

# FINCO Reads

Teacher Guide



FINCO



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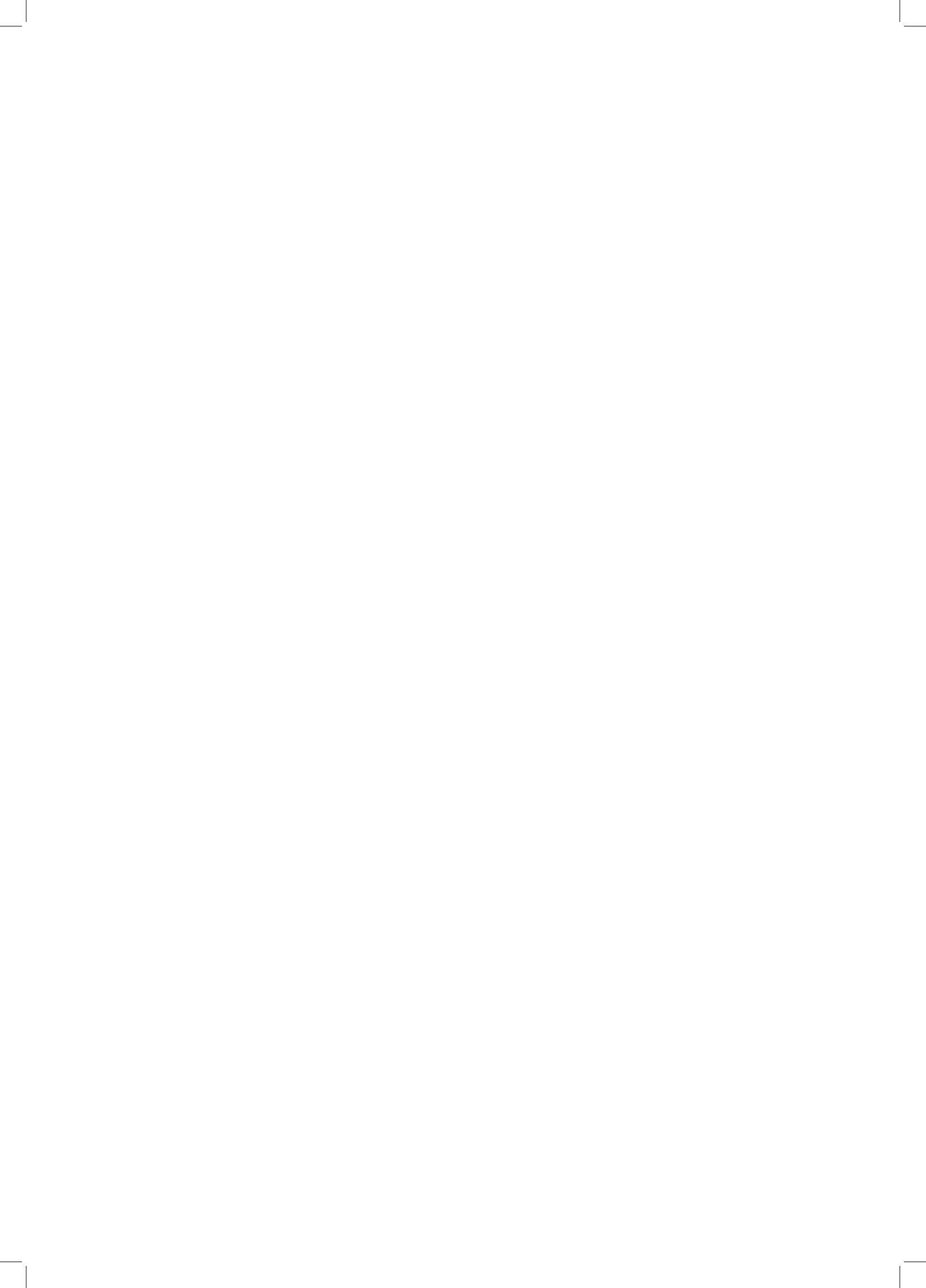
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# FINCO Reads

## Teacher Guide

The FINCO Reads modules have been created to accompany the Malaysian school curriculum in support of English teachers in their classrooms.

