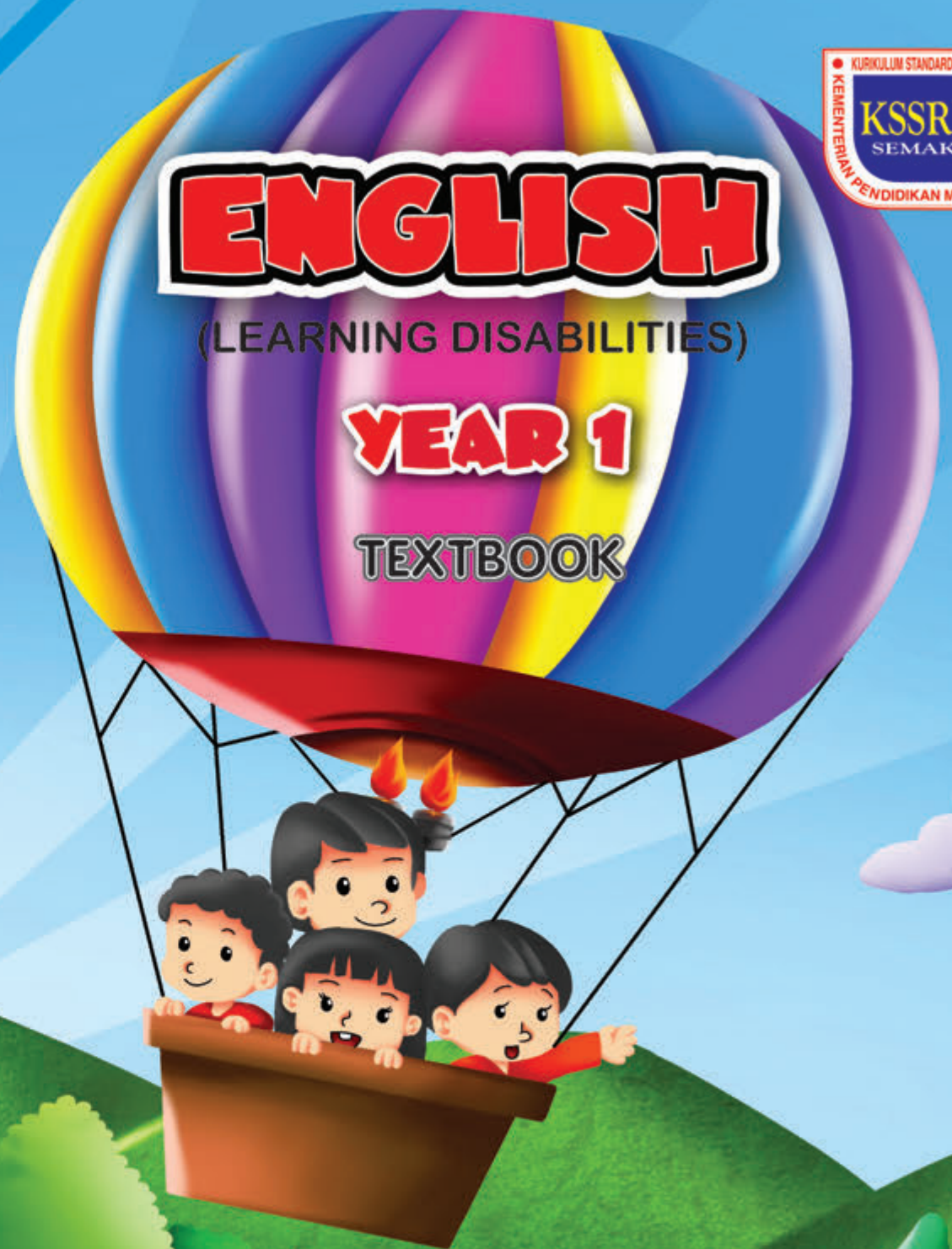


ENGLISH

(LEARNING DISABILITIES)

YEAR 1

TEXTBOOK



RM19.40
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BTK021001





RUKUN NEGARA

Bahawasanya Negara Kita Malaysia

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Mencapai perpaduan yang lebih erat dalam kalangan
seluruh masyarakatnya;

Memelihara satu cara hidup demokrasi;

Mencipta satu masyarakat yang adil di mana kemakmuran negara
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Menjamin satu cara yang liberal terhadap
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MAKA KAMI, rakyat Malaysia,
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**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

(Learning Disabilities)

Year 1

TEXTBOOK

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Introduction

The package of *English (Learning Disabilities) Year 1* for pupils with learning disabilities comprises of a Textbook and an Activity Book. This package is written based on the newly revised KSSRPK English Language Syllabus for pupils with learning disabilities that are taught in Special Education Integrated Programme or *Program Pendidikan Khas Integrasi (PPKI)* in primary schools in Malaysia. This package is hoped to be able to develop the pupils' English language proficiency in a balanced and holistic manner by integrating the moral values and other educational outcomes such as creativity and innovation.

In total, the package has ten units with ten different themes. These units are carefully chosen according to the pupils' prior knowledge. Pupils are hoped to be able to interact more and engage in the teaching and learning processes. In these units, all the four skills: listening, speaking, reading, and writing are exposed to the pupils.

In addition, language arts activities are also incorporated in the textbook to ensure learning experience. Pupils will be able to explore and learn the targeted learning standards in an enjoyable manner.

The Textbook

The Textbook presents five main characters: Adi, Mei Mei, Siva, Kavita, and Mr Igat. These characters represent the main races in Malaysia: the Malay, Chinese, Indian, Punjabi, and Iban. The characters are used throughout the Textbook in presenting the content.

There are a few icons used in the Textbook to carry out different activities. These icons show the main skills that are targeted in the activities. For instance, "Let's listen and say" indicates that the main skill to be focused are listening and speaking. Therefore, teachers should be aware of these icons and help pupils to develop the focused skills in the activities suggested. The icons are:



Let's sing.

To get pupils involved in the lesson that requires them to sing. Singing songs is one of the means in making the lesson fun and enjoyable, and pupils are hoped to improve their pronunciation. Besides, they can build their confidence in using English. Pupils will also need to respond to the songs by giving "yes" or "no" replies.



Let's write.

To develop their writing skills. From the basic writing skills like tracing and joining dots, pupils will be guided to copy and write words as well as numerals. The focus will be on writing letters correctly using lower-case and upper-case letters.



Let's read.

To develop their reading skills. Pupils start from the basic in Year 1. For example, prereading activities like identifying identical pictures, symbols, shapes, and recognising lower-case and upper-case letters. Pupils are expected to be able to spell and read common sight words and able to understand words in the familiar contexts that are chosen for them.



Let's listen and say.

To use and develop their listening and speaking skills. Listening and speaking skills are vital skills that pupils need to be good at in order to communicate well. Year 1 pupils need to listen and respond to stimulus given and talk about them. They will also be introduced to simple listening and speaking activities like expressing simple greetings, introducing oneself, and following simple instructions.



Let's make.

To use and develop their creativity and allow them to learn English in a fun and meaningful way. Hands-on activities that are suggested in the units are simple and practical to be carried out by pupils with learning disabilities.

The Activity Book

The Activity Book is used hand in hand with the Textbook. The activity book provides room for pupils to practise what they have learnt in the Textbook. It allows pupils to improve their English proficiency. It is also a useful tool for teachers to evaluate the pupils and check on their understanding of the topics.

Conclusion

The contents, activities, and materials used in this package are carefully chosen and selected to suit the language ability of the Year 1 pupils with learning disabilities in Malaysia. Hence, it is hoped that this package will be utilised to the optimal to help the pupils improve their English Language skills. Teachers are expected to be creative in making the lesson fun and meaningful to the pupils with learning disabilities.



Mr Igat

Kavita

Mei Mei

Siva

Adi



Unit

1

Say Hello!



Let's sing.



Hello, hello,
Hello, Adi,
Say hello, say hello.

Let's say hello,
Let's say goodbye.
Say, hello,
Say, goodbye.

(To the tune of *Are You Sleeping?*)



1.2.1(b)

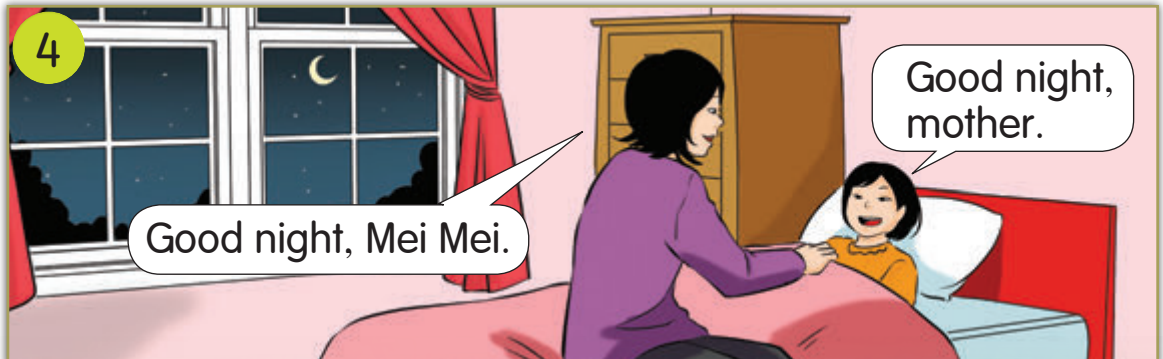
Teacher's
Notes

Sing the song to pupils. Get pupils to listen to and sing the song together. Pupils may replace "Adi" with other pupils' names. Introduce "good morning" and "good night".





