

## AL NOOR INTERNATIONAL SCHOOL

# Grade 1

## Reading

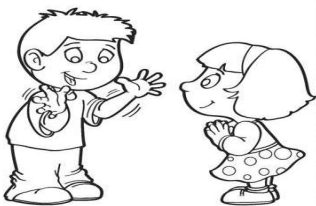


## Enhancement

## Program

**(with Listening and Speaking Activities)**

A good listener  
listens with



their eyes.

SPEAKING  
IN PUBLIC



Name: \_\_\_\_\_

Grade 1 \_\_\_\_\_

**Speaking Activity: Self Introducing**

**Activity time: 45 minutes**

**Objective: Students will be able to introduce themselves.**



**Public Speaking:**

Students will stand in front of the class and answer the following in complete sentences:

- 1- What is your name?
- 2- How old are you?
- 3- What is your nationality?
- 4- What is your favorite subject? Why?
- 5- What do you like to do during your free time?

**Role Playing:**

Scene: School

Student 1: Hi! My name is \_\_\_\_\_. (Shake hands)

Student 2: Hi! I am \_\_\_\_\_. Are you from (Egypt)? (Country)

Student 1: Yes, I am. How about you? Are you from (Jordan)? (Country)

Student 2: Yes I am.

Student 1: I'm glad to meet you.



Open this link at home and watch: <https://www.youtube.com/watch?v=tZOgdnKJ5Sc>

**Phonics Listening Activity: Short a**

**Reading: Story: Jack and Dad Pack**

**Activity time: 45 minutes**

Objective: Students will be able to read and pronounce short a words and words with final ck correctly.

Target Skills: Short a, Final ck



### Man Cat

Man had a cat

It was so fat.

Sat on his lap

and had a nap

then came a rat.

That rat was fast.

Man says Oh cat,

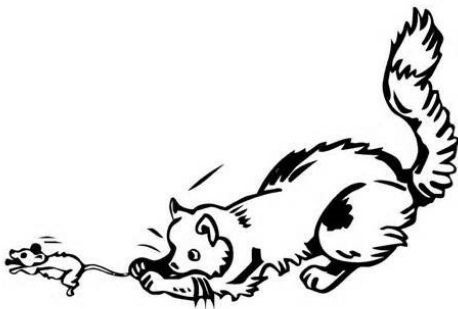
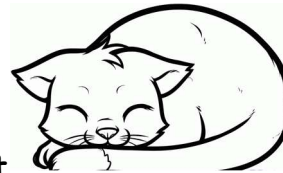
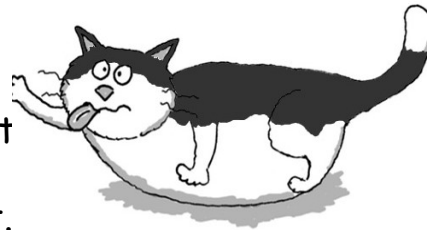
go catch a rat.

cat ran to catch

rat ran so fast

rat ran so fast

cat cannot catch



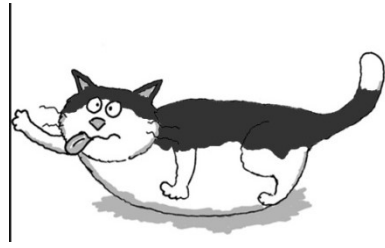
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<https://www.youtube.com/watch?v=ud7I7Yz-n4U&app=desktop>

### Phonics Activity Worksheet #1

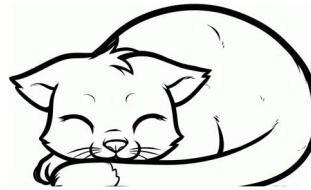
1. Man had a \_\_\_\_\_ .

- a. cat
- b. dot
- c. van



2. It had a \_\_\_\_\_ .

- a. bat
- b. get
- c. nap



3. Then came a \_\_\_\_\_ .

- a. car
- b. rat
- c. hot



4. Cat \_\_\_\_\_ to catch.

- a. bad
- b. ran
- c. pan



## Jack and Dad Pack

Short a	Final -ck	High - Frequency Words
at cap	Jack	I
ran	back	said
bag dad	sack	the
sat	pack	look
and had		
van		
bat hat		
can		

1. Jack and Dad sat.

2. "I can pack the bag," said dad.

3. "I can pack the sack," said Jack.

4. "I can pack the map," said Dad.

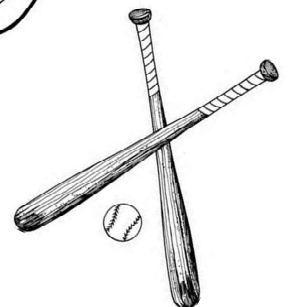
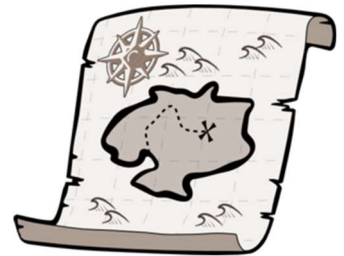
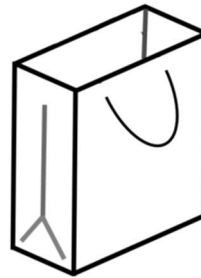
5. "I can pack the hat."

6. "I can pack the bat and cap," said Jack.

7. "Look at the sack! said Dad.

8. Dad had the bag at the van.

9. "Jack ran back!"



**Reading Activity Worksheet #1**

Dad can pack:

[ ]

[ ]

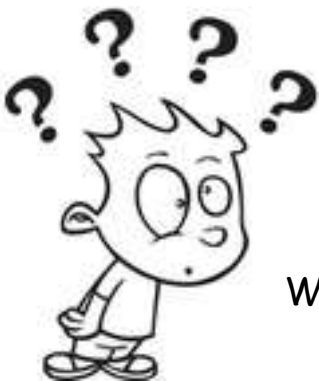
[ ]

Jack can pack:

[ ]

[ ]

[ ]



Where is the bag? \_\_\_\_\_

Who ran back? \_\_\_\_\_



**Speaking Activity: Asking for and Giving Directions**

**Activity time: 45 minutes**

**Objective: To give students practice on how to ask and give proper directions.**

**Role Playing:**

Scene: School

(Student 2 and 3 are walking together; along their way they met student 1.)