The modules have been commissioned by FINCO and developed by MYReaders with the support of amazing teachers within Malaysia's public school system.

This Teacher Guide was designed to be accompanied by the corresponding Student Workbook. These books present complete lesson plans and resources for teachers and students in their English reading journey.

Commissioned by



Developed by





## **About FINCO**

The Financial Industry Collective Outreach (FINCO) is a collaborative initiative pioneered by the financial institutions in Malaysia with the support of Bank Negara Malaysia to empower and inspire underprivileged children throughout the country. With 107 financial institutions and 7 financial industry associations, FINCO is the largest collective impact initiative in Malaysia.

## **About FINCO Reads**

FINCO Reads is a programme designed to increase English proficiency among schoolchildren. The FINCO Reads' Teacher Guides and Student Workbooks are a component of this programme and are designed to accompany the Malaysian public school curriculum.

## **Acknowledgments**

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## Mapping FINCO Reads Modules to Year 4 Curriculum Standards

FINCO Reads modules are based on the Learning Standards specified in the Ministry of Education's Curriculum Standards for Year 4.

### Content Standard

2.2 By the end of the 6 year primary schooling, pupils will be able to demonstrate understanding of variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning.

Learning Standards	Unit	Comprehension Strategy Focus	Lessons	Page number in Student workbook
2.2.1 Able to apply word attack skills by identifying: (i) homographs (ii) homophones	Our Community (unit 1)	Contextual clues and word attack skills	1	9
		Contextual clues and word attack skills	2	12
	Good Values (unit 12)	Contextual clues and word attack skills	3	15
		Contextual clues and word attack skills	4	19
		Contextual clues and word attack skills	5	22
2.2.4 Able to apply dictionary skills: (i) locate words (ii) meaning of base word	Spending wisely (unit 2)	Contextual clues and word attack skills	6	25
		Contextual clues and word attack skills	7	32
	Be safe (unit 4)	Contextual clues and word attack skills	8	37
		Contextual clues and word attack skills	9	42

2.2.2 Able to read and understand phrases and sentences from: (i) linear texts (ii) non-linear texts	Unity & Diversity (unit 10)	Contextual clues, skimming and scanning and graphic organisers	10	46
		Contextual clues, skimming and scanning, graphic organisers and summarising	11	49
	Yesterday & Today (unit 3)	Contextual clues, skimming and scanning and graphic organisers	12	54
		Contextual clues, skimming and scanning and graphic organisers	13	58
		Contextual clues, skimming and scanning and graphic organisers	14	62
		Contextual clues, skimming and scanning and graphic organisers	15	66
		Contextual clues, skimming and scanning and graphic organisers	16	71
	Going Places (unit 15)	Contextual clues, skimming and scanning and graphic organisers	17	75
		Contextual clues, skimming and scanning and graphic organisers	18	79
	2.2.3 Able to read and demonstrate understanding of texts by: (i) sequencing (ii) predicting with guidance	Harmony in the Jungle (Unit 14)	Contextual clues, skimming and scanning and graphic organisers	19
Graphics organiser, activating prior knowledge, making predictions and summarising			20	89

## Using the FINCO Reads module

The FINCO Reads Student Workbook and Teacher Guide are designed as a resource to support the development of students' reading skills in the learning and teaching process. Here are a few key elements that have been incorporated for this purpose.

### **It is linked to Curriculum Standards for Year 4**

The module is based on the Learning Standards specified in the Ministry of Education's Curriculum Standards. It may be used as an additional resource alongside the Year 4 English textbook as it incorporates some passages and activities from the textbook.

### **It builds vocabulary progressively**

The module focuses on introducing key vocabulary and allowing students to practice reading them in context through short passages. The lessons are organised from easy to more challenging. Lesson 1 is the most basic and following lessons are progressively more advanced until Lesson 20 which is the most challenging. Words that are introduced in one lesson are repeated in following lessons to help students build their word bank.

### **It provides scaffolded activities for practice**

Each lesson contains several activities that are scaffolded according to student ability level. Level 1 activities are simpler and Level 3 or 4 activities are more complex and may require higher order thinking skills. The activities are designed to enable all students to practice and apply various reading skills step-by-step, so all students should complete every level of activity as far as possible.