Let's listen and say.





Let's read.

1



Hello

2



Good morning

3



Goodbye

4



Good night

5



Thank you

6



I am sorry

2.1.2(i)
(ii)
2.2.2
2.2.3

**Teacher's
Notes**

Get pupils to recognise letters in the words. Assist pupils to spell out and read the words. Pupils discuss the usage of each greeting. Instil the values of respecting others.





Let's make.

A Sock Puppet

You need:



a sock



two buttons



glue



red cloth

Steps:

1



Get a clean sock.

2



Glue buttons to make the eyes.

3



Glue a piece of red cloth and decorate your puppet.

4



In pairs, role-play the greetings using the puppets.

Unit

2

My Friends and I



Let's listen and say.



Good morning.
My name is **Siva**.
I am a **boy**.
I am in Year One.

Hello.
My name is **Mei Mei**.
I am a **girl**.
I am in Year One.



My name is _____ 

I am a _____ 

I.2.1(a)

Teacher's
Notes

Introduce pupils to the words “boy” and “girl”. Guide pupils to say aloud the dialogue. Pupils may introduce themselves to the class using the same sentence structure.

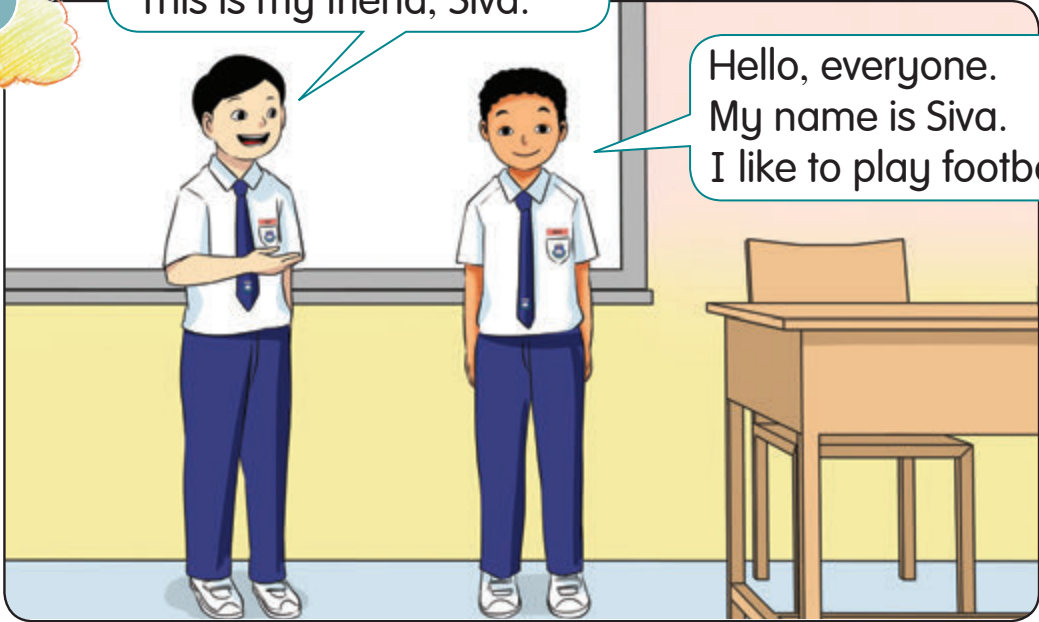




Let's listen and say.

A

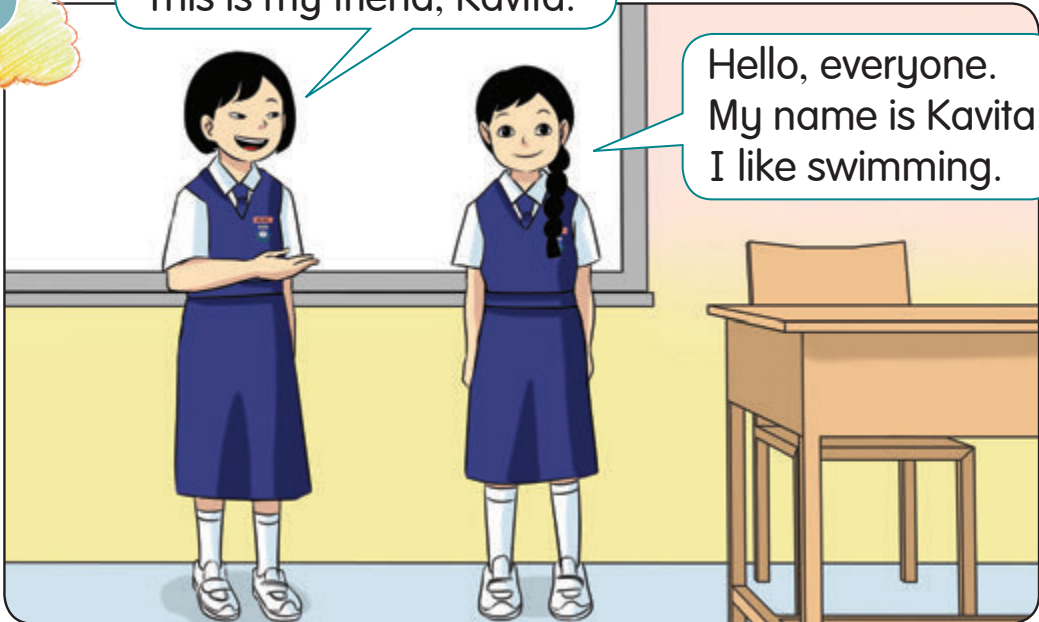
Good morning, everyone.
This is my friend, Siva.



Hello, everyone.
My name is Siva.
I like to play football.

B

Good morning, everyone.
This is my friend, Kavita.

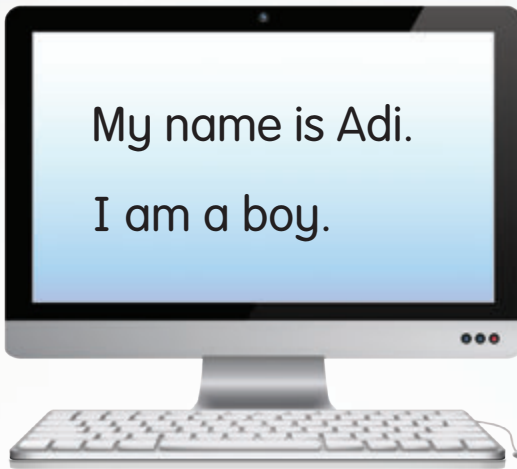


Hello, everyone.
My name is Kavita.
I like swimming.



Let's read.

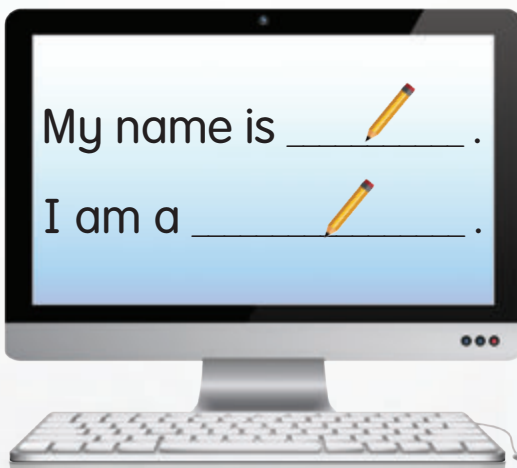
1



2



3



2.1.2(i)
(ii)

Teacher's
Notes

Read aloud the sentences and get pupils to repeat. Draw pupils' attention to the correct usage of lower-case and upper-case letters.

7





Let's make.

My Name Tag

You need:



manila card



pencil



coloured pencils



hole punch



string

Steps:



1 Write your name on a manila card.



2 Decorate the card using coloured pencils.



3 Punch a hole on the card.



4 Tie a string to the card.

Unit **3**

My Face



Let's chant.

My Face

This is my mouth,
I use it to eat,
I use it to talk,
Or sing a bit.



This is my nose,
I use it to smell,
Either food or rose,
My nose knows well.



These are my eyes,
I use them to see,
I can see sunrise,
Or sunset at sea.



These are my ears,
I use them to listen,
I listen to rooster,
And the clucking chicken.



I.1.(a)

Teacher's
Notes

Guide pupils to chant together and point to the correct part of their face while chanting. Ask questions to elicit "yes" or "no" responses from pupils.

9





Let's listen and say.