Student 1: Excuse me. May I know where the library is?

Student 2: Yes. Sure. Just go straight this aisle, turn left, and you'll see the library.

Student 1: How about the canteen?

Student 3: Just turn right from the library and you can see a gate.

Go straight ahead and you will see the canteen.

**Role Playing:**

Scene: Park

(Student 2 and 3 are playing while student 1 will ask something.)

Student 1: Excuse me. Do you know where can I buy ice cream?

Student 2: Yes. Sure. Just go straight this way, turn left, and you'll see the ice cream house.

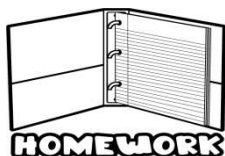
Student 1: How about the pond?

Student 3: Just turn right from the ice cream house and you can see a gate.

Go straight ahead and you will see the pond.

Student 1: Thank you so much.

Student 2 and 3: You're welcome.



Open this link at home and watch: <https://www.youtube.com/watch?v=UKmK30rYNMU>

Phonics Listening Activity: Short i

Reading: Story: Jill Can

Activity time: 45 minutes

Objective: Students will be able to read and pronounce short i words and words with consonant x/ks correctly.

Target Skills: Short i, Consonant x/ks



Kit in the Pit

The kit.

The big pit.

The kit ran into the pit.



See the kit dig the pit.

No, no! Kit sits in the pit.

The kit can sit in the pit.

A bit of the pit is lit.

Bit by bit the big pit is lit.

Shsh! Let the kit sit.



The pit is lit.

Oh!! I can get the kit, out of the pit.

Yes! We can get the kit, out of the pit.



Open this link at home and watch:

<https://www.youtube.com/watch?v=ud7I7Yz-n4U&app=desktop>



## Phonics Activity Worksheet #2

1. The kit ran into the \_\_\_\_\_ .

- a. hit
- b. vat
- c. pit



2. Kit \_\_\_\_\_ in the pit.

- a. bit
- b. sits
- c. bed



3. A bit of pit is \_\_\_\_\_ .

- a. lit
- b. hot
- c. let



4. Get the \_\_\_\_\_ out of the pit.

- a. bad
- b. kit
- c. ran



## Jill Can

Short i	Consonant x/ks	High-Frequency Words
pick zip	six	is
fit	fix	the
quick pin		with
sit		
jill rip		
sit		
will lid		

1. Jill is six.



2. Jill can zip.

3. Jill can pin the rip.

4. Jill can fix the lid.

5. The lid will fit.

6. Jill can pat the cat.

7. The cat will sit with Jill.

8. Jill can pick the bat.

9. Jill is quick!

10. Jill will win.



## Reading Activity Worksheet #2

1. How old is Jill?

---

2. What can Jill fix?

---

3. What can Jill pat?

---

4. Is Jill quick?

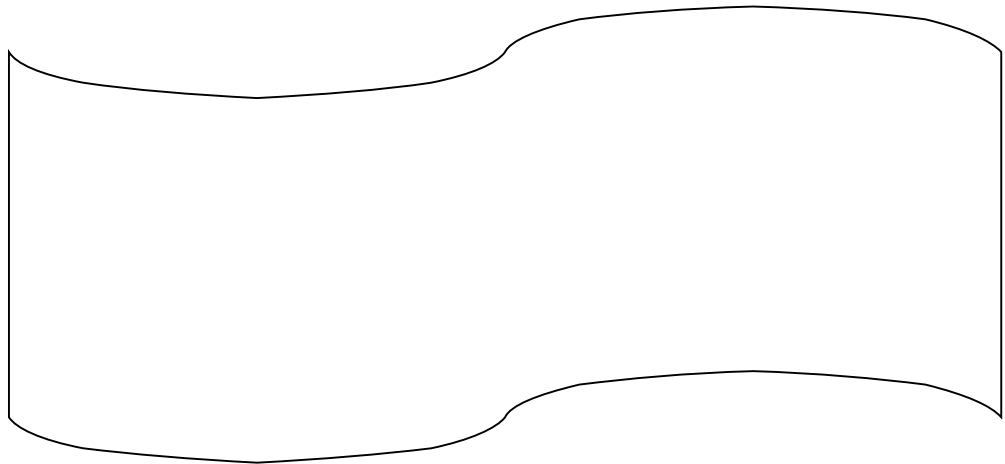
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5. At the end, will Jill win or lose?

---



Draw what Jill will feel at the end.



**Speaking Activity: Offering Help**

**Activity time: 45 minutes**

**Objective: Students will learn how to help others.**



**Mini Skit:**

Setting: School

(Student 1 was having a hard time carrying his/ her heavy bag.)

Student 1: Good morning. Can you please help me carry my bag?

Student 2: Yes, sure. Where is your classroom?

Student 1: In Grade 1B.

(Students 1 and 2 will carry the bag going to the room.)

Student 1: Thank you so much.

**Mini Skit:**

Setting: House

Characters; Student 1: Mother

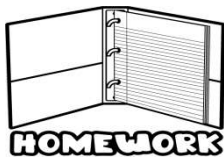
Student 2: Son/ daughter

Student 3: Little brother or sister

Scene: Students will perform a skit showing a busy mother that needs their help in taking care of their little brother or sister.

**Mini Skit:**

Students will make their own skit showing how to ask for help and offer help to others.



Open this link at home and watch: <https://www.youtube.com/watch?v=v4BwafaEBV4>

Phonics Listening Activity: Short o

Reading: What is in the Box?

