-oo-m



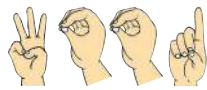
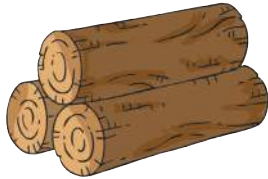
broom



b-oo-k



book



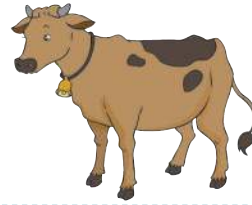
w-oo-d



wood



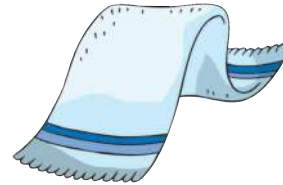
ow



c-ow



cow



t-ow-e-l



towel



b-ow



bow



Let's read and sign.



During the school holidays, Tuyut went to his village. He helped his grandparents at the orchard.

Tuyut likes to eat mango very much. "Do not eat too much, Tuyut," advised his sister. He ignored his sister. He ate all the mangoes.





watermelon



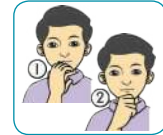
apple



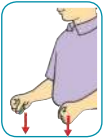
banana



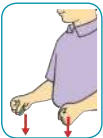
pear



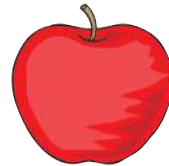
orange



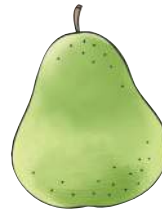
1. I can see a _____.



2. I can see an _____.



3. I can see a _____.



4. I can see a _____.

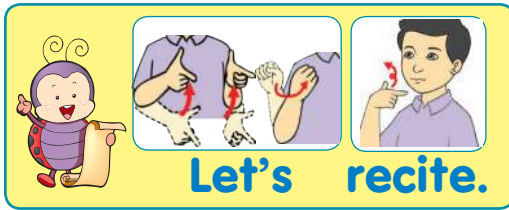


5. I can see an _____.



The pupils write the answers in their exercise books.

3.1.2(i)
2.2.3
3.1.2(ii)



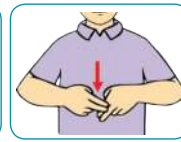
Pineapple



is

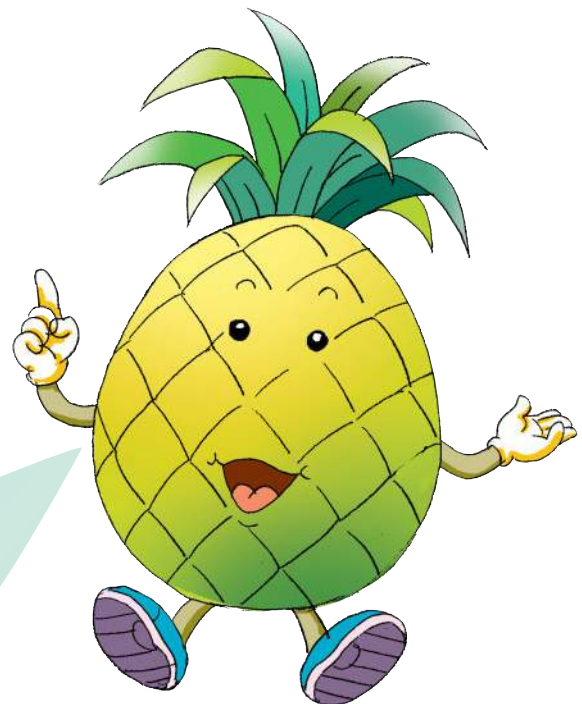


My



Name

Pineapple is my name,
Outer part is very tough,
And it looks really rough,
But my inner part has
good stuff.

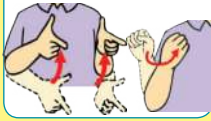


- Explain the meaning of *outer part* and *inner part* as stated in the rhyme.
- Surf the Internet to learn more about the pineapple.

UNIT 20



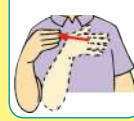
Let's Ride



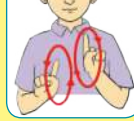
Let's



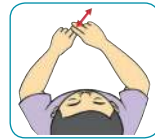
look



and



sign.

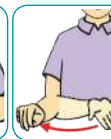


The Train

Choo choo, choo choo, ...

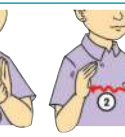
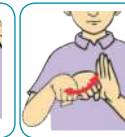


Nazim, Kai Yee, Aisyah and Vasanti,



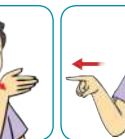
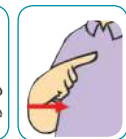
All of them watch the train passing by.

Ding dong, ding dong ding!



See it puffing, hear the bell ringing.

Click clack, click clack,

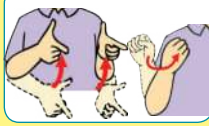


Tell me please, will you come back?

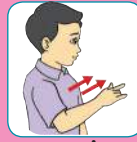


- Substitute the names of the characters in the rhyme with the names of pupils in the class.
- Explain the phrasal verbs 'passing by' and 'come back'.

I.1.I(iv)
I.1.5



Let's look, sign and discuss.



aeroplane



bus



bicycle

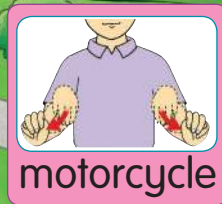


ferry

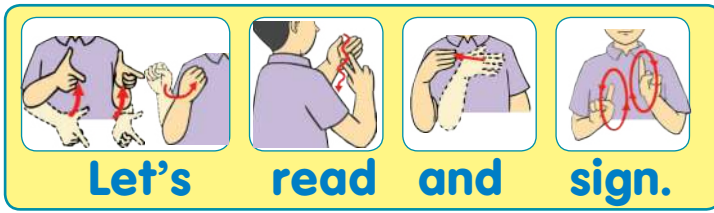


boat

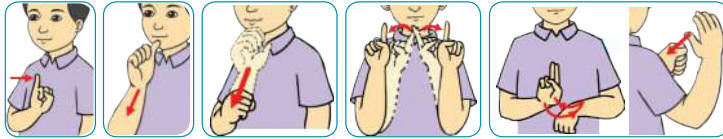




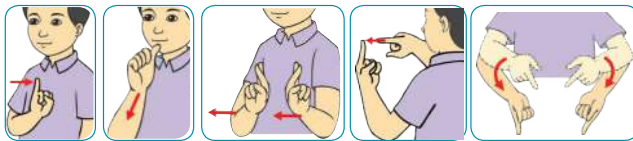
- Talk about other means of transport.



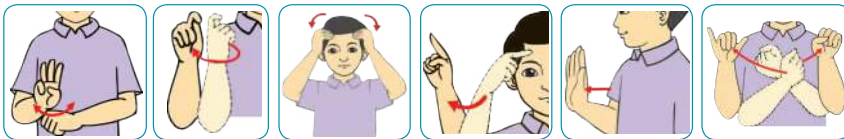
I Am a Bicycle



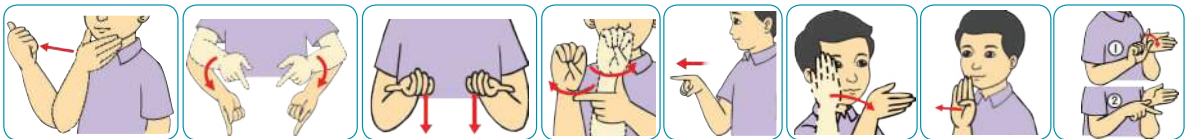
I am old but useful,
kring...kring...kring.



I am ready to go.



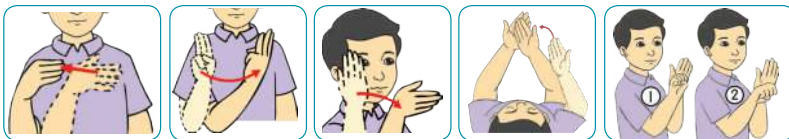
Wear the helmet for your safety.



Better go now or you will be late.



My wheels will spin,



and we will arrive soon.





Rearrange the words to form correct sentences.

Example:

am

useful.

I

old

but

I am old but useful.

1.

My

ringing.

is

bell

2.

helmet.

You

wear

your

must

3.

safety.

is

for

It

your

4.

My

will

soon

spin.

wheels

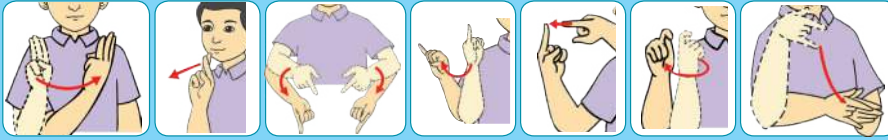
The pupils write the answers in their exercise books.



Let's recite.