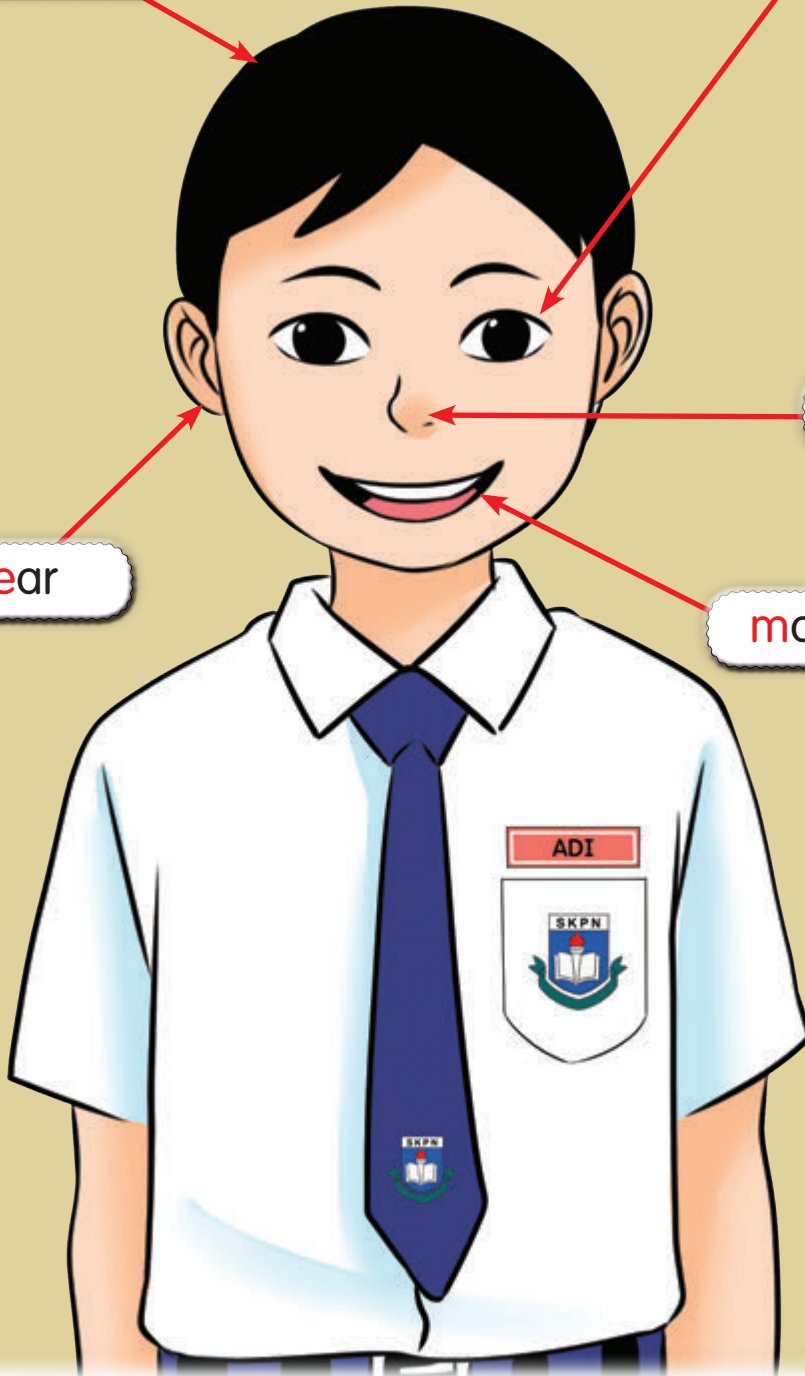
hair

eye

nose

ear

mouth





Let's read.

1



This is my **eye**.
I use my **eyes** to see.

2



This is my **nose**.
I use my **nose** to smell.

3



This is my **mouth**.
I use my **mouth** to speak.

4



These are my **teeth**.
I use my **teeth** to chew.

5



This is my _____.
I use my **ears** to listen.





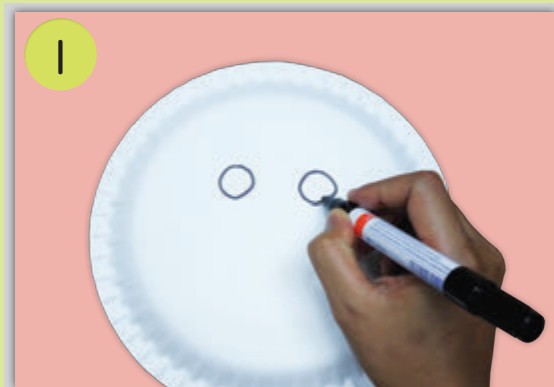
Let's make.

My Funny Face Mask

You need:



Steps:



1 Draw two circles on the paper plate to form the eyes.



2 Cut out the circles.



3 Paste the pictures of nose and mouth.



4 Stick the ice cream stick and decorate the mask.

Unit **4**

My Family



Let's sing.

Finger Family

Father finger, **father** finger,
Where are you?,
Here I am, here I am,
How do you do?

Mother finger, **mother** finger,
Where are you?,
Here I am, here I am,
How do you do?

(To the tune of *Finger Family*)



1.2.1(b)
2.2.3

Teacher's
Notes

Sing the song to pupils. Get pupils to listen to and sing together. Substitute the words in bold with other family members. Ask simple questions pertaining to the song.





Let's listen and say.

Adi's Family

sister

mother

Adi

brother

father



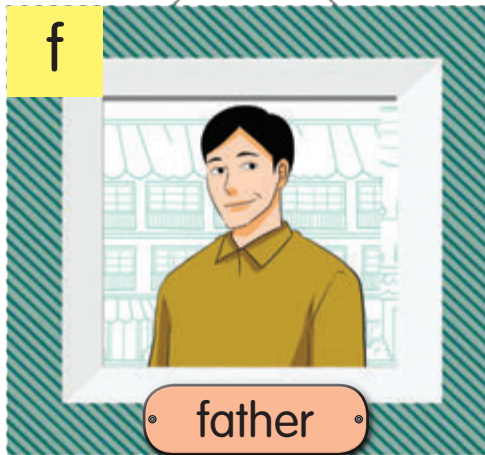
What is your **father's** name?
How many **brothers** do you have?



Let's read.

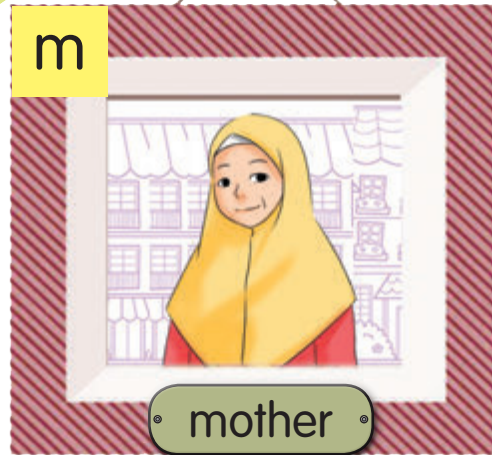
Adi's Family

1



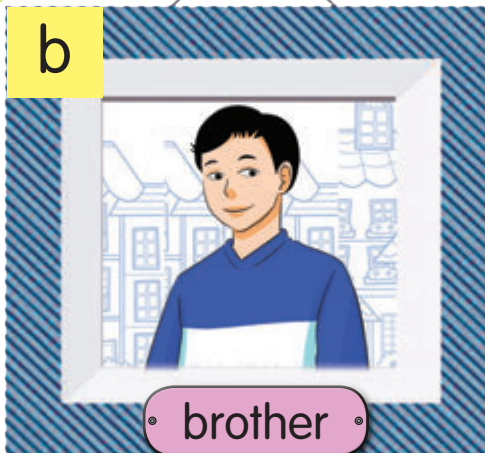
My father.
This is my father.
He is a man.

2



My mother.
This is my mother.
She is a woman.

3



My brother.
This is my brother.
He is a boy.

4



My sister.
This is my sister.
She is a girl.

2.1.2(i)
(ii)
2.2.3

Teacher's
Notes

Introduce pupils to the initial letters of the words. Guide pupils to read the words and sentences correctly.

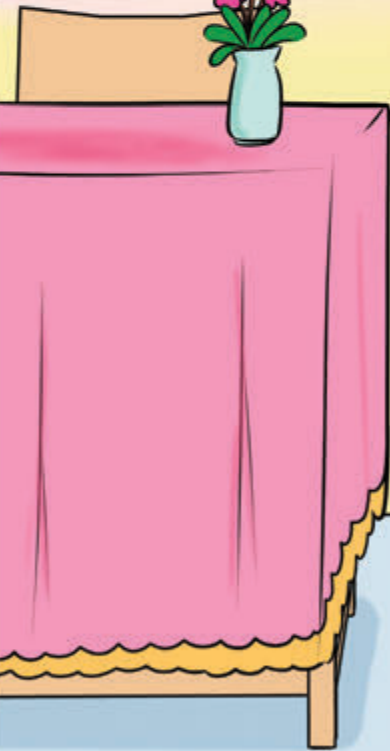




Let's read.