Activity time: 45 minutes

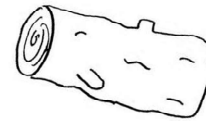
Objective: Students will be able to read and pronounce short o words, words with plural -s, and consonant s/z correctly.

Target Skills: Short o, Plural -s, Consonant s/z



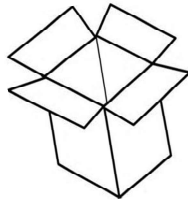
Short o Words

log



jog

dog



box

fox



mop



hop

pot



dot

hot



top

pop

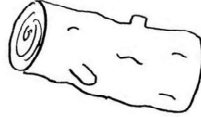


Open this link at home and watch: <https://www.youtube.com/watch?v=l0HT SY2w-Q>

## Phonics Activity Worksheet #3

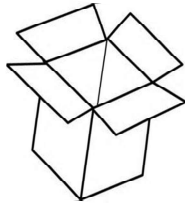
1. I saw a \_\_\_\_\_ .

- a. hat
- b. log
- c. bat



2. Place your toys inside the \_\_\_\_\_.

- a. box
- b. rat
- c. fan



3. Clean with a \_\_\_\_\_ .

- a. jar
- b. boy
- c. mop



4. The kettle is \_\_\_\_\_.

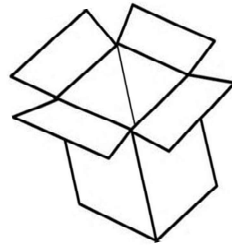
- a. fat
- b. hot
- c. run



## What is in the box?

Short o	Plural -s + Consonant s/z	High-Frequency Words
box not	rocks	are go
fox on	socks	in is
got top	mops	the what
Dot		

1. Are you in the box?



2. Six rocks are in the box.

3. Are mops in the box?

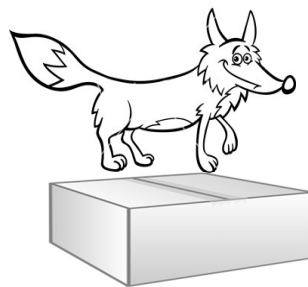


4. The mops are in the box.

5. Dot got the socks.

6. The socks can go in the box.

7. A fox is not in the box.



8. The fox is on top!

### Reading Activity Worksheet #3

1. What is in the box?

---

2. What else is in the box?

---

3. Who got the socks?

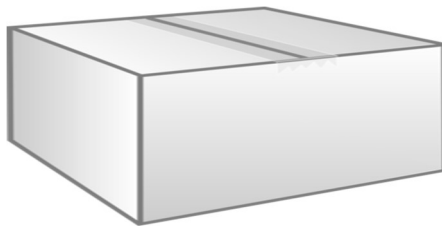
---

4. Is the fox in the box?

---



Draw where the fox was.





## Speaking Activity: Apologizing

Activity time: 45 minutes

Objective: Students will learn how to admit their mistakes and apologize.



### Role Playing:

Setting: School

(Student 1 is eating his sandwich and juice while 3 students are running. Student 2 accidentally bumped the boy and his food fell in the floor.)

Student 2: (Yelling) Didn't you see us? We were running and you blocked our way!

Student 3: Don't shout. Don't blame him. It was our fault. We shouldn't run.

Student 4: Yes he's right. You should apologize.

Student 2: Oh, I'm sorry. I did not see you. It was my fault. Would you like to take half of my sandwich?

Student 1: (Smiling) It's ok. I still have one more.

Student 3 and 4: We are sorry. We are not going to run again during break time.

### Mini Skit:

Setting: Supermarket

Characters; Student 1 and 2: Father and Mother

Student 3: Son/ daughter

Student 4: Old man/ lady

Scene: Instruct students to make a skit showing an old man/ lady buying oranges. Suddenly, student 3 was playing with the cart and unintentionally hit the old man/lady. The father/ mother were mad and told their son/ daughter to ask for an apology.

### Mini Skit:

Instruct students to make their own skit showing how to admit mistakes and apologize.



Homework: Open this link at home and watch: <https://www.youtube.com/watch?v=pFjoNR7H6w4>

Phonics Listening Activity: Inflected Ending -s, -ing

Reading: Story: Rob

Activity time: 45 minutes

Objective: Students will be able to read and pronounce words with inflected ending -s, -ing correctly.

Target Skills: Inflected Ending -s, -ing

What are you doing? What is he doing?

What are you doing?

I'm washing washing.

What are you doing?

I'm eating eating.

What are you doing?

I'm dancing dancing.

I'm dancing dancing now.

What is he doing?

He's running running.

What is he doing?

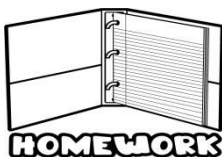
He's drawing drawing.

What is she doing?

She's sleeping sleeping.

She's sleeping sleeping now

Shsh!



Open this link at home and watch: [https://www.youtube.com/watch?v=Ja0xp2j\\_JhM](https://www.youtube.com/watch?v=Ja0xp2j_JhM)

## Phonics Activity Worksheet #4

1. She is \_\_\_\_\_ .

- a. ink
- b. eyes
- c. eating



2. They are \_\_\_\_\_ .

- a. dancing
- b. say
- c. writing



3. He is \_\_\_\_\_ .

- a. rough
- b. running
- c. paper



4. She is \_\_\_\_\_ .

- a. sleeping
- b. sign
- c. food



## Rob

Inflected ending -s	Inflected ending -ing	High-Frequency Words
fills sips	mixing	do the
digs mops	tossing	of up
picks naps	fixing	is too
sits		

1. Rob will do lots of jobs.
2. Mom is mixing in the pot.
3. Rob fills the pan.
4. Dad digs the rocks.
5. Rob is tossing the rocks in the box.
6. Tom is fixing the rip in the cap.
7. Rob picks up the pins.
8. Kit sits and sips.
9. Rob mops up.
10. Kit naps. Rob naps, too!