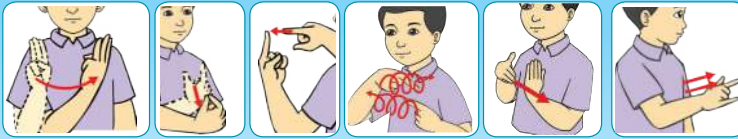


Transport

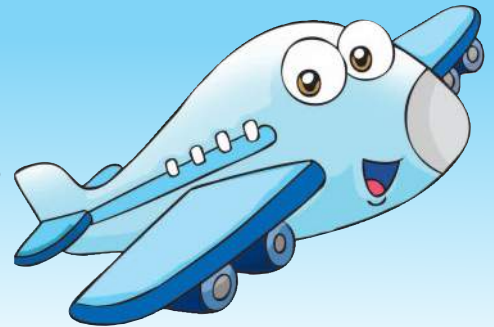


We are going to the airport,

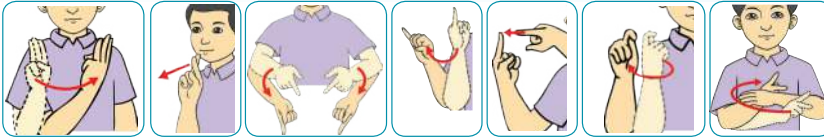
Go, go, go, go, go, go!



We like to travel by aeroplane,

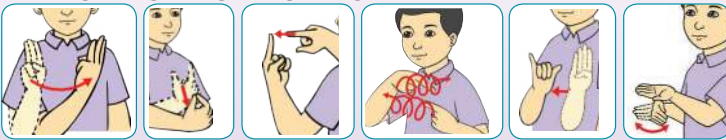


So high in the sky.

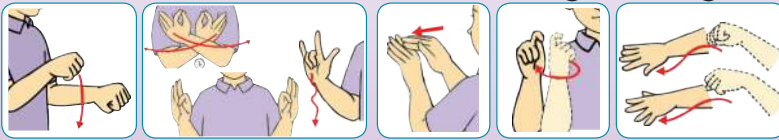


We are going to the jetty,

Go, go, go, go, go, go!



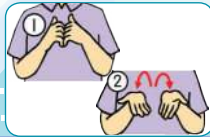
We like to travel by ferry,



So freely at the sea.

- Guide the pupils to recite the rhyme with actions.
- Explain the words 'jetty' and 'ferry'.

UNIT 21



How



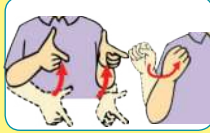
Do



I



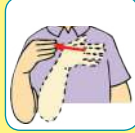
Look?



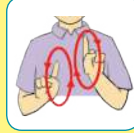
Let's



look



and



sign.



- Ask the pupils Wh-Questions. Example: *What is Encik Edo doing?*

1.2.1
1.3.2(i)



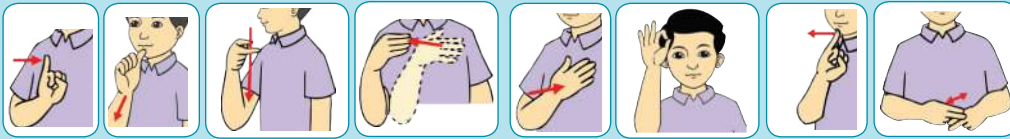
Let's see and sign.

My hair is short and straight.

I am quite chubby.

I am tall.

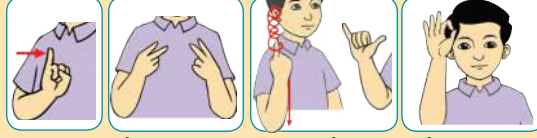




I am thin and my hair is short.



I am short.



I have curly hair.



• Ask the pupils to describe themselves.

1.2.1

AB(2) page 22



Let's read and sign.



Nazim is chubby.



Kai Yee is thin.



Vasanti is tall.



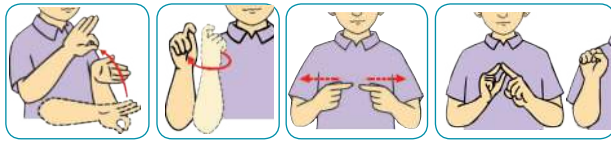
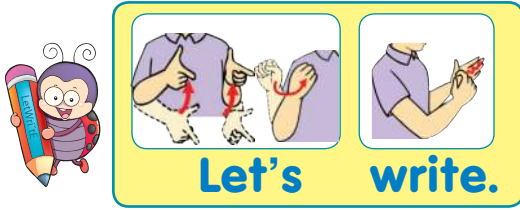
Aisyah is short.



Tuyut has curly hair.



Vasanti has long hair.



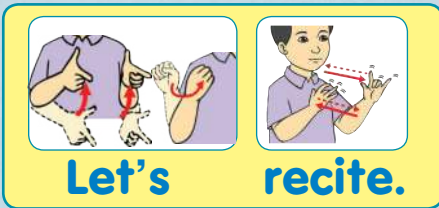
Find the opposite words.

<p>▶ For example:</p>  <p>tall</p>		<p>short</p>
<p>1. ▶</p>  <p>big</p>		
<p>2. ▶</p>  <p>thin</p>		
<p>3. ▶</p>  <p>long</p>		

Teacher's Notes

- Get the pupils to look for the opposite words in their picture dictionaries.
- Explain the word 'opposite'.

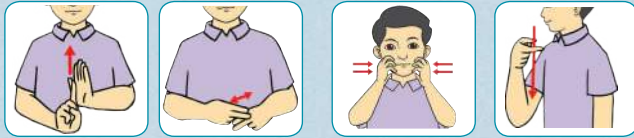
3.1.3(i)
2.2.3



Let's recite.



PEOPLE



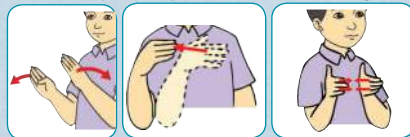
Tall, short. Chubby, thin.



Black, white. Brown, yellow.



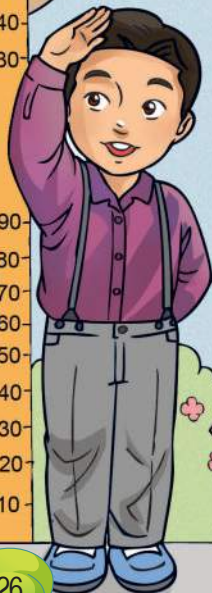
They are people like you and I.



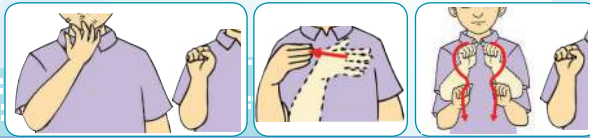
Big and small.



Kind and friendly.



UNIT 22



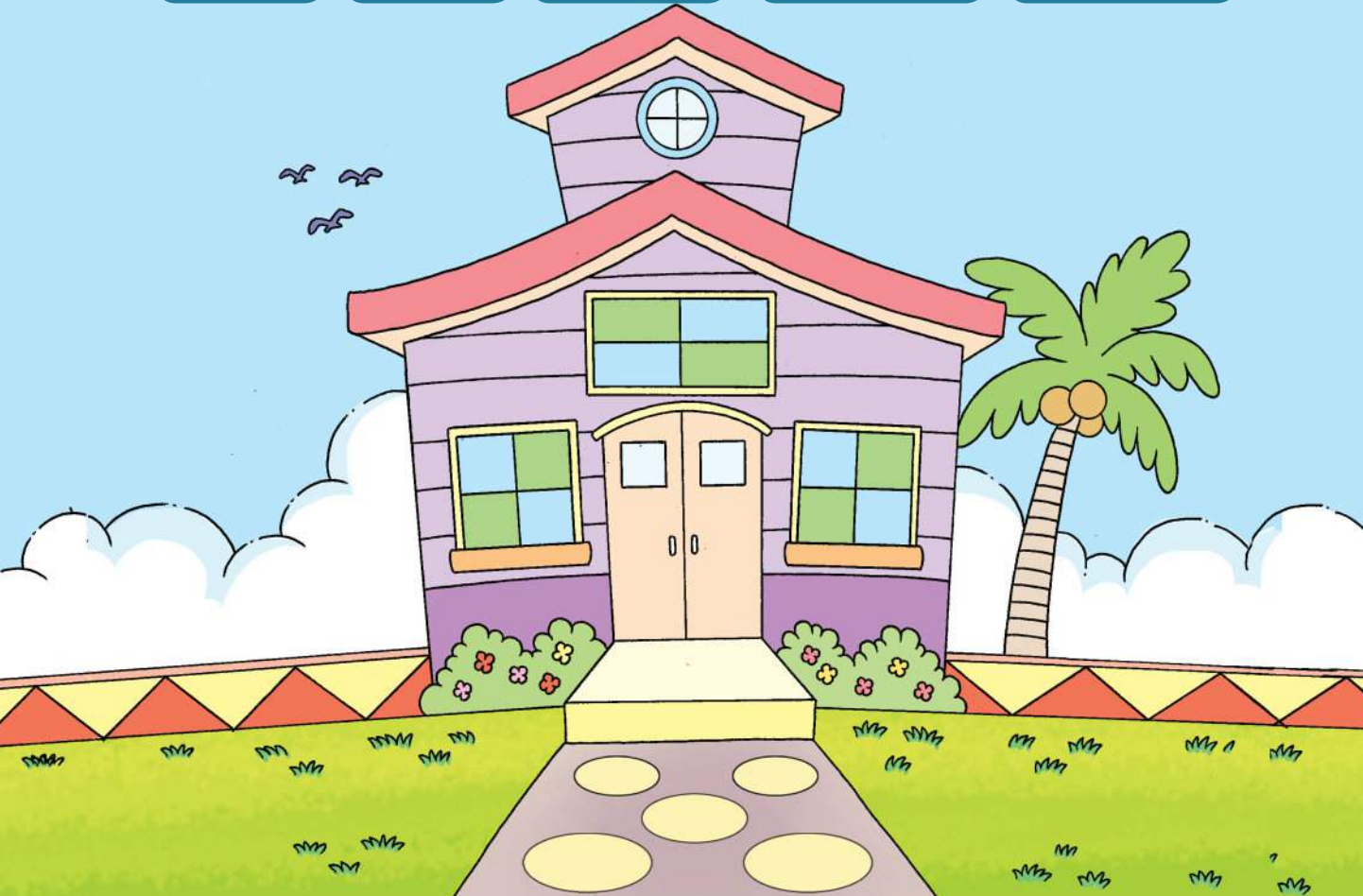
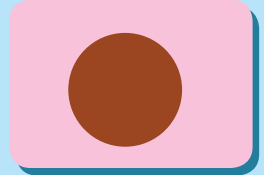
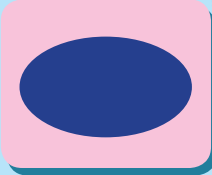
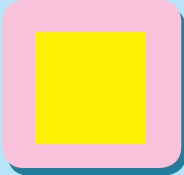
Colours and Shapes