This is my **father**.
His name is **Mr Richard Lim**.
He is **40** years old.
He is **an engineer**.
I love my **father**.









Let's write.

Mei Mei's Family



Name	Father	Mother	Brother	Sister
	Richard Lim	Stacy Lim	Robert Lim	Lina Lim

This is Mei Mei's family. Her  is Mr Richard Lim.
Her mother's name is . Her  is Robert Lim.
Her sister's name is .

3.2.2

Teacher's
Notes

Assist pupils to fill in the blanks with the correct answers. Guide pupils on how to transfer the information from the table to the text given.





Let's make.

My Family Puppets

You need:



photos of family members



scissors



glue



ice cream sticks



marker pen

Steps:

1



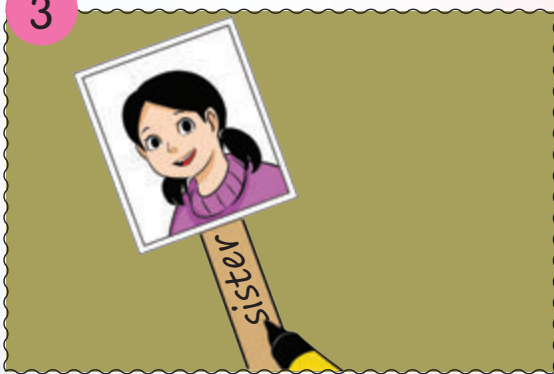
Cut out pictures of your family members.

2



Stick each picture on a ice cream stick.

3



Label each picture on the ice cream stick.

4



Sing the *Finger Family* song using the stick puppets.

Unit

5

My Home



Let's listen and say.

My Home



bathroom



bedroom



living room



kitchen

1.2.1(a)
2.2.3

Teacher's
Notes

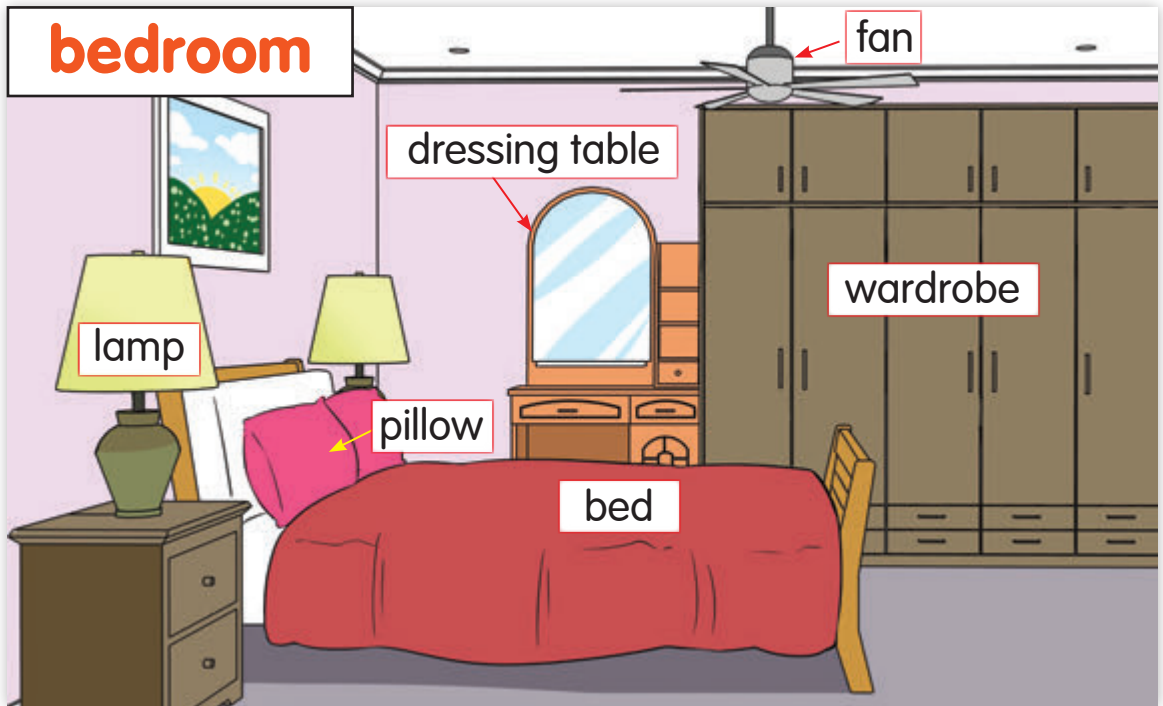
Introduce the rooms in a house. Pupils listen to the teacher and repeat. Pupils talk about what they see in each room and the functions of the rooms. Example: *There is a bed in the bedroom.*



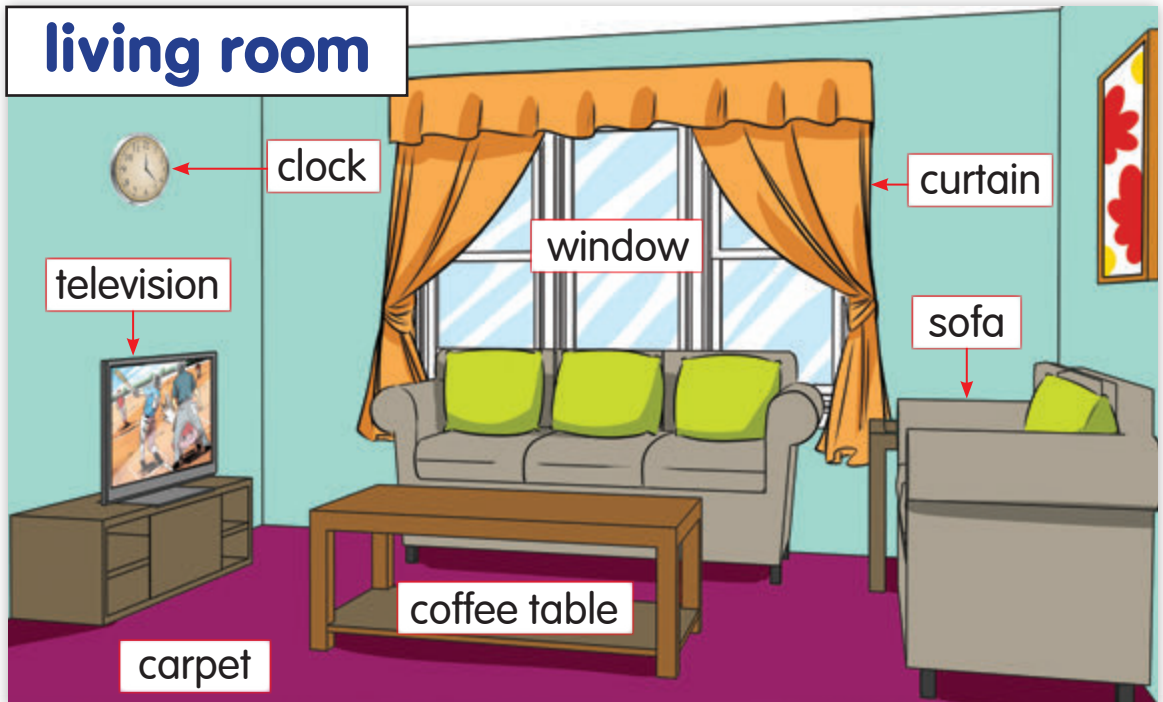


Let's read.

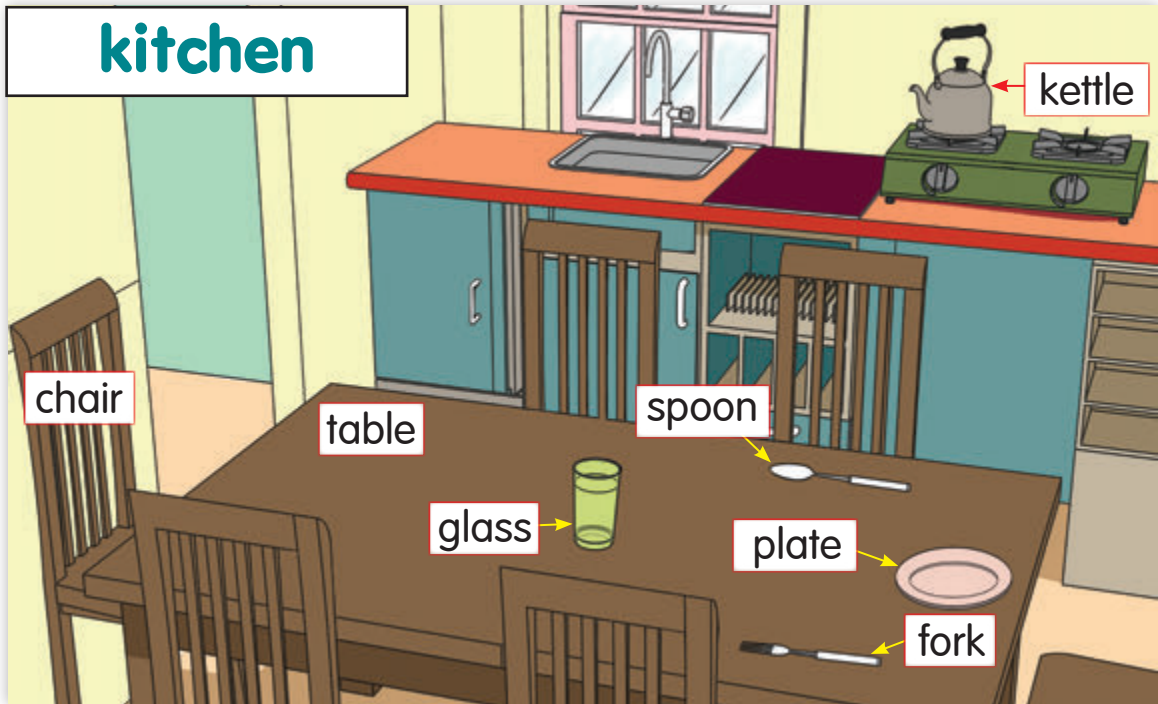
bedroom



living room



kitchen



bathroom



2.2.2
2.2.3

Teacher's
Notes

Discuss the objects seen in the pictures. Guide pupils to spell and read the words. Inculcate the value of keeping the house clean and tidy.