## **Reading Activity Worksheet #4**

1. What will Rob do?

---

2. Who is mixing the pot?

---

3. What did Dad dig?

---

4. Who picked up the pins?

---

5. What did Kit and Rob do?

---



## Speaking Activity: Good Manners

Activity time: 45 minutes

Objective: Students will possess good manners that will help them build confidence and increase self esteem.

### Role Playing:

Scene 1: Students will show good table manners.

1. Wash your hands before eating.
2. Sit up and do not hunch over the plate.
3. Don't stuff your mouth full of food.
4. Chew with your mouth closed.
5. Always say "Thank you" when served.
6. Eat slowly and do not gobble up the food.
7. Don't reach over someone's plate for something. Politely ask that item to be passed to you.
8. When eating at someone's home, always thank the host, and tell them how much you enjoyed it.

### Mini Skit:

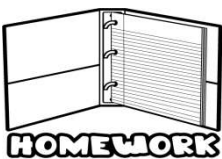
Setting: at home

Scene: Instruct students will make a skit showing how to answer the phone with good manners.

1. Say "Hello,"
2. Do not forget to say "Good morning", "Good afternoon", or "Good evening".
3. Ask politely. Example: "Who are you looking for?" "May I know who's calling please?" "Wait for a while."

### Mini Skit:

Students will make their own skit showing how to show good manners in different places such as supermarkets, malls, mosques, and park.



Open this link at home and watch: <https://www.youtube.com/watch?v=eWz8Z5Oq4p4>

Phonics Listening Activity: Short e

Reading: Story: The Blocks

Activity time: 45 minutes

Objective: Students will be able to read and pronounce words with short e correctly.

Target Skills: Short e, Initial Consonant Blends

Ben Pet

Ben Ben met a vet.



took his pets to see the vet

ten pets all so wet



and so pets were so unwell



Vet vet helps the pet:



Pets get well so well again. Ben Ben gets the pets.

Ben went home



with all the pets.

Ben Ben gets the pets.



Ben went home with all the pets.



Open this link at home and watch:

[https://www.youtube.com/watch?v=U\\_axVCwG7ZY&app=desktop](https://www.youtube.com/watch?v=U_axVCwG7ZY&app=desktop)

## Phonics Activity Worksheet#5

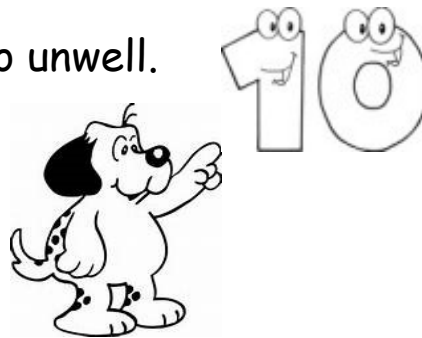
1. Ben met a \_\_\_\_\_ .

- a. hat
- b. vet
- c. ten



2. \_\_\_\_\_ pets were so unwell.

- a. Ten
- b. Tan
- c. Hen



3. Vet helps the \_\_\_\_\_ .

- a. Red
- b. had
- c. pets



4. Ben \_\_\_\_\_ the pets.

- a. sets
- b. gets
- c. fed





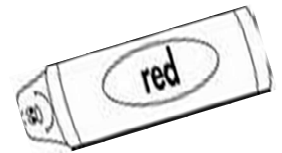
## The Blocks

Short e	Initial Consonant Blends	High-Frequency Words
meg bed	blocks	the
gets fell	black	a
ten peg	step	up
red mess	stack	help
sets yells		

1. Meg gets ten blocks.



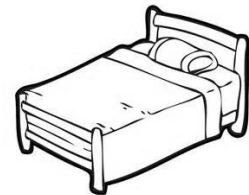
2. Meg has red blocks.



3. Meg has stack the blocks on the bed.

4. Meg sets the blocks on the step.

5. Meg will stack the blocks on the bed.



6. The blocks fell.

7. Peg got Mom.



8. "Meg has a mess!"

9. "Pick up the blocks," Mom yells.



10. "Peg will help!"

## Reading Activity Worksheet #5

1. How many blocks does Meg get?

---

2. What color are the blocks of Meg?

---

3. Where did Meg stack the blocks?

---

4. What happened to the blocks?

---

5. Who helped Meg?

---

Draw what does Meg had?



## Speaking Activity: Show and Tell

Activity time: 45 minutes

Objective: Students will bring and show anything they like.



### What is Show and Tell?

- It is like talking except that a little more effort put into its preparation will bring out more creativity, interest, and excitement. It is a chance for the kids to take a center stage in front of other kids. This helps the child to learn and experience public speaking – a skill a child will use throughout his life.

### Objectives:

Students will be able to:

- Share ideas in oral presentations
- Vary volume of voice
- Use appropriate body position (face the audience)
- Pay attention when others are speaking (appropriate audience member)
- Avoid distracting others
- Adjust listening and viewing to gain knowledge in a variety of situations
- Focus attention
- Understand message given (so the student will need to give clear message to the audience)
- Increase vocabulary through reading, writing, speaking, and listening (high frequency words, position words, question words, time and order)
- Answer questions about the text (about the show and tell item)



Open this link at home and watch: <https://www.youtube.com/watch?v=QoKm-BPk7Ms>

Phonics Listening Activity: Short u

Reading: Story: The Test

Activity time: 45 minutes

Objective: Students will be able to read and pronounce words with short u correctly.

Target Skills: Short u, Final Consonant Blends

### Bunny and The Bug

Bunny hears a Buzz.



The buzz is from a jug.

There is a bug in the jug.

The bug is buzzing loudly.

The bug is buzzing loudly.

The buzz bugs Bunny.

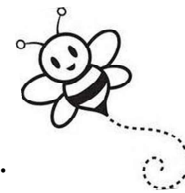
Bunny takes the bug out of the jug.

Bunny throws the bug out.

The bug flies back in

The bug buzzes around the room.

Bunny wears a pair of earmuffs.