Let's look, sign and discuss.



Can you find these shapes in the picture?



- Guide the pupils to count the shapes.
- Discuss the colours and shapes.

1.2.1
2.2.4(i)



Let's see and sign.

Let's name the colours and shapes.



red rectangle

green triangle

brown circle

yellow square

blue oval



Let's read and sign.

Aisyah told Kai Yee that she went shopping with her mother yesterday. They were talking about it.

What did you buy, Aisyah?

I bought many coloured papers.

Is that all?

My mother bought

biscuit cutters of various shapes. I can use them to draw shapes.

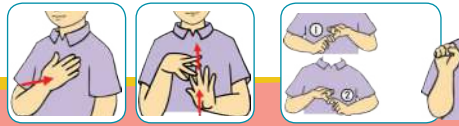
It will be fun!

Teacher's Notes

- Sign and discuss the conversation with the pupils.



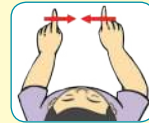
Let's read and sign.



My Special Friends



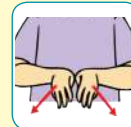
I am wearing a blue skirt. My name is Suzie Square.



I have four sides. All my sides are the same.



The lovely lady in the red skirt is Arreen Triangle.



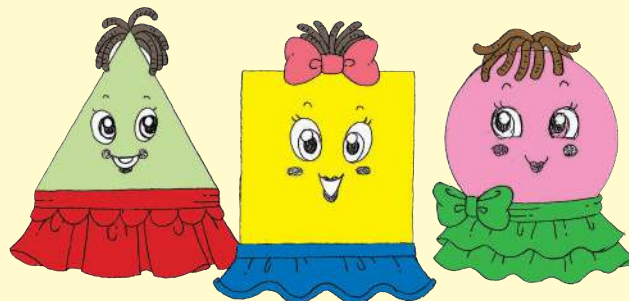
She has three sides. One of her sides is wide. The other two



sides are narrow. The pretty lady in the green skirt is



Bouncie Circle. She walks like a bouncing ball.





Let's write.

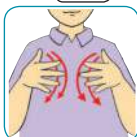
Fill in each box with a **full stop** or a **question mark**.

1. What colour is the triangle 

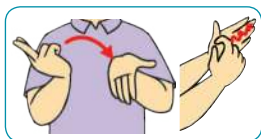
2. I like red car 




3. What colour is the leaf 

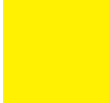



4. You have a pretty blue dress 




Rewrite the sentences. Use **capital letters**, **full stops** and **question marks**.

1.  what is this
this is a green triangle

2.  what is this
this is a yellow square

3.  what is this
this is a brown circle

4.  what is this
this is a blue oval



The pupils write the answers in their exercise books.



Let's sing and sign.

Shapes



We are shapes,
 Yes, we are shapes,
 Triangle, rectangle, circle, oval, square,
 Triangle, rectangle, circle, oval, square.



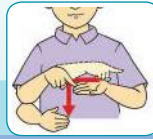
I am a circle, round and round, round
 and round,
 I am a circle, round and round, round
 and round,
 Round and round,
 I am a circle round and round, and
 round,
 and round, I am.



Triangle, rectangle, circle, oval, square,
 Triangle, rectangle, circle, oval, square.



UNIT 23



My Weekend



Let's look and sign.



6:30 a.m.



7:00 a.m.



8:00 a.m.



10:00 a.m.



1:00 p.m.



4:00 p.m.



8:30 p.m.



10:00 p.m.



- Talk about the pictures.

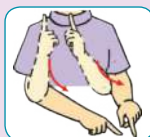
1.2.1

AB(2) page 31

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Let's look and sign.



What do you do during the weekend?

I wash my school



shoes on Saturday morning.



I water the plants in the morning.

I watch television on Sunday morning.



I play badminton on



Sunday afternoon.


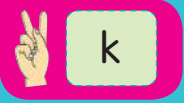





















I watch television on Sunday evening.





Let's look and sign.

				
	k		k-i-t-e	kite
				
k-i-d	kid		k-i-n-g	king
				
k-e-y	key		k-i-c-k	kick

				
	o		d-o-g	dog
				
h-o-p	hop		s-o-c-k	sock
				
d-o-t	dot		d-o-l-l	doll



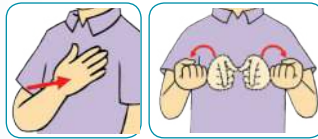
The pupils read, sign and fingerspell the words.

1.1.3(c)
2.1.2(c)

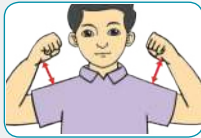


Let's read and sign.

Morning



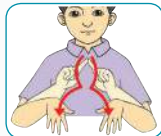
My Diary



I exercise.



I eat breakfast.



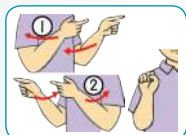
I surf the Internet.



I read a storybook.



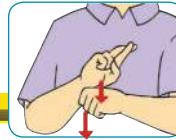
I ride a bicycle.



I play games.



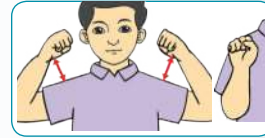
Let's write.



Kai Yee's Sunday Routine

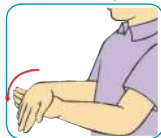


Kai Yee wakes up early in the morning. He goes



to the park near his house. He exercises in the park. Then, he eat breakfast.

In the afternoon, he surfs the Internet and reads a storybook.



At night, he watches television. Then, he goes to sleep.

	Time	Kai Yee's Sunday Routine Chart	
1		 _____	 _____
2		 _____	 _____
3		 _____	 _____



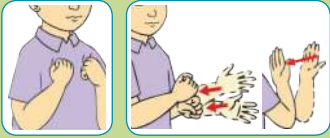
Pupils write the answers in their exercise books.



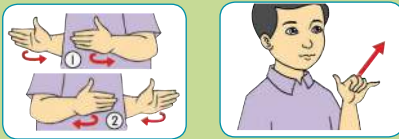
Let's read and sign.

It's Saturday, School is Out!

Saturday, school is out,



Nazim has got a kite,

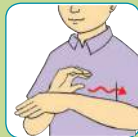


Catch the wind and fly, fly, fly,



Start the day flying a kite.

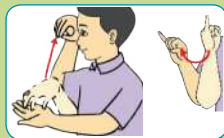
Saturday, school is out,



Kai Yee has got a computer,



Surf the Internet and search, search, search,



Start the day learning with a computer.



Adapted from *Start the Day Off Right* – by Gary Rosen

- Get the pupils to recite the poem with actions.
- Get the pupils to talk about the actions in the poem and relate to their daily life.

UNIT 24



Let's



Do



Housework



Let's look and sign.



• Talk about the picture with the pupils.

1.2.1

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Let's look and sign.