Let's listen and say.

Let's Clean the House

Every Sunday, Adi and his family clean the house.



Adi tidies the **bedroom**.



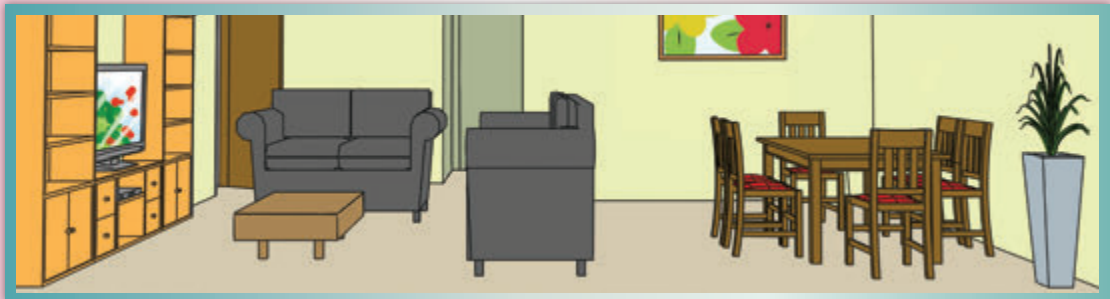
His father cleans the **bathroom**.



His sister cleans the **living room**.



His mother cleans the **kitchen**.

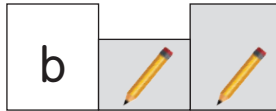


After that, their house looks clean and tidy. They are happy.



Let's write.

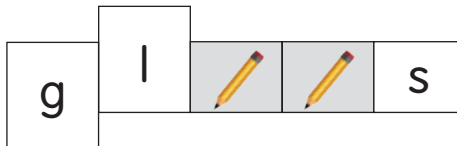
1



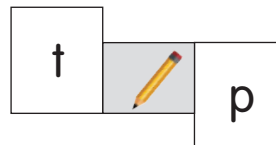
2



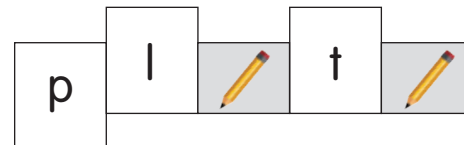
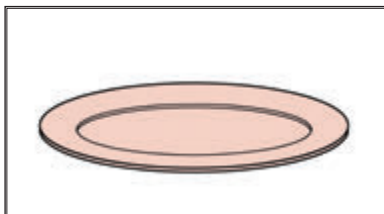
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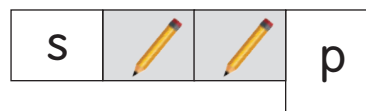
4



5



6



3.2.2(i)
3.2.3

Teacher's
Notes

Get pupils to complete the spelling in their exercise books.

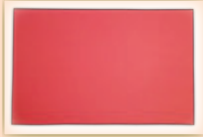




Let's make.

My House Craft

You need:



A4 card



ice cream sticks



glue



coloured pencils



scissors

Steps:



1 Fold an A4 card into two.



2 Arrange the ice cream sticks to make a shape of a house.



3 Glue the sticks to the card.



4 Write "My Home" and decorate the card.

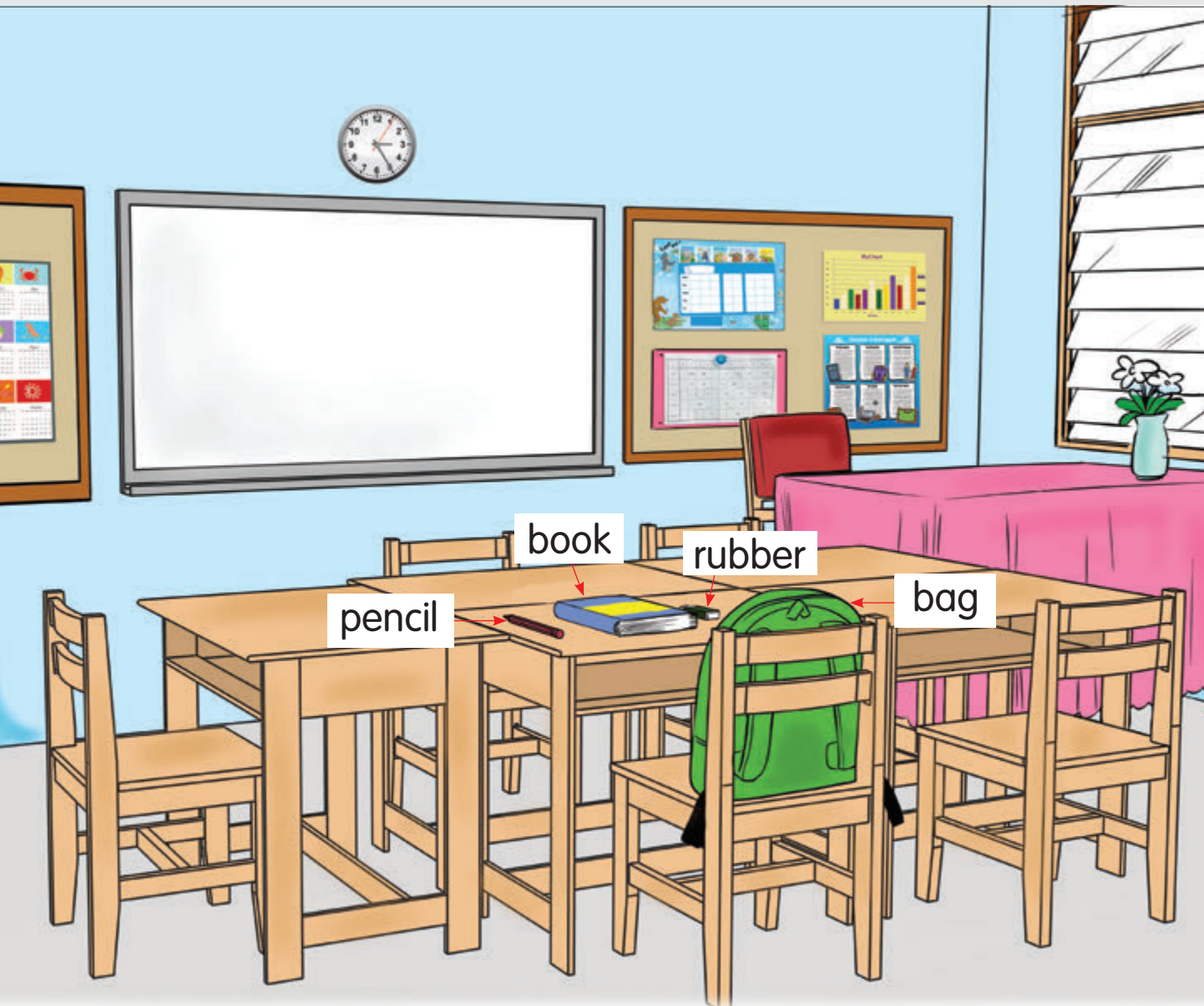
Unit

6

My Classroom



Let's listen and say.



pencil

book

rubber

bag

1.2.1(c)
2.2.3

Teacher's
Notes

Talk about the things in the picture. Show the real objects and ask pupils to name them. Encourage pupils to name other things they can find in their classroom.





Let's listen and say.

Simon Says



1 Simon says... show your **pencil**.

3 Good. Now, Simon says... show your **rubber**.

2 Pencil!



Let's read.

1



book

This is a yellow book.

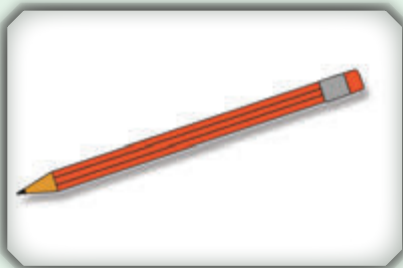
2



bag

This is a black bag.