Open this link at home and watch: [https://www.youtube.com/watch?v=Ja0xp2j\\_JhM](https://www.youtube.com/watch?v=Ja0xp2j_JhM)

## Phonics Activity Worksheet#6

1. Bunny hears a \_\_\_\_\_ .

- a. buzz
- b. hug
- c. run



2. The buzz is from a \_\_\_\_\_.

- a. van
- b. box
- c. jug



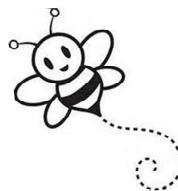
3. The buzz bugs \_\_\_\_\_

- a. tiny
- b. bunny
- c. sad



4. Bunny threw the \_\_\_\_\_ out .

- a. rug
- b. bug
- c. pad



## The Test

Short u	Final Consonant Blends	High-Frequency Words
huff fun	test	the said
bud stuck	must	a is
sum sums	best	

1. "The class will get a test," said Miss Huff.

2. "The class will add."

3.  $1+1$ . Bud gets the sum.

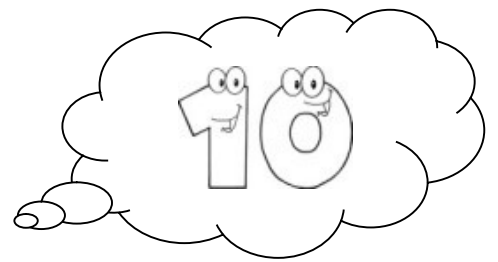
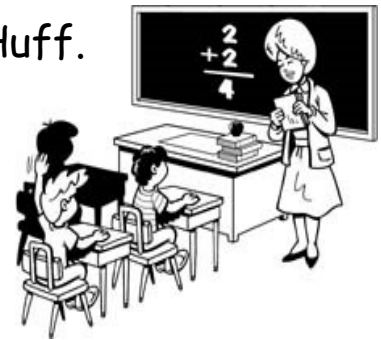
4.  $3+3$ . The sum is six.

5. The test is fun!

6.  $5+5$ . Bud is stuck.

7. Bud must get the sum.

8. The sum is ten.



## Reading Activity Worksheet #6

1. What will the class get?

---

2. What will the class do?

---

3. What does Bud gets if he adds?

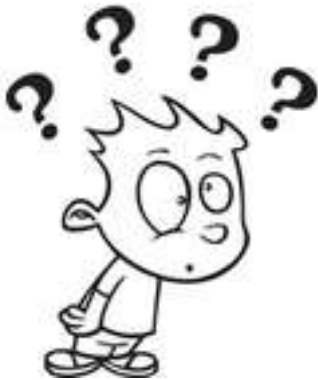
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4. Did Bud enjoy the test?

---

5. What happened when Bud added  $5+5$ ?

---



Find the sum:

$$5 + 5 = \underline{\hspace{2cm}}$$

Reading: Story: The Oak and the Reeds

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.



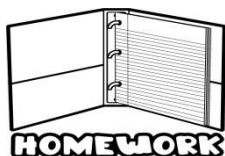
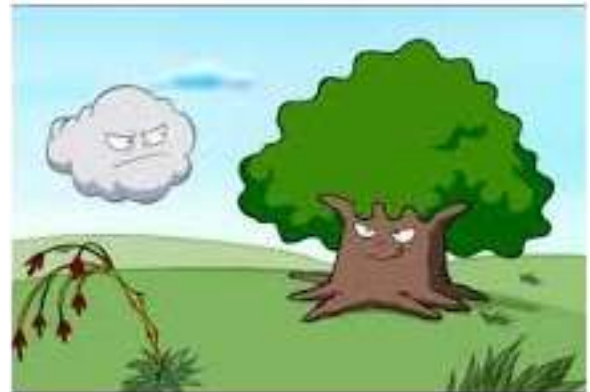
## The Oak Tree and the Reeds

Once there was an oak tree who always thought he was far stronger than the reeds.

He said to himself, "I stand upright in a storm. I don't bend my head in fear every time the wind blows. But these reeds are really so weak."

That very night blew a storm and the mighty oak tree was uprooted.

"Good!" sighed the reeds,  
"Our way is better.  
We bend but we don't break."



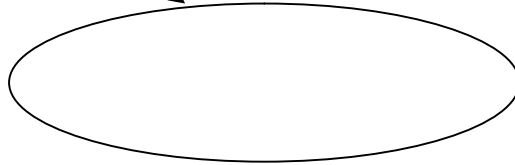
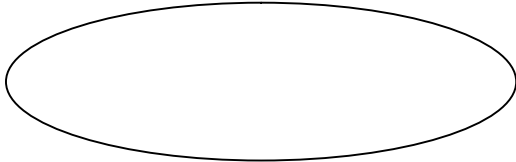
Open this link at home and watch: <https://www.youtube.com/watch?v=1uboSMXQuiM>



# Reading Activity Worksheet #1

1.

The main characters of the story are:



2. What does the oak tree always think?

---

3. What does the oak tree think about the needs?

---

4. Draw what happened to the oak tree the night when a storm came.



**Speaking Activity: Obedience**

**Activity time: 45 minutes**

**Objective: Students will learn the importance of obeying their parents.**

## Thanks Mom, Thanks Dad

Thank you, Mom.  
Thank you, Dad.  
Three small words, so much to add.  
For all your love,  
And your support  
A million words would be too short.  
The words, "I love you" seem too few...  
To express the love  
I have for both of you...



### Poem Reciting

- Students will memorize the poem and recite in front of the class.

### Students must possess the following:

- Physical Presence
  - ✓ body language and eye contact show compelling stage presence
- Voice and Articulation
  - ✓ Pronounce words clearly, with appropriate intonation and pacing



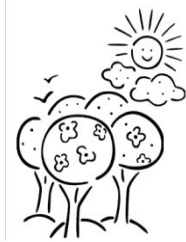
Open this link at home and watch: <https://www.youtube.com/watch?v=ISWGLMc2pl>

Reading: Story: The Fox and the Grapes

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.