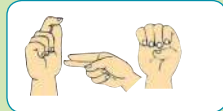
th voiced



th-i-s



this



th-e



the



th-a-t



that



th-e-y



they



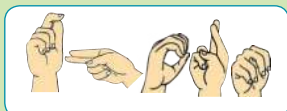
th-e-r-e



there



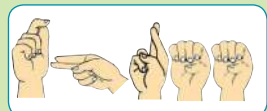
th voiceless



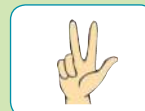
th-o-r-n



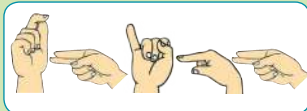
thorn



th-r-e-e



three



th-i-g-h



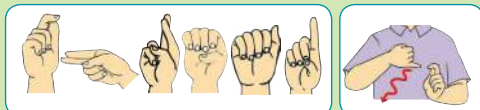
thigh



th-u-m-b



thumb



th-r-e-a-d



thread



- Get the pupils to know the difference between voiced /th/ and voiceless /th/ by recognising one of the spelling pattern predictions as follows:
 - voiced /th/ (tongue between the teeth, air flowing, voice on)** – they are structure or function words. Example: *this, that, the, they, there*.
 - voiceless /th/ (tongue between the teeth, air flowing, no voice)** – they are at the beginning of nouns. Example: *three, thumb, thread, thigh, thorn*.

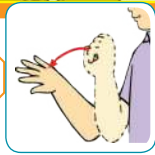
1.1.3(h)
2.1.2(h)



Let's look and sign.



throw



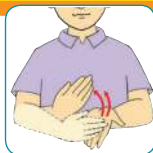
mop



wipe



sweep



wash



- Get the pupils to talk about the pictures.
- Introduce action words to the pupils. Example: *wash*, *wipe*.



Let's read and sign.



Nazim's: Children, tonight Encik Edo is coming. He will have mother



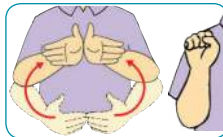
dinner with all of us. Can you help me do some housework?



Children: Yes, aunty. We are happy Encik Edo is coming. We will help you.



Nazim: I will mop the floor, mother.



Kai Yee: I will wash the dishes, aunty.

Tuyut: I will sweep the floor.

Aisyah: I will throw the rubbish.

Vasanti: I will wipe the window.





Let's read and write.



Look at the table and fill in the blanks.

Name	Housework	
Kai Yee	wash	dishes
Aisyah	throw	rubbish
Tuyut	sweep	floor



Sweep floor.
Sweep the floor.
I sweep the floor.



Throw rubbish.
Throw _____ rubbish.
I _____.



Wash dishes.
Wash _____ dishes.
I _____.



- Discuss the action verbs.
- The pupils write the answers in their exercise books.

3.2.2(i)
2.2.6(i)



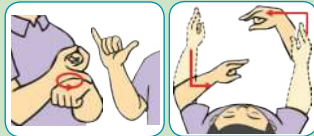
Let's recite.



Let's Clean



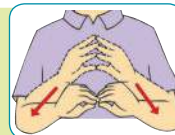
I am the dustpan,
You are the broom,



I see a dusty room,



Sweep, sweep, sweep,
Tuyut sweeps the floor.



I am the sponge,



You are the soap,

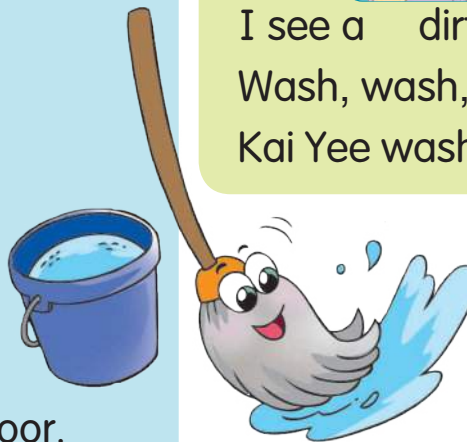


I see a dirty plate,
Wash, wash, wash,
Kai Yee washes the plate.

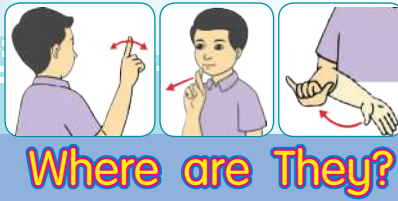


I am the mop,

You are the pail,
I see a dirty floor,
Mop, mop, mop,
Nazim mops the floor.

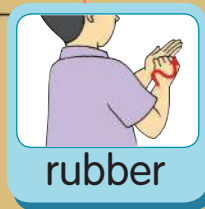
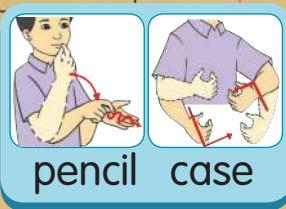
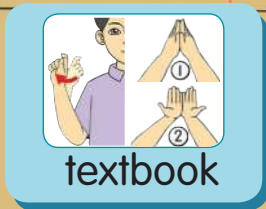
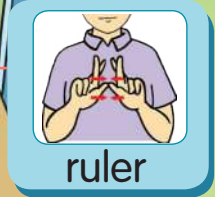
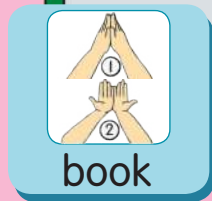
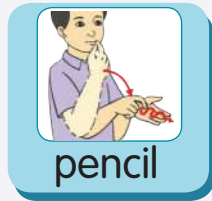


UNIT 25



Where are They?

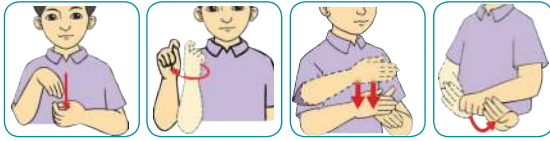
Let's look and sign.



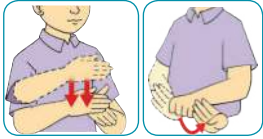
• Guide pupils to fingerspell and sign the words.



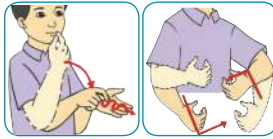
Let's see and sign.



In the School Bag



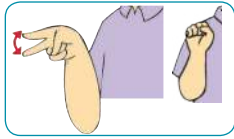
school bag



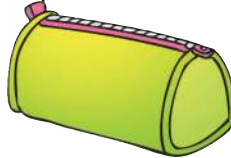
pencil case



glue



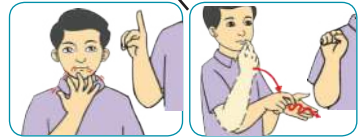
scissors



book



rubber



coloured pencils

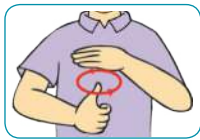
- The pupils name the things in their school bags.
- Ask questions and guide the pupils to sign their belongings.



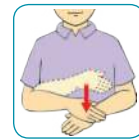
Let's read and sign.



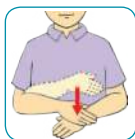
Can you find my things?



The pencil is **under** the table.



The pencil is **on** the chair.



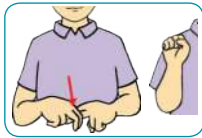
The ruler is **on** the desk.



The rubber is **under** the desk.



Let's read and sign.



Vasanti sits **on** the chair.



The duster is **under** the table.



My bag is **on** the chair.



The pencil case is **under** the table.



Let's write.

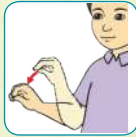
<p>My classroom</p>	<p>is</p>	<p>big clean</p>
<p>There</p>	<p>is are</p>	<p>a ruler many pencils many rubbers</p>





Let's sing and sign.

On and Under



You put your ruler on the book,

You put it under the book,

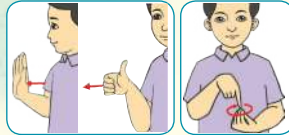
You put your ruler on the book,



And you shake it all about,



You do the hokey pokey,



And you turn yourself around,

That is what it is all about.

(To the tune of *Hokey Pokey*)



UNIT 26



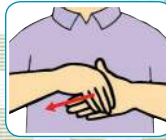
Money

BANK NEGARA MALAYSIA



Let's sign.

WANG KERTAS
INI SAH
DIPERLAKUKAN
DENGAN NILAI



The Ringgit Poem



10 sen, 20 sen, 30 sen
40 sen, 50 sen, 60 sen
70 sen, 80 sen, 90 sen



All these add up to 4 *Malaysian Ringgit* and 50 sen.



- Emphasise Malaysian Ringgit is written as RM.

I.2.1
I.1.5



Let's sign.



Can you tell me how much is it?



= RM2.00

It is two *ringgit*.



= RM6.00

It is six *ringgit*.



= RM3.00

It is three *ringgit*.

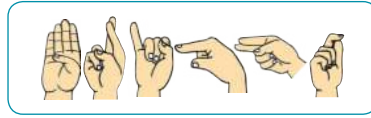


= RM7.00

It is seven *ringgit*.