3



pencil

This is a red pencil.

4



rubber

This is a white rubber.

5



ruler

This is a green ruler.

6



sharpener

This is a blue sharpener.





Let's make.

My Stationery Holder

You need:



cardboard
roll



cereal
boxes



coloured
paper



scissors



glue



cardboard

Steps:



1
Cover the cardboard roll and boxes with coloured papers.



2
Stick the cardboard roll and boxes together.



3
Stick the cardboard.



4
Decorate your stationery holder.

Unit

7

Food I Like



Let's listen and say.

Food and Drinks



1.2.1(a)
(c)

Teacher's
Notes

Get pupils to name the food they see in the picture. Emphasise on good values in the canteen.

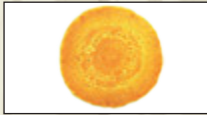




Let's make.

My Pancake

You need:



a pancake



a banana



jam



honey



1

Get a pancake.



2

Put two slices of banana.



3

Decorate the pancake.



4

Put some honey.



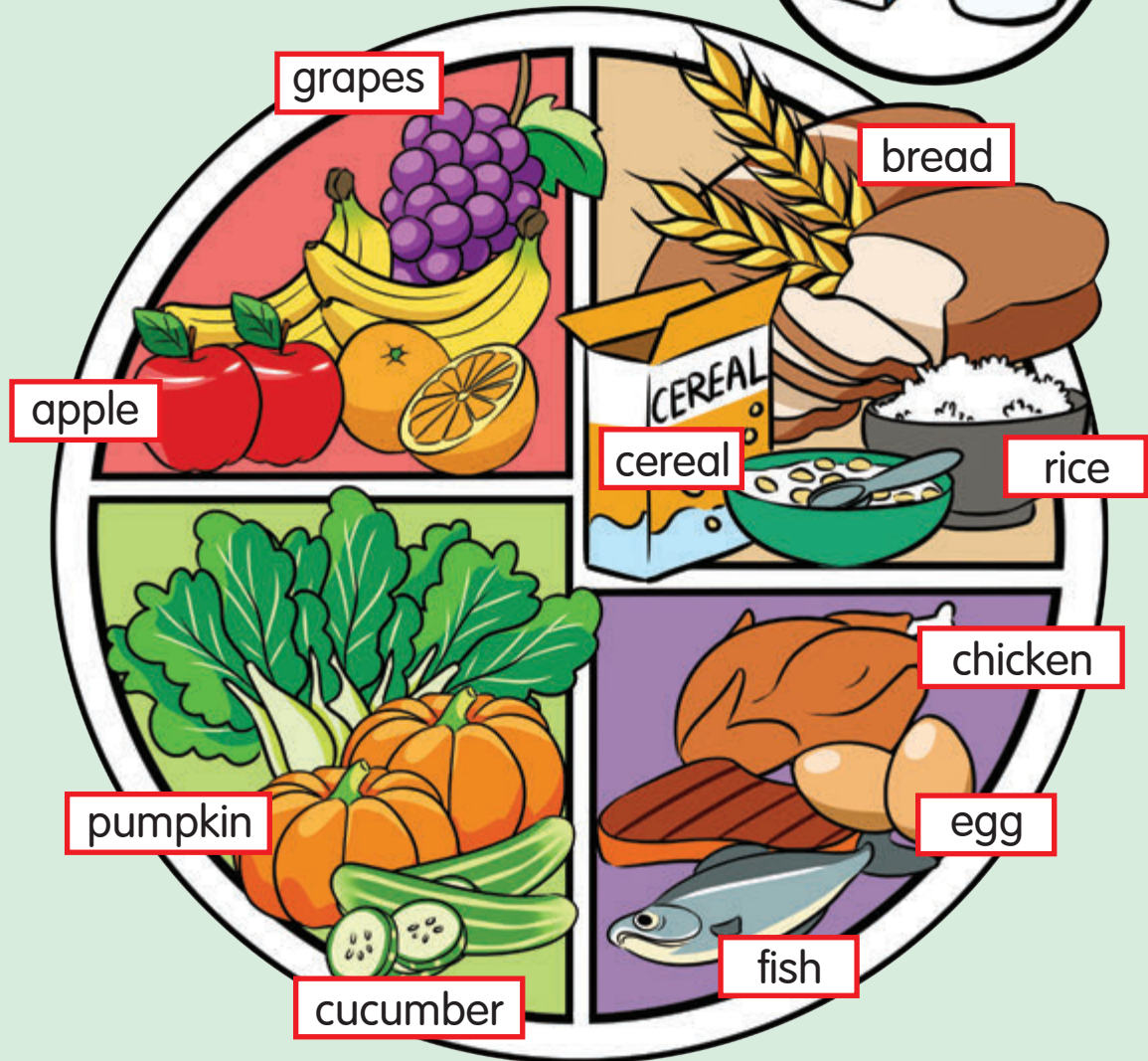
5

Put some jam.



Let's read.

Food Chart



Which food you should eat more?
Can we eat too much chocolate? Why?

2.2.1

Teacher's
Notes

Introduce the food chart to pupils. Assist pupils to name the food in the food chart. Discuss the food that they should **eat more** and **eat less**. Inculcate good eating habits.

31





Let's read.

Going to the Supermarket

Mei Mei and her mother are going to the supermarket. Help them to find the items by referring to the picture.



cereal



pumpkin







sardine



banana



Shopping list:

1. bread
2. _____ 
3. _____ 
4. _____ 
5. _____ 



Let's write.

Kavita's Birthday Party



fruits



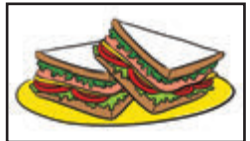
fried chicken








curry puffs



juice



sandwiches

Last Sunday was Kavita's birthday. Mei Mei, Adi, and Siva went to her birthday party. There was a lot of food. There were  ,  ,  ,  , and  .

There was a lovely birthday  . Everybody was happy.

3.2.2(i)
(ii)

Teacher's
Notes

Assist pupils to read the story. Get them to identify the food. Replace the pictures with the words. Guide pupils to copy the paragraph in their exercise books.





Let's make.

Food Pyramid

You need:



glue



pictures of food



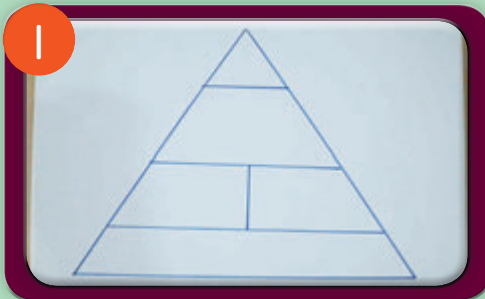
a food pyramid template



marker pen

Steps:

1



Get a food pyramid template.

2



Paste the pictures of food accordingly.

3



Write down the title.

4



Write down your group members' names.

Unit

8

My Pet



Let's listen and say.



dog



cat



bird



fish



hamster

I.I.(b)

Teacher's
Notes

Introduce pets to pupils. Pupils discuss what they see in the picture. Make the sounds of the pets and get pupils to listen. Pupils guess the pets. Pupils then talk about their pets.





Let's listen and say.

Adi's Pet



Mei Mei has a pet.

It is a **fish**.

Its name is Deb.

Mei Mei loves Deb very much.

Adi has a pet.

It is a **cat**.

Its name is Tom.

Tom likes to eat fish.

Adi loves Tom very much.



Do you have a pet?

Do you love your pet?



Let's read.

bird
a green bird



rabbit
a white rabbit



cat
a grey cat

Pets



fish
a blue fish



dog
a black dog



hamster
a brown hamster

2.1.2(i)
2.2.1
2.2.2

Teacher's
Notes

Guide pupils to read phrases and highlight the first letter of the words.





Let's read.

Animal Sounds

A bird chirps.

chirp!
chirp!

A dog barks.

woof!
woof!

A cat meows.

meow!
meow!

A chicken clucks.

cluck!
cluck!

A hamster squeaks.

squeak!
squeak!

A duck quacks.

quack!
quack!

quack!
quack!

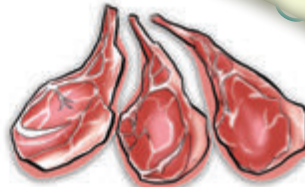


Let's write.

Pets need food to live. Choose and write the food for the pets.



fish



meat



worms



carrots

1. A **bird** eats _____ **worms** _____ .



2. _____ A **cat** eats _____ .



3. A **rabbit** eats _____ .



4. _____ A **dog** eats _____ .



3.2.2(i)

Teacher's
Notes

Introduce the types of pet's food to the pupils. Get them to find the suitable food for the pets. Complete the sentences in their exercise books. Emphasise the value of caring and taking care of pets.





Let's make.

My Aquarium Diorama

Steps:

1



Mark and cut the circle on a paper plate.