The Fox and the Grapes



It was a sunny day, and a fox was walking on the field.

Soon, he came to the vineyard.

He saw some bunches of juicy grapes.



The fox looked carefully around him. He decided to steal some before anyone came along. He jumped upwards but he could not reach the grapes.

He jumped again as high as he could...

Still, he could not reach them. The grapes were just too high for him.

It was getting dark.



All tired, he said to himself, " I don't really want those grapes.

I am sure they are too sour to eat."

At last he stopped trying and walked away.

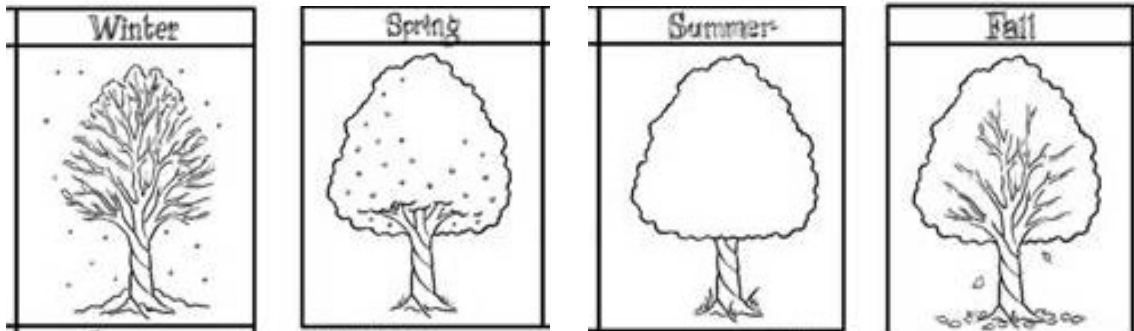


Open this link at home and watch:

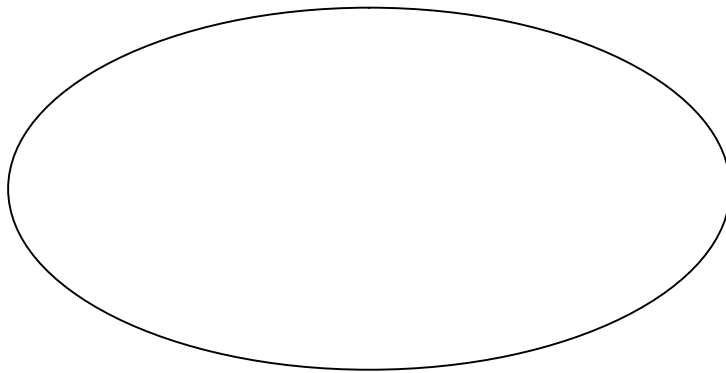
<https://www.youtube.com/watch?v=yxzb8zmmAaM>

## Reading Activity Worksheet #2

1. Color the season stated in the story.



2. Draw the fruit the fox would like to steal.



3. Was the fox able to reach the grapes? Encircle the correct answer.

 Yes

 No

4. Describe how the fox felt at the end of the story?

---

## Speaking Activity: Be Responsible, Be Safe, Be Respectful

Activity time: 45 minutes

Objective: Students will learn how to be responsible, safe, and respectful.



### Students will:

- Sing and do the actions shown in the video.
- Discuss the ways on how to be responsible and safe in school and at home.

### Role Playing:

Scene: Classroom

Student 1: Our teacher is on a meeting but she left us with something to work on.

Student 2: Come on, let us just play instead!

Student 3: Yes, let's play! Here's the ball, catch it!

Student 4: No, don't do that! It's not safe to play inside our room!

Student 1: Yes, he is right! We might hit others and we may also get hurt.

Student 4: Let's just quietly wait for our teacher and do our seatwork instead.

Student 2: Okay, I am sorry.

Student 3: I am sorry too. We will not play anymore.

Student 2 and 3: Okay, let's work now.



Open this link at home and watch:

<https://www.youtube.com/watch?v=JGQAp2PY8yY>

Reading: Story: The Lion and the Mouse

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.

The Lion and the Mouse



Once when a lion was asleep, a little mouse began running up and down upon him. The lion woke up, placed his huge paw upon him, and opened his big jaws to swallow him.

"Pardon, oh King..." cried the little mouse.



"Forgive me this time, I shall never repeat it, and I shall never forget your kindness. Who knows, I may someday do you a good turn.

The lion wondered how the mouse could help.

He lifted up his paw and let him go.

Sometime later, the lion was trapped in a hunter's net.



Just then, the little mouse happened to pass by and helped the lion escape.



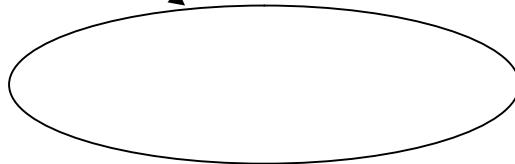
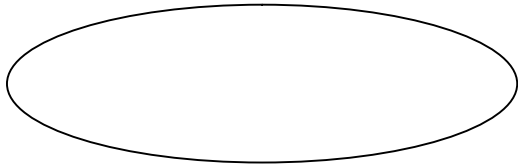
Open this link at home and watch:

<https://www.youtube.com/watch?v=DdQ7vfY8ioc>

## Reading Activity Worksheet #3

1.

The main characters of the story are:



2. Where is the setting of the story?

---

3. Describe how the mouse felt when the lion caught him.



---

4. At the end of the story, how did the mouse help the lion?

---

## Speaking Activity: Good Listener

Activity time: 45 minutes

Objective: Students will learn the importance of being a good listener.

### Students will:

- Take turns to answer the following questions:
  - Why should you listen to your parents?
  - Why should you listen to your teacher?



### Mini Skit:

Setting: House

Characters; Student 1: Mother

Student 2: Son/ daughter

Scene: At home, while the mother was busy preparing their dinner...