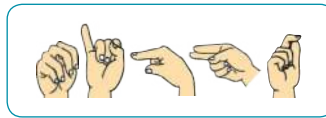
Let's see and sign.



b-r**igh**-t



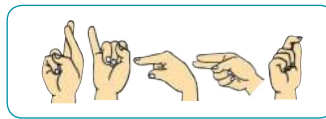
bright



n-**igh**-t



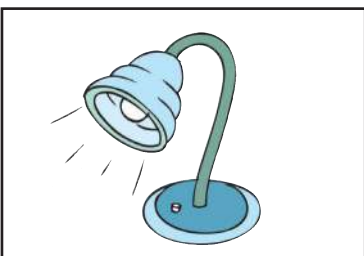
night



r-**igh**-t



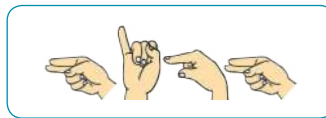
right



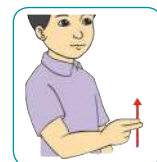
l-**igh**-t



light



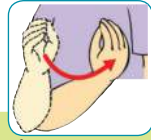
h-**igh**



high



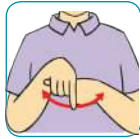
Let's read.



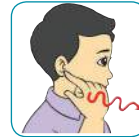
Let's learn about our coins.



head



tail



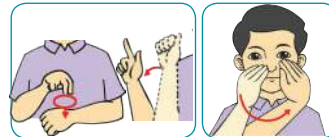
1. 50 *sen* and 20 *sen* coins are gold coloured.



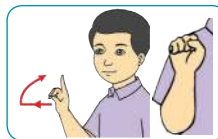
2. 10 *sen* and 5 *sen* coins are silver coloured.



spell



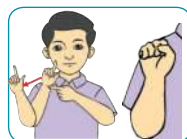
3. The hibiscus is the National Flower.



4. Fourteen dots on the head refer to



the 14 states in Malaysia.



spell

5. Five lines refer to the five National Principles.



Let's write.



1. This is a one *ringgit* note.
2. It is blue.
3. It has a front and a back.
4. On the front, it has a picture of the Yang di-Pertuan Agong.
5. On the back, there are pictures of the *wau*.



Rafflesia

back

ten

front

red

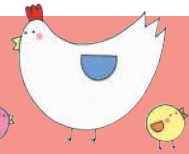
Yang di-Pertuan Agong

1. This is a _____ *ringgit* note.
2. It is _____.
3. It has a _____ and a _____.
4. On the front, it has a picture of _____.
5. On the back, there are pictures of the _____.



Let's create.

Fun With Coins



Things needed:

- Coloured pencils
- The *Ringgit* Poem
- Different kinds of coins
- Glue
- Scissors
- Paper
- Craft paper

Follow the instructions:

1. Write the *Ringgit* Poem on a paper.
2. Place a coin under the paper and trace it.
3. Repeat step 2 around the poem.
4. Paste the poem on a craft paper.



• Pupils can create any design based on their creativity.

UNIT 27



Days of the Week

Let's look and sign.



Wednesday

Thursday

Friday



Tuesday



Saturday



Monday



Sunday

		SEPTEMBER 2016				Zulkaedah - Zulhijjah (1437H)				
星期日	Sun. AHAD	4	5	11	18	25	Zulhijjah 2	Zulhijjah 9	Zulhijjah 16	Zulhijjah 23
星期一	Mon. ISININ	5	6	12	19	26	Zulhijjah 3	Zulhijjah 10	Zulhijjah 17	Zulhijjah 24
星期二	Tue. SELASA	6	7	13	20	27	Zulhijjah 4	Zulhijjah 11	Zulhijjah 18	Zulhijjah 25
星期三	Wed. RABU	7	8	14	21	28	Zulhijjah 5	Zulhijjah 12	Zulhijjah 19	Zulhijjah 26
星期四	Thu. KHAMIS	1	2	9	16	23	Zulhijjah 6	Zulhijjah 13	Zulhijjah 20	Zulhijjah 27
星期五	Fri. JUMAAT	2	3	10	17	24	Zulhijjah 7	Zulhijjah 14	Zulhijjah 21	Zulhijjah 28
星期六	Sat. SABTU	3	4	11	18	25	Zulhijjah 8	Zulhijjah 15	Zulhijjah 22	NOTE



Let's look and sign.

What day is today?

Today is Sunday.

What do you do today?

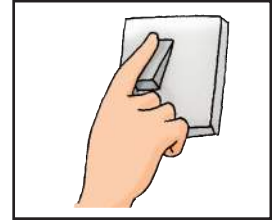


I play football.





Let's look and sign.



g-o-l-f

golf

o-ff

off

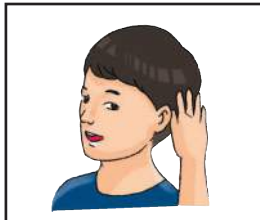
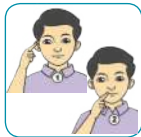


h-o-o-f

hoof

s-n-i-ff

sniff

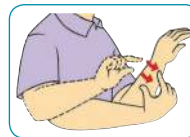
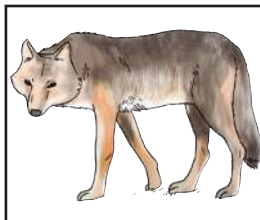


d-e-a-f

deaf

m-u-ff

muff



w-o-l-f

wolf

c-u-ff

cuff



The pupils read, sign and fingerspell the words.

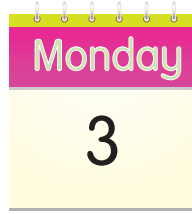
1.1.3(e)
2.1.2(e)
2.1.1



Let's read and sign.



Today is Sunday.



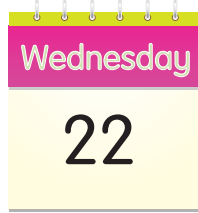
Tomorrow is Tuesday.



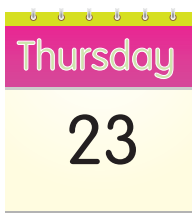
Today is Tuesday.



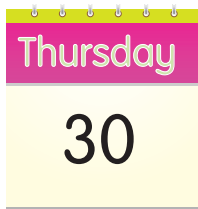
Tomorrow is Thursday.



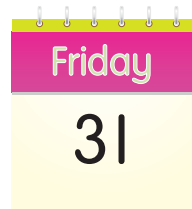
Today is Wednesday.



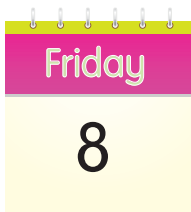
Tomorrow is Friday.



Today is Thursday.



Tomorrow is Saturday.



Today is Friday.



Tomorrow is Sunday.



Let's read, sign and write.

Time Table Year 1 Cerdik

DAY	1	2	3	4	5	6	7	8
MONDAY	Assembly	English		Science	R E C E S S	Mathematics	Bahasa Melayu	
TUESDAY	Bahasa Melayu		English			Science	Mathematics	
WEDNESDAY	Bahasa Melayu		Science			English	Mathematics	

Fill in the blanks.

- Year 1 Cerdik pupils learn English on Monday, _____, and _____.
- On Monday, they learn _____, _____, and _____.
- On Tuesday, they learn _____, _____, and _____.
- How many days do they learn English?
- There are _____ periods of English on Wednesday.



Let's sing and sign.

Days of the Week

Thursday

Wednesday

Sunday, Monday,
Sunday, Monday.

Sunday

Tuesday, Wednesday,
Tuesday, Wednesday.

Saturday

Thursday, Friday, Saturday,
Thursday, Friday, Saturday.

Monday

Days of the week,
Days of the week.

Friday



(To the tune of *Are You Sleeping*)

UNIT 28

Months of the Year

Let's look and sign.



JANUARY

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



FEBRUARY

S	M	T	W	T	F	S
						1 2 3 4 5 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						



MARCH

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



APRIL

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



MAY

S	M	T	W	T	F	S
						1 2 3 4 5 6 7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



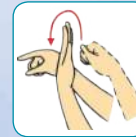
JUNE

S	M	T	W	T	F	S
						1 2 3 4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



JULY

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



AUGUST

S	M	T	W	T	F	S
						1 2 3 4 5 6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



SEPTEMBER

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



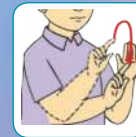
OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



NOVEMBER

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			



DECEMBER

S	M	T	W	T	F	S
						1 2 3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



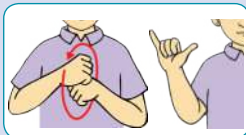
- Introduce months of the year.
- Ask Wh-Questions to get the pupils to talk about their birthdays and celebrations of the year.

I.2.1
I.3.2(i)


AB(2) page 55



Let's look and sign.