2



Paste a blue paper on another plate.

3



Paste the pictures of coral.

4



Tie the pictures of fish.

5



Glue the first plate to the second plate. Write "My Aquarium".

You need:



blue coloured paper



scissors



pictures of coral and fish



glue



paper plate



string

Unit

q

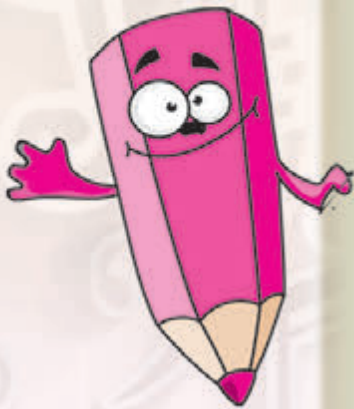
Numbers



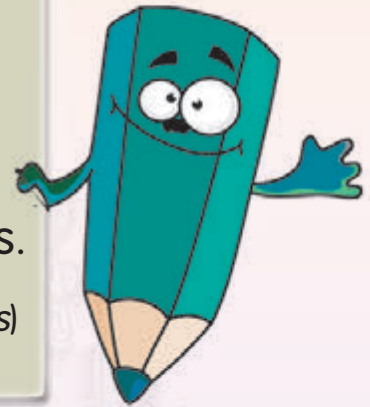
Let's sing.



Ten Little Coloured Pencils



One little, two little,
three little pencils,
Four little, five little,
six little pencils,
Seven little, eight little,
nine little pencils,
Ten little coloured pencils.
(To the tune of *Ten Little Indians*)



1.2.1(b)
1.3.1(c)

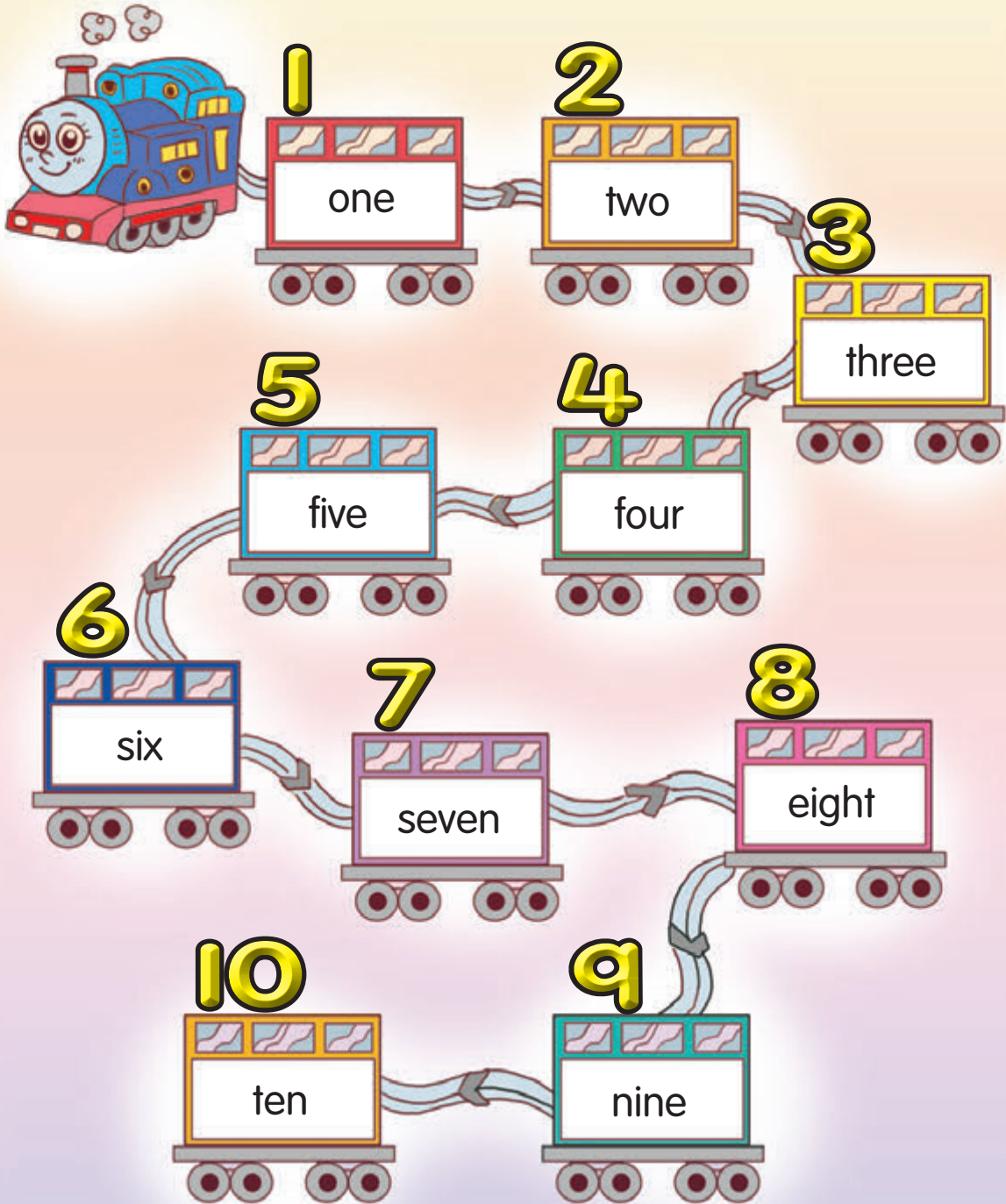
Teacher's
Notes

Sing the song to pupils. Get pupils to listen to and sing together. Teacher may prepare ten coloured pencils and assist pupils to count while singing the song.





Let's listen and say.





Let's listen and say.

Number Chart

ten
nine
eight
seven
six
five
four
three
two
one

10
9
8
7
6
5
4
3
2
1

I.2.1(a)
I.1.1(b)



Say aloud the words and ask pupils to repeat.





Let's make.

Dice

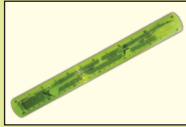
You need:



cardboard



pencil



ruler



scissors



glue



marker pen

Steps:



1 Draw dice template on a thin cardboard.



2 Cut out the dice template.



3 Glue the tabs. Fold the cardboard to form the dice.



4 Write a number or counters on each side.



5

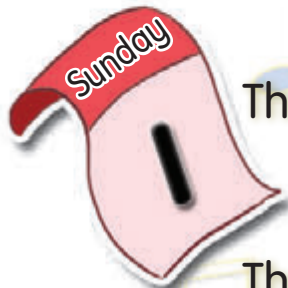
Unit

10

Days of the Week



Let's sing.



There are seven **days**, there are seven **days**,

There are seven **days** in a week,

There are seven **days**, there are seven **days**,

There are seven **days** in a week,

Sunday, **Monday**, Tuesday, **Wednesday**,

Thursday, **Friday**, Saturday,

Sunday, **Monday**, Tuesday, **Wednesday**,

Thursday, **Friday**, Saturday.



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



1.1.1(d)
2.1.2(i)
(ii)