Student 1 (Mother): Can you please watch the TV and see if there will be classes tomorrow because the weather is so bad?

(Student 2 opened the TV but didn't listen. He/ She just continued playing)

Scene: The next day, he/ she woke up early not knowing that classes were suspended and he/ she was regretful because he/ she did not do what her/his mother told him to do.

### Mini Skit:

Students will make their own skit showing how to listen to elders.



Open this link at home and watch:

<https://www.youtube.com/watch?v=bu10OxyTkkU>



Reading: Story: The Clever Crow

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.



## The Clever Crow



Once a crow found a big piece of cheese.

The crow comforted herself on a branch of a big tree before eating it.

That very moment a hungry fox passed by the tree.

When the fox saw the piece of cheese,

his mouth watered. He wondered,

"Somehow I could get this piece of cheese!"



An idea flashed his mind. The fox said in a very gentle voice,

"Dear madam crow! I've heard that your voice is very sweet and melodious. Would you please oblige me with a song?"



But the crow was far smarter.

She carefully placed the cheese under her foot and then asked,

"Shall I sing now?" The outwitted fox passed from there quietly.



Open this link at home and watch:

[https://www.youtube.com/watch?v=tr2FYBxx\\_Ec](https://www.youtube.com/watch?v=tr2FYBxx_Ec)

## Reading Activity Worksheet #4

Complete the Sequence Chart:



Beginning:

---

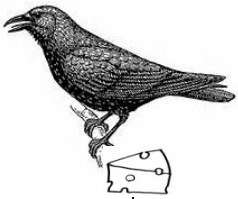
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Middle:

---

---



End:

---

---

## Speaking Activity: Cooperation

Activity time: 45 minutes

Objective: Students will learn how to cooperate with each other.

### Mini Skit:

Setting: Classroom

Scene: Showing a messy classroom.

Student 1: Look! What happened to our classroom?

Student 2: It is full of trash!

Student 3: Our tables and chairs are disarranged.

Student 4: So what shall we do?

Student 1: I think we have to clean our room.

Student 2: Yeah right. So let's start!

After a few minutes...

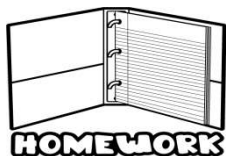
Student 3: Oh we are done! We did it fast.

Student 4: We did it all together.



### Mini Skit:

Students will make their own skit showing how cooperation works.



Open this link at home and watch:

<http://www.sesamestreet.org/videos?video=009ae27b-b108-44a8-8e68-80923dcc5526>

Reading: Story: The Ugly Tree

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.



The Ugly Tree

In a forest there a mix of the tall and straight trees, and a crooked tree. The crooked tree often sighed for his ugly look.

He enviously looked at the other tall and slender trees and felt sad for his unpleasant look.



One day, a wood cutter came to the forest to cut the wood. The wood cutter cut down few long straight trees. Then, he came across the twisted tree.

The wood cutter looked at the crooked branches and said, "This tree is of no use! It's better not to cut this." The woodcutter went ahead sparing the crooked tree. The tree was thankful for his crookedness.



Open this link at home and watch:  
<https://www.youtube.com/watch?v=e-5MM9ZTdps>

## Reading Activity Worksheet #5

1. Where is the setting of the story?

---

2. Draw the kinds of trees you can find in the forest.

3. Did the wood cutter cut the crooked tree?



Yes



No

4. Why?

---

5. Why is the tree thankful?

---

## Speaking Activity: Family First

Activity time: 45 minutes

Objective: Students will learn how to prioritize and love their family.  
Gain self confidence in speaking.

### Students will:

- Retell the story.
- Give the moral lesson of the story.
- Continue the following sentences:
  - ✓ My family and I usually \_\_\_\_\_.
  - ✓ We watch \_\_\_\_\_ (Favorite TV Program) together.
  - ✓ My father always \_\_\_\_\_.
  - ✓ My mother most of the time \_\_\_\_\_.
  - ✓ I love my family because \_\_\_\_\_.

### Group Activity:

- Prior to this activity, students will bring pictures of their family.
- Students will make a collage of the pictures and talk about it by groups in front of the class.



Open this link at home and watch:

<https://www.youtube.com/watch?v=ZWY4qVrhoyw>

## Reading: Story: An Intelligent Fox

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.

### An Intelligent Fox



There was a lion in the forest that had grown with age.

It could no longer go out of the cave and hunt.

It just sat in his cave and looked for a prey that came its way.

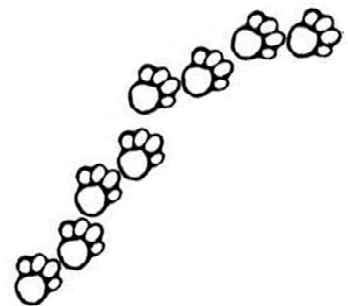
Slowly it started to eat the animals that pass by.

Once a fox went to see the lion  
and instead of getting into the cave, it stood outside  
and asked the lion, "How are you Sir?"



The lion replied, " I'm doing well thank you, please come in and sit."

" I would prefer to stay out and talk to you Sir,  
I see that there are footprints of many animals  
that go inside the cave but none of them came out."  
said the fox and walked away.