Yearly



Celebrations





HAPPY TEACHER'S DAY



MAY

S	M	T	W	T	F	S
	1	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				




National Day

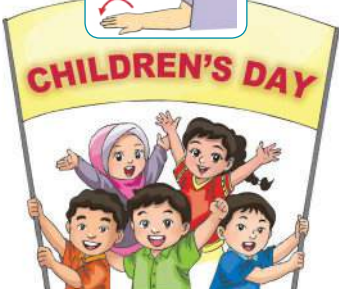


AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



CHILDREN'S DAY

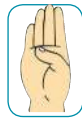


OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



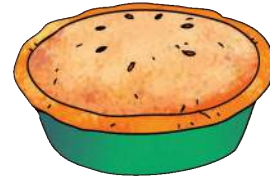
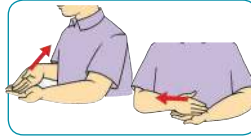
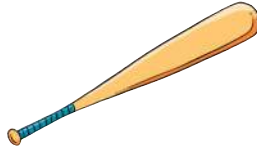
Let's look and sign.



b



p

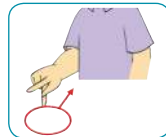
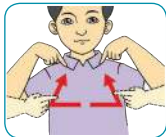


b-a-t

bat

p-i-e

pie

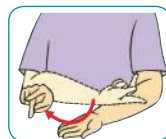


b-i-b

bib

p-a-n

pan

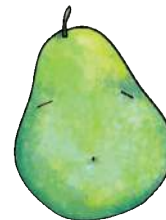
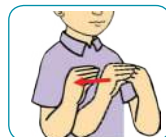
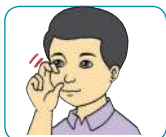


b-e-d

bed

p-o-n-d

pond



b-u-g

bug

p-e-a-r

pear



- Get the pupils to read, sign and fingerspell the words.
- Find words related to the theme 'Months of the Year'.

1.1.3(a)(e)
2.1.2(a)(e)



Let's read and sign.

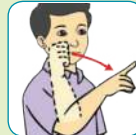
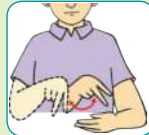
Teacher's Day is on the 16th of May.



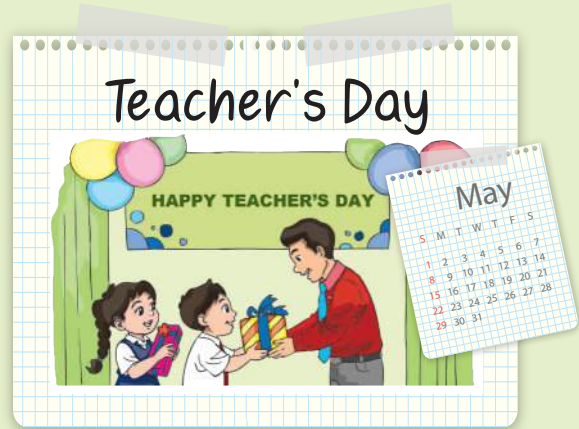
We make beautiful cards for








our teachers. We also give



them flowers. We sing, dance and play games with our teachers. We should thank our teachers on Teacher's Day.



Fill in the information.

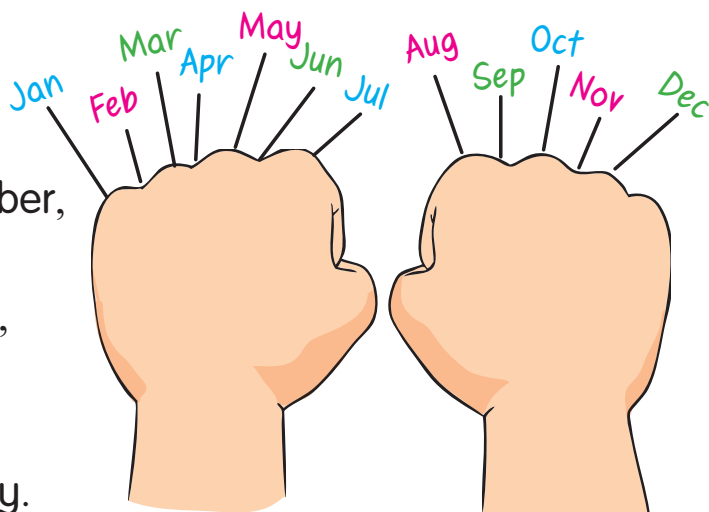
1	Name of Celebration	 _____
2	Date	 _____
3	Month	 _____
4	Gifts	 _____
5	Activities	 _____



Let's read and write.



My Knuckles and Grooves



There are 30 days in September, April, June and November.

There are 31 days in January, March, May, July, August, October and December.

There are 28 days in February.

January	31 days	May	days	September	days
_____	28 days	June	days	October	days
March	days	July	days	_____	30 days
_____	30 days	_____	31 days	December	days



- Explain to the pupils about the leap year and the use of knuckles to remember the number of days in each month.

3.1.3(i)
2.2.6(i)(ii)





Let's recite.

JUNE

J-U-N-E

J-U-N-E

June is the sixth month of the year,



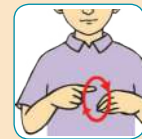
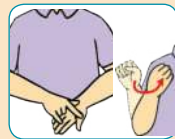
There are 30 days in June,



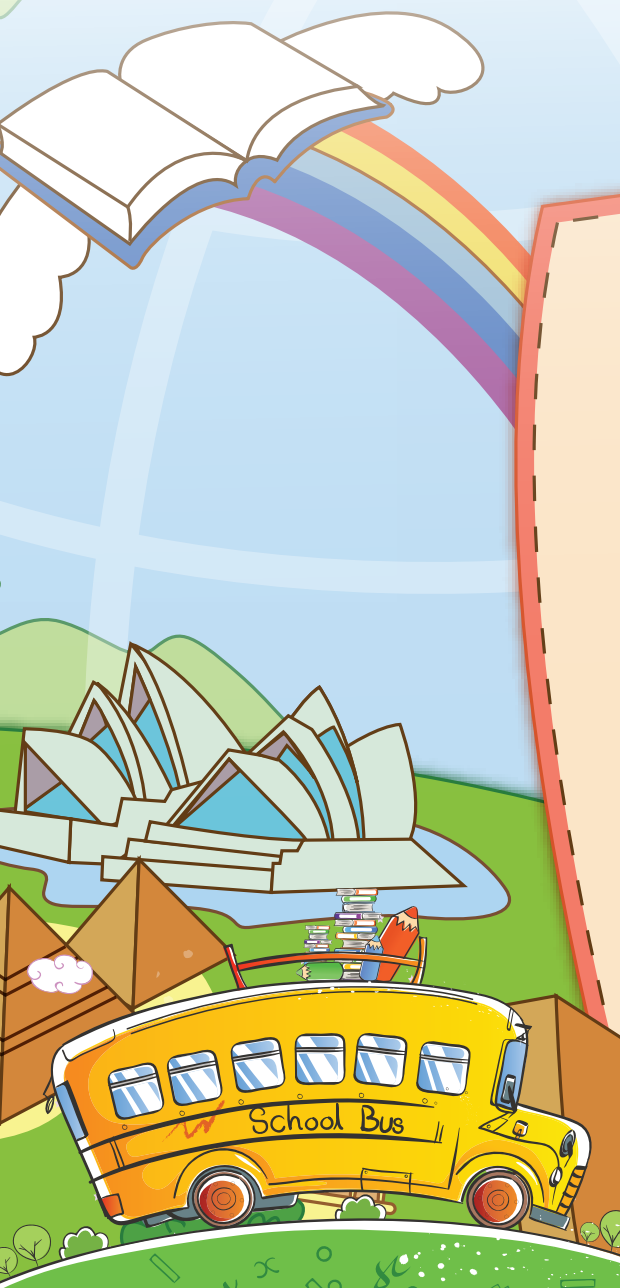
30 days of sunshine and fun,

J-U-N-E

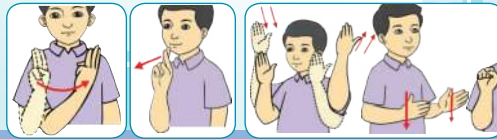
J-U-N-E



That's what June is all about.



UNIT 29



We are Malaysians



Let's look.



- Ask the pupils to identify the races and the ethnics based on the costumes.

I.2.1
I.2.2



Let's see and sign.



Malay



Indian



Chinese



Iban



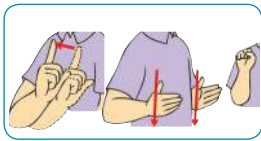
Kadazan



- Get the pupils to talk about their culture, clothes, food and festivals.
- Surf the Internet to look for more information.



Let's read.



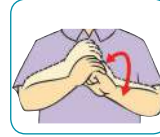
The Muslims celebrate



Hari Raya Aidilfitri.



The Chinese celebrate



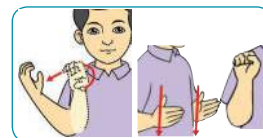
Chinese New Year.