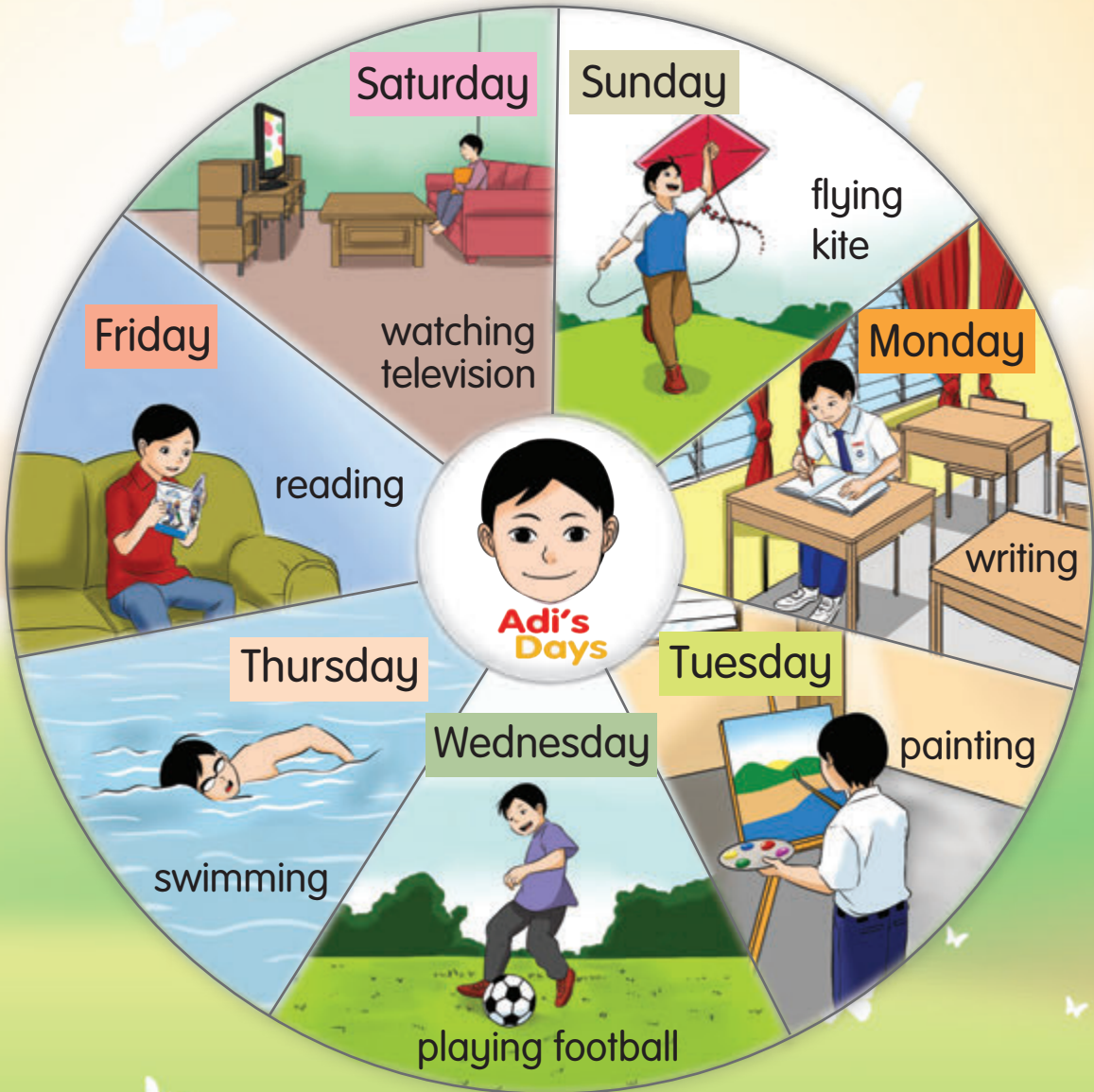
Teacher's
Notes

Provide a castanet for each pupil. Sing the song with pupils. Guide pupils to tap the castanet every time they see the castanet icon. Emphasise the usage of upper-case and lower-case letters for the days.





Let's listen and say.








1. On Wednesday, Adi plays football.
2. On Thursday, Adi goes swimming.



Let's read.

Our Activities on Saturday

	Kavita	Mei Mei
Morning	 swimming class	 piano class
Afternoon	 visiting grandparents	 watching movie
Evening	 jogging	

1. On Saturday morning, Kavita has swimming class.
2. On Saturday morning, Mei Mei has piano class.
3. In the afternoon, Kavita visits her grandparents.
4. In the afternoon, Mei Mei watches movie with her family.
5. In the evening, Kavita and Mei Mei go jogging at the park.

2.2.2
2.2.3







Get pupils to repeat after the teacher. Ask pupils simple questions about their activities during weekends. Instil the values of loving and caring to each other.





Let's read.

I Bestari Duty Roster

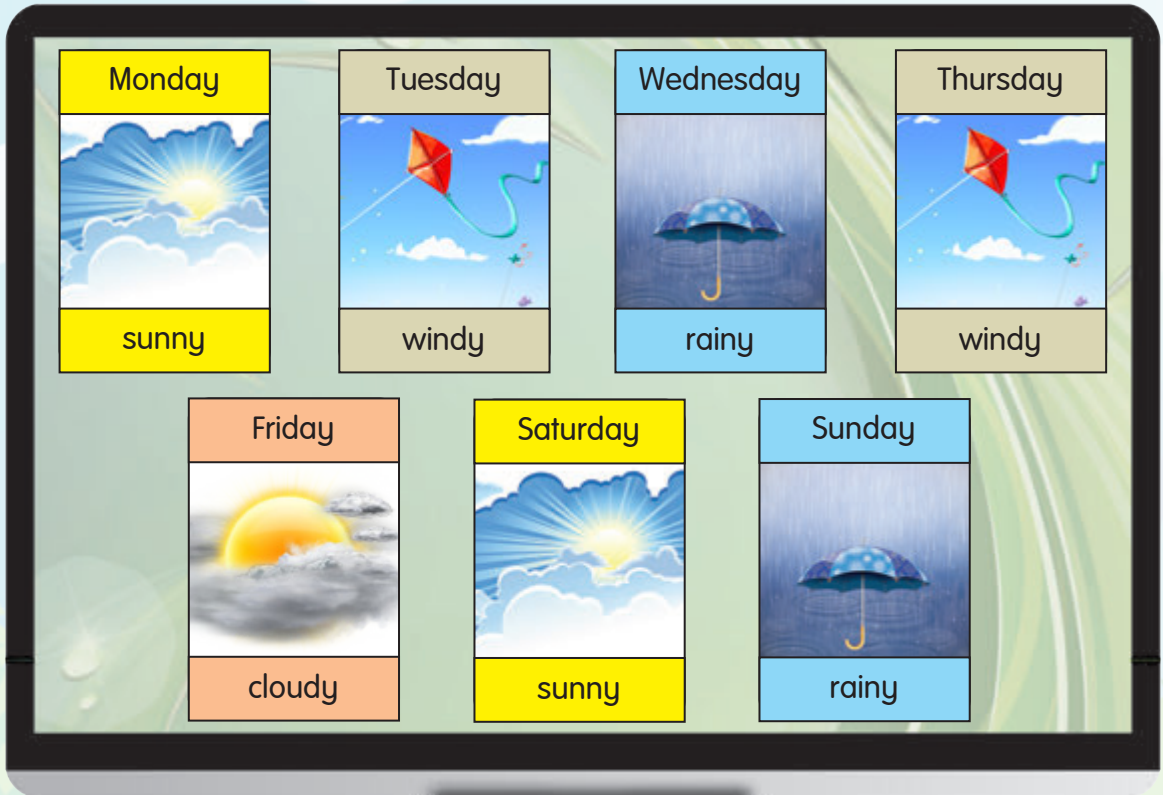
Duty Days				
Monday	• Adi • Kavita	• Kavita	• Mei Mei • Siva	• Siva
Tuesday	• Mei Mei • Kavita	• Siva	• Adi • Siva	• Adi
Wednesday	• Adi • Siva	• Mei Mei	• Mei Mei • Kavita	• Kavita
Thursday	• Mei Mei • Adi	• Adi	• Siva • Kavita	• Mei Mei
Friday	• Siva • Kavita	• Kavita	• Mei Mei • Adi	• Siva

1. Every Monday, Adi and Kavita sweep the floor.
2. Every Tuesday, Siva cleans the whiteboard.
3. Every Wednesday, Mei Mei and Kavita arrange the desks and chairs.
4. Every Thursday, Mei Mei empties the waste-paper basket.
5. Every Friday, Siva and Kavita sweep the floor.



Let's write.

Weather Forecast



1. How's the weather on Monday? It is sunny.
2. How's the weather on Thursday? It is _____.
3. How's the weather on Friday? _____.
4. How's the weather on Sunday? _____.

3.2.3



Guide pupils to fill in the blanks with the correct answers. Pupils copy the sentences in their exercise books.

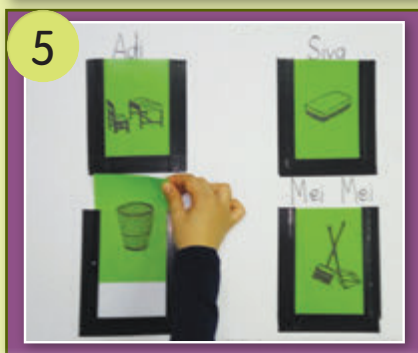
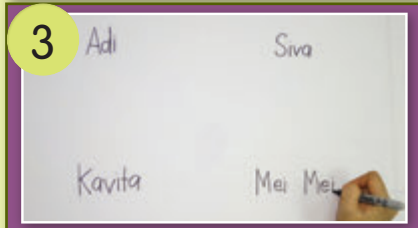
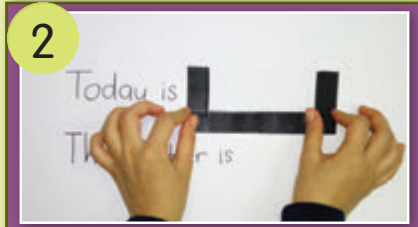
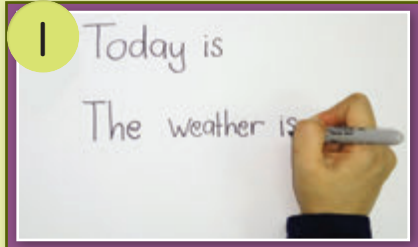




Let's make.

Day's Chart

Steps:



Write the word "Today is" and "The weather is" on the mounting board.

Cut the transparent sheet. Then, paste it beside each sentence.

Write the pupils' names.

Cut the transparent sheet. Then, paste it under each name.

Slot in the day card, weather card, and the pictures into the transparent sheet.

You need:



mounting board



marker pen



sticky tape



day cards



weather cards



picture of waste-paper basket, whiteboard, chair, and desk

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