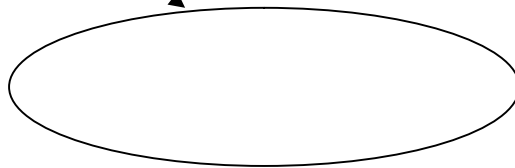
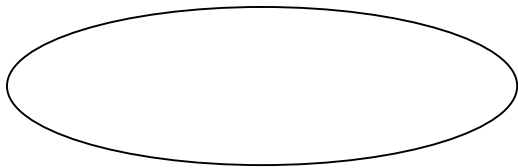
Open this link at home and watch:

[http://www.dailymotion.com/video/xssxp8\\_an-intelligent-fox-moral-stories-for-kids-english-animated-stories\\_shortfilms](http://www.dailymotion.com/video/xssxp8_an-intelligent-fox-moral-stories-for-kids-english-animated-stories_shortfilms)

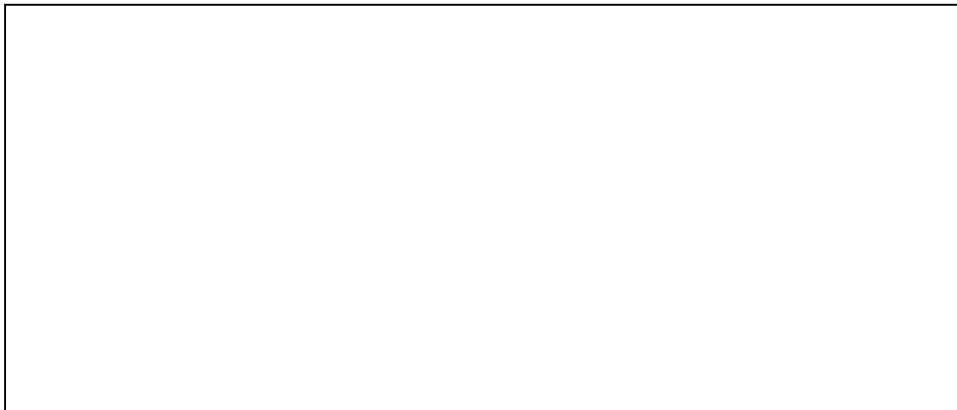
## Reading Activity Worksheet #6

1.

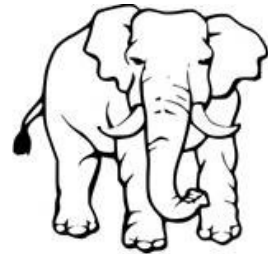
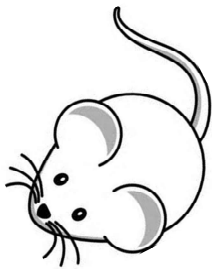
The main characters of the story are:



2. Draw where the lion sat to wait for its prey.



3. Who visited the lion in the story? Color your answer.



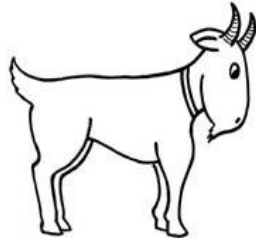




## Reading: Story: The Clever Goat

Activity time: 45 minutes

Objective: Students will be able to read, comprehend, and pronounce the words in the story correctly.

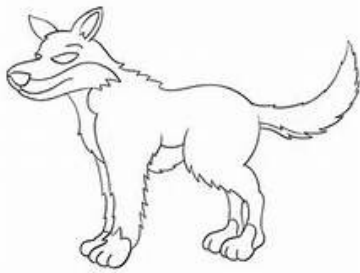


### The Clever Goat

There once lived a herd of goats and went through the woods with dogs.

There was a tiny kid goat whose mother always warned him from wandering alone in the forest.

One day, the kid goat wandered far in the forest.



A wicked wolf jumped out and said he would eat him up.

The scared kid goat thought of a plan to save himself.

He requested the wolf to grant him one last wish, and the wolf agreed.

The kid goat asked the wolf to sing because he has a lovely voice.

The wolf began to sing with great enthusiasm.

The dogs heard the noise and rushed into the forest. The wolf ran.

The kid goat thanked them and apologized.

He promised to listen to his elders.



Open this link at home and watch:

[https://video.search.yahoo.com/search/video; ylt=AwrBT.JHNHNWiVMaX5SXNyOA; ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw?p=Short+Stories&fr=dss\\_yset\\_chr#action=view&id=21&vid=78debc4f116f781c25daf974b2f3fb48](https://video.search.yahoo.com/search/video; ylt=AwrBT.JHNHNWiVMaX5SXNyOA; ylu=X3oDMTByMjB0aG5zBGNvbG8DYmYxBHBvcwMxBHZ0aWQDBHNIYwNzYw?p=Short+Stories&fr=dss_yset_chr#action=view&id=21&vid=78debc4f116f781c25daf974b2f3fb48)

## Reading Activity Worksheet #7

1. What does the Mother goat always do?

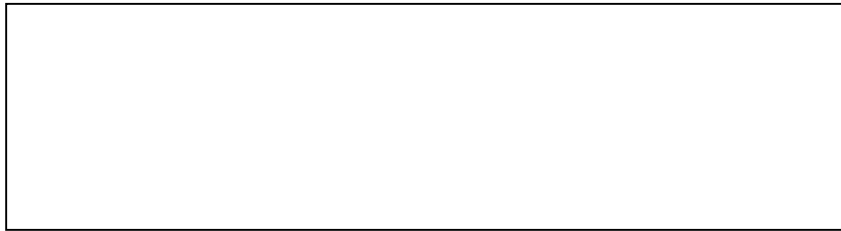
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2. Did the kid goat listen to her?

☺ Yes

☹ No

3. Draw where the kid goat wandered.



4. What did the kid goat feel when a wicked wolf jumped out?

---

5. What do you think is the moral lesson of the story?

---

## Speaking Activity: Moral Values

Activity time: 45 minutes

Objective: Students will know the moral values they should always remember.

### Students will:

- Choose any moral value shown in the video and explain its importance.

Examples:

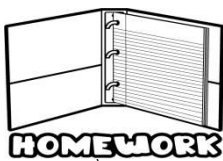
- ✓ Don't waste food.
- ✓ Don't make fun of others.
- ✓ Don't beat or hurt anyone.
- ✓ Never lie.

### Role Playing:

- ✓ A scene will be given by the teacher and students are going to act it out using their own dialogues.

### Group Activity:

- ✓ Students will make a chart with some of the moral values and discuss the importance in front of the class.



Open this link at home and watch:

<https://www.youtube.com/watch?v=3pHgI3YN7fi>

<https://www.youtube.com/watch?v=v2PCjxl0mml>