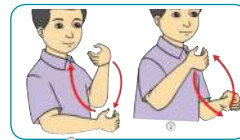
The Hindus celebrate



Deepavali.



The Christians celebrate



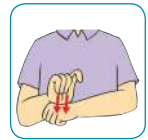
Christmas.



Let's read and sign.



I am Vasanti. This is my family. We celebrate Deepavali.



In the morning, we wear new clothes. Then, we go to the temple. Nazim, Kai Yee, Aisyah and Tuyut come to my house.



Nazim and Kai Yee like to eat *tosai*. Aisyah and Tuyut like to eat

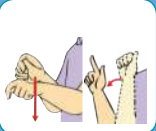






muruku. They like the food.



Let's write.

Kai Yee	is	 celebrating Chinese New Year. family wear new clothes. wearing <i>Tang Suit</i> .
	and his	
He	helps	his mother to prepare food.   gets <i>angpows</i> from the elders.
	gets	

Encik Edo	is	celebrating Kaamatan Festival.   family wear traditional costumes.    fly home to Sabah every year.
	and his	
He	helps	his family to prepare the food. his friends to his house.
	invites	



Let's recite.

Raya is Here

Raya is here, *Raya* is here.



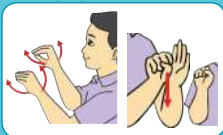
Happiness arrives, happiness is here.

I see lights in every house.

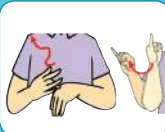
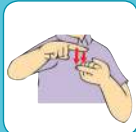
Yummy cookies in every house.

Raya is here, *Raya* is here.

Happiness arrives, happiness is here.



Decorations in every house.



Tiny stars are shining bright.

Raya is here, *Raya* is here.

happiness arrives, happiness is here.



UNIT 30

My Computer



Let's look.



I wonder how to make



our own



movie?



You just need



a computer.



- Get the pupils to discuss how to make a simple video using the computer.

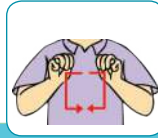
1.2.1
1.2.2



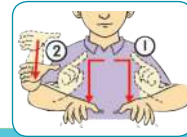
Let's see and sign.



What is a computer?



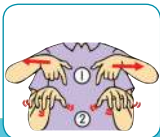
monitor



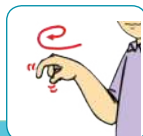
CPU
(Central Processing Unit)



speaker



keyboard

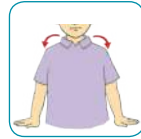


mouse

- Take the pupils to the computer lab.
- Discuss parts of the computer and how to use them with the pupils.



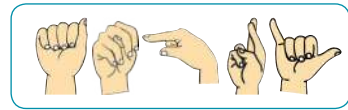
Let's read.



penguin

p-e-n-g-u-i-n

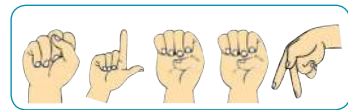
1. Kai Yee likes to watch *The Penguins' Life* on his computer.



angry

a-n-g-r-y

2. Mr Anand is angry.



sleep

s-l-e-e-p

3. Vasanti sleeps at 9:00 p.m.



teeth

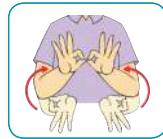
t-e-e-t-h

4. Nazim always brushes his teeth.

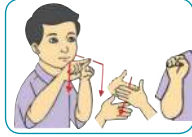


Let's read and sign.

I am a computer.



I am a computer. I am very important. I can save data.



You can use me to type documents, send emails and



surf the Internet. You can type numbers and alphabets using the keyboard.

You can also use me to play games and watch movies. I will always be your best friend.



Let's write.

Name parts of the computer.

Central Processing Unit

Four empty boxes with a pencil icon and a line for writing, connected to the network diagram.

Five empty boxes with a pencil icon and a line for writing, connected to different parts of the laptop.



Let's sing and create.

I Am a Computer



Let's play with me,
I am a computer,
I am very useful,
I can save data,
I can draw, I can sing,
Just click on my mouse and look
for what you want.



- Get the pupils to perform an action song.
- Record the acts using any device (smartphone, laptop, computer, etc).
- Watch and discuss the video on the computer.

UNIT 31



Let's Go!



Let's look, sign and discuss.

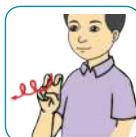


- Ask the pupils questions such as *Have you been on a trip with your friends?*

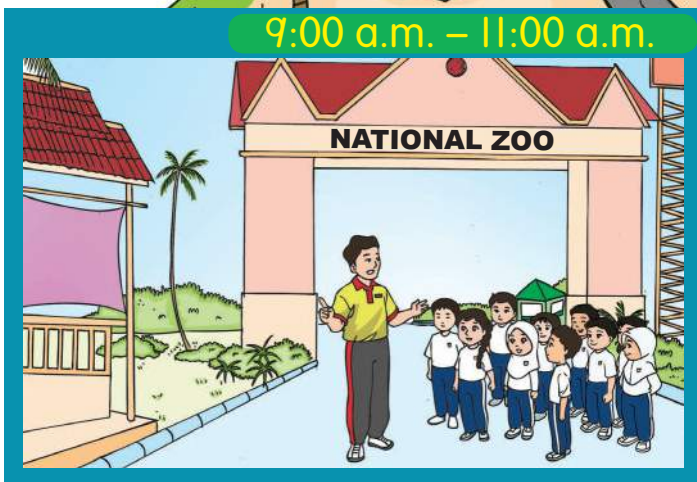
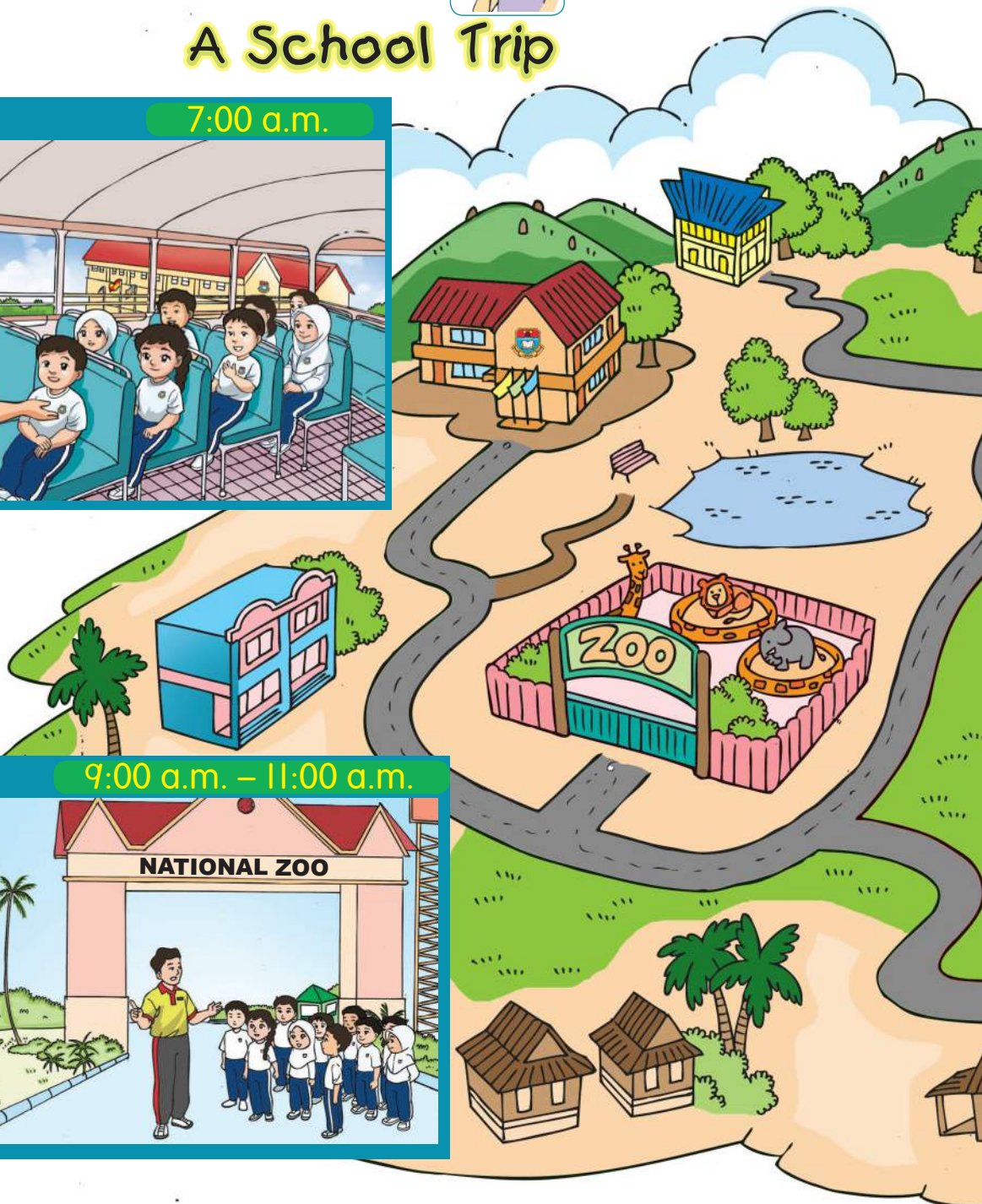
1.2.1
1.3.2(i)



Let's look and sign.



