

Theme: Family
Homantin Baptist Church Kindergarten

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| Level: | K3 |
| Session: | 1 of 4 |
| Text: | <i>House for Sale</i> (Big book story) |
| Learning Activities: | Shared reading activity, game |
| Learning Objectives: | <ul style="list-style-type: none">➤ To understand and enjoy the story➤ To develop preliminary reading strategies➤ To understand the meaning of the word 'house'➤ To say 'house' when expressing its meaning➤ To recognise the print of 'house' |
| Resources: | White board, word cards |

What to do:

1 (Presenting the Text)

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Ask children to predict: *What is in the house?*
- Write or draw children's predictions on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Invite children to make predictions about the story.
- Bring children's attention to the tree house. Describe the tree house while reading aloud the text.
- Refer children to the board and check the predictions with children.

3 (2nd Reading)

- Read aloud P.1 and P.11. Talk about the illustrations on these two pages.
- Ask children: *What is the colour of the house?*

How many windows are there?

What is in the house?

- Help children understand the meaning of 'house' with picture cards.
- Read aloud and write the word 'house' on the board. Guide children to underline the word in the book using paper strips.
- Read aloud the text on P.1 and P.11 with children.

4 (3rd Reading)

- Read aloud the book to children. Invite children to read 'house' with the teacher.

5 (Extended Activity)

Game: Word snap

- For the first round, show different picture cards to children.
- Guide children to do the action 'Snap' when they see the picture of a *house*.
- For the second round, show different word cards to children.
- Guide children to do the action 'Snap' when they see the print of 'house'.

Book title: *House for Sale*

Author: Roderick Hunt and Susan Sprengeler

ISBN: 978-0195244557

Theme: Family
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| Level: | K3 |
| Session: | 2 of 4 |
| Text: | <i>House for Sale</i> (Big book story) |
| Learning Activities: | Shared reading activity, game |
| Learning Objectives: | <ul style="list-style-type: none">➤ To understand and enjoy the story➤ To understand the meaning of the words '<i>bed</i>' and '<i>chair</i>'➤ To say '<i>bed</i>' and '<i>chair</i>' when expressing their meaning➤ To recognise the print of '<i>bed</i>' and '<i>chair</i>' |
| Resources: | White board, a <i>bed</i> , a <i>chair</i> |

What to do:

1 (Presenting the Text)

- Ask children to identify the title and the author of the book on the front cover. Talk about the illustrations on the cover.
- Discuss with children: *Who jumps on the bed?*
- Write or draw children's answers on the board.

2 (1st Reading)

- Read aloud the text with good intonation and expression to help children enjoy the story. Invite children to make predictions about the story.
- After reading P.6, ask children: *Who jumps on the bed?*
- Refer children to the board and check the answers with children.

3 (2nd Reading)

- Read aloud P.7 and P.9. Talk about the illustrations on these two pages.
- Ask children: *What is the colour of the bed?*

What is the colour of the chair?

- Help children understand the meaning of '*bed*' and '*chair*' with picture cards and real objects.
- Read and write the words '*bed*' and '*chair*' on the board. Guide children to underline the words in the book using paper strips.
- Read the text on P.7 and P.9 with children.

4 (3rd Reading)

- Read aloud the book to children. Invite children to read P.1, P.7, P.9, and P.11 with the teacher.

5 (Extended Activity)

Game: Finding the *bed* and the *chair*

- Set a *bed* and a *chair* in the classroom for the game.
- Say '*bed*' and guide children to go to the *bed* as fast as they can.
- Say '*chair*' and guide children to go to the *chair* as fast as they can.
- Invite a child to be the little teacher and say the words '*bed*' or '*chair*'.

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| Level: | K3 |
| Session: | 3 of 4 |
| Text: | <i>Goldilocks and the Three Bears</i> (Story) |
| Learning Activities: | Storytelling activity, art and craft activity |
| Learning objectives: | <ul style="list-style-type: none">➤ To understand and enjoy the story➤ To listen to and speak English in a meaningful context➤ To participate in the process of storytelling saying 'just right'➤ To be able to name the object in the house (e.g., <i>bed</i> and <i>chair</i>) |
| Resources: | Cutouts, templates of beds and chairs for colouring, crayons |

What to do:

1 (Before Storytelling)

- Introduce the setting and characters of the story.
- Encourage children to participate in the process of storytelling by saying 'just right'.

2 (During Storytelling)

- Tell the story with some paper cutouts.
- Take on the role of the characters when telling the story:

This is Father Bear. This is Mother Bear. This is Baby Bear. They are going for a walk. Here is Goldilocks. The bears are not at home. Goldilocks goes into their house.

Goldilocks is hungry. This is Father Bear's soup. It is too hot. This is Baby Bear's soup. It is too cold. This is Mother Bear's soup. It is just right. Goldilocks eats Mother Bear's soup.

Goldilocks wants to sit down. This is Father Bear's chair. It is too high. This is Baby Bear's chair. It is too low. This is

*Mother Bear's chair. It is just right. Goldilocks sits down.
The chair breaks.*

Goldilocks wants to sleep. This is Father Bear's bed. It is too big. This is Baby Bear's bed. It is too small. This is Mother Bear's bed. It is just right. Goldilocks is happy and she goes to sleep.

The three bears come home. 'Look at my soup!' Mother Bear says. 'Look at my chair!' Mother Bear says. 'Look! Here is Goldilocks!' Mother Bear says.

'Go home! Go home!' The bears say. Goldilocks jumps up and she runs home.

- Invite children to participate in the process of storytelling by asking them to name some objects in the story (e.g., *house, chair and bed*).

3 (After Storytelling)

Art and craft activity: Colouring a *bed/chair*

- Prepare templates of *beds* and *chairs*.
- Ask children to tell the teacher what they want to colour by saying '*bed*' or '*chair*' before taking the paper.
- Guide children to colour their *bed* or *chair*.
- The drawings will be used for the next session.

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| Level: | K3 |
| Session: | 4 of 4 |
| Text: | <i>Goldilocks and the Three Bears</i> (Story) |
| Learning Activities: | Storytelling activity, show-and-tell activity |
| Learning Objectives: | <ul style="list-style-type: none">➤ To understand and enjoy listening to the story➤ To listen to and speak English in a meaningful context➤ To be able to talk about their own picture |
| Resources: | A hat for show-and-tell, cutouts |

What to do:

- 1** Retell the story '*Goldilocks and the Three Bears*'.
- 2** Show children the 'show-and-tell' hat.
- 3** Put on the 'show-and-tell' hat.
- 4** Demonstrate how to do show-and-tell with a picture.
- 5** Invite each child to do show-and-tell with his/her picture. (The picture was drawn in the previous session.)
- 6** Allow one minute for each child to do show-and-tell.
- 7** Guide children to tell more about their picture by asking:
 - *What is this?*
 - *What colour is it?*
 - *Is it big or small?*
- 8** Tell other children to listen to their peer doing show-and-tell.
- 9** Display children's pictures in the English corner after the activity.