A School Trip



2:00 p.m. – 4:00 p.m.



4:30 p.m. – 6:30 p.m.

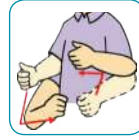


6:30 p.m.

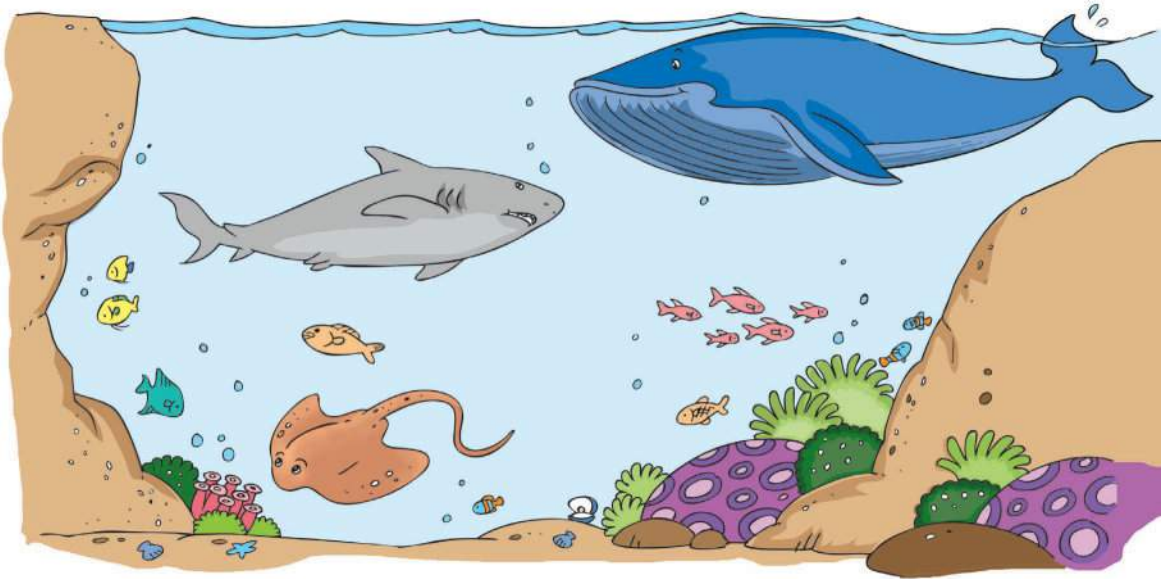




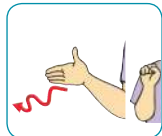
Let's read.



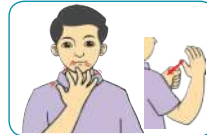
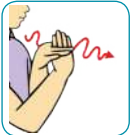
A Day at the Aquarium



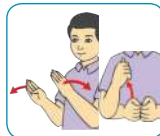
Nazim and his classmates love to go to **Aqua World**.



There are a lot of fishes. He loves the **stingray** but Kai Yee loves



the **shark**. There are a lot of small colourful fishes.



They learn that the biggest animal in the world is the **whale**.



Let's write.

Use your picture dictionary to complete the lists below.

Name five animals that you can find in a zoo.

1.



2.



3.



4.



5.



Name five fishes that



you can find in a large aquarium.

1.



2.



3.



4.



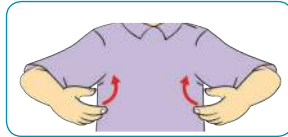
5.





Let's sing and sign.

Zoo Animals



If you want to be a monkey,



scratch and scratch,

If you want to be a monkey,

scratch and scratch,

If you want to be a monkey,

If you want to be a monkey,

If you want to be a monkey,

scratch and scratch.

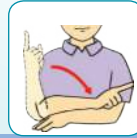
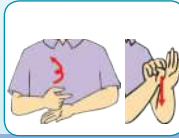
(To the tune of *If You're Happy and You Know It*)



- Substitute with other actions such as snake-*slither* and *hiss*.
- Surf the Internet to listen to the song.

UNIT 32

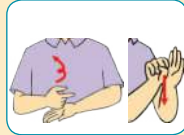
Graduation Day



Let's look.



Welcome to SKPK Sejiwa



Graduation Day



- Ask the pupils Wh-Questions such as *Who do you think are in the picture?*

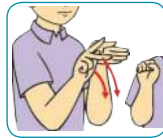
I.3.2(i)

187

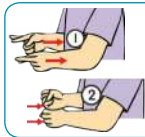


Let's read and sign.

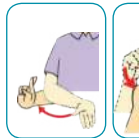
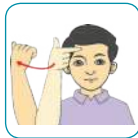
Year 1 Cerdik



It is the graduation day of the pupils of Year 1 Cerdik.



The pupils are **receiving** certificates.



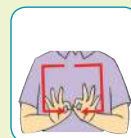
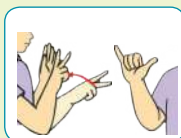
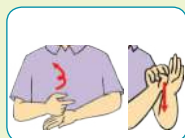
They are happy because their parents are there.



They sing and dance on the stage.

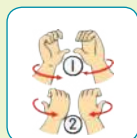


Let's write.

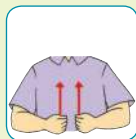


Graduation Photograph Form

Name:



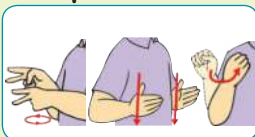
Class:



Address:



Parent's telephone number:



Parent's / Guardian's name:



- Provide the forms and distribute to the pupils.
- Get the pupils to fill in the forms and paste them into their exercise books.



Let's recite.

ABC Farewell

A is for the alphabet



that we learned to sign and say.

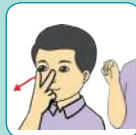
B is for boys and girls



at work and play.

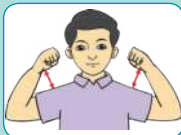
C is for colours
red, yellow, blue and green.

D is drawing the best pictures



you have seen.

E is for the exercise

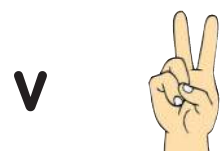
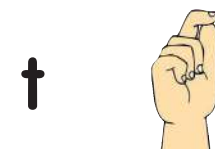
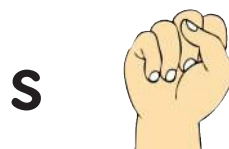
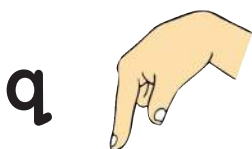
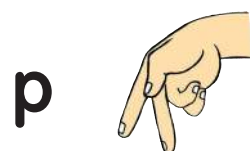
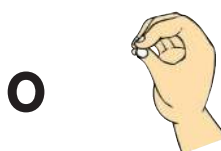
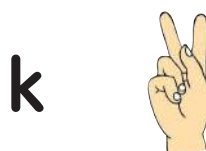
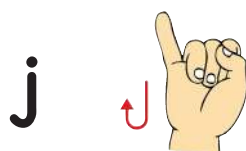
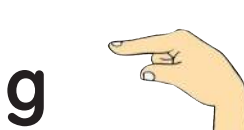
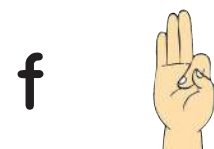


that makes us strong.

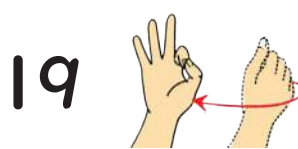
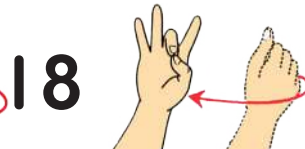
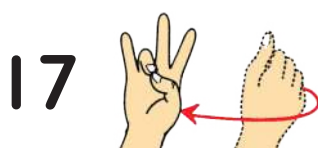
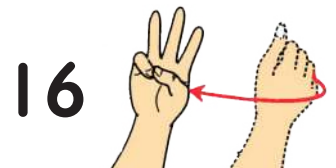
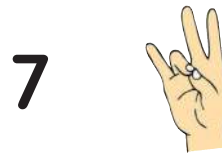
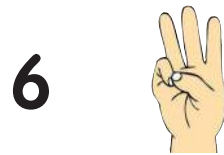
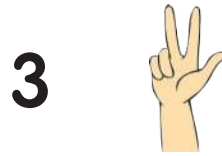
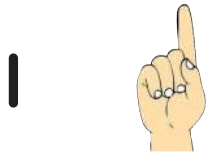
F is for the fun we had together.

- Sign and discuss the poem with the pupils.
- Surf the Internet to listen to the poem.

Alphabet



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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