Here are a few suggestions for how teachers may effectively use these modules.

### **Use it as a resource to plan the Year 4 Scheme of Work**

The module is designed to be used in order, from Lesson 1 to Lesson 20. Although the lessons do not follow the same order as the textbook, it follows a logical progression based on MOE's Curriculum Standards to support students in progressively developing their reading skills throughout the year. Teachers may plan the reading aspect of their Scheme of Work to be aligned with the theme, learning outcomes, and activities in the FINCO Reads module.

### **Use it as an additional resource in lesson plans**

The module may be seen as a basic tool for teachers to plan and build lessons around it. For example, teachers may add listening and speaking activities, group activities, the use of media like pictures, music, and videos, or the use of technology if available, based on the themes and key vocabulary in the module.

### **Use it as a resource for English language activities in school**

The more opportunity students have to read the same vocabulary and practice the reading skills they learn in their classroom lessons, the more it will reinforce their word bank and reading ability. Teachers may use the vocabulary and activities based on the FINCO Reads module to be aligned with out-of-classroom activities like English Activities Fair, quizzes, and posters as part of English language initiatives like the Highly Immersive Programme (HIP).

## 5 Strategies for Your Students to have Reading Comprehension

For your students to comprehend a text, they must apply some strategies while they are reading.

For them to know how to apply these strategies, students need to know:

- i. what are the strategies
- ii. how to use them

Then, they need to practise using these strategies and build up their skills until they can easily understand what they are reading.

As their teacher, you should explicitly show them how to use the strategies, then guide them in practising these strategies while they read.

One good way to explicitly show students how to use the reading strategies is to model it using **'Think-Alouds.'**

### **'THINK-ALOUDS'**

In a think-aloud, the teacher says out loud what s/he is thinking as s/he reads a text aloud. The teacher verbalises and describes his or her thoughts as s/he applies the reading strategies while reading.

## 5 Reading Strategies

### 1. **Activating background knowledge / Make it Personal**

*"What do you know about.... ?"*

Students have better comprehension when they can bridge new knowledge with existing knowledge.

#### **How to use it?**

- i. Before reading this text aloud, you may say:

*"This text is about farmers. What do we know about farmers? I'm going to read this text about farmers. Please listen and point as I read."*

*Example from Lesson 5.*

Farmers are hardworking. They work hard. They work from morning to evening. Farmers work smart. They plan their work. They think about the right vegetables to plant.

- ii. As you model reading aloud, pause after some chunks of text to **think-aloud**. For example, you may say :

*"This reminds me of my grandmother because she knows what types of plants to plant according to the soil and the different weather seasons. Have you been on a farm? Have you ever seen people working on farms? What do you see them do?"*

## 2. Answer Questions

*“What can you find out from this text?”*

Answering questions about a text is a way to help students to think actively as they read.

### How to use it?

- i. Before reading, you may go through the questions with the students. You may say:

*“From this text, you can find out how farmers work hard and work smart. As we read the text, try to find the answers to these questions.”*

- ii. After the 1st read aloud, students may need to re-read the text to find the answers to the questions.

#### Understand:

1. How do Mr. and Mrs. Zaini work hard? they work from morning to evening
2. How do farmers work smart? they plan their work
3. How do you work smart? I plan my work/ I study with my friends/ I make notes

## 3. Generating Questions

*“What questions do you have about the people and what happens in this text?”*

Generating questions about a text is a way to help students to think actively as they read.

### How to use it?

- i. Before reading aloud, you may ask students to think of one question about the text.  
ii. While reading aloud, you may model it by pausing and saying:

*“Hmm... I wonder how farmers know what the right vegetables to plant are. Do you have any ideas?” or “I wonder which type of vegetable is right to be planted in this area around our school?”*

- iii. With practice, students may volunteer their questions when pausing after reading a chunk of the text.

## 4. Recognising Story Structure / Using Graphic Organisers

*“If I draw a Story Map of this text, what would it look like?”*

It will help students to understand a text if they can visualise how the text would look like as a diagram. The text could have a cause-effect pattern, problem-solution pattern, or descriptive pattern like a list. A story usually has categories like characters, setting, events, problem, resolution. A graphic organiser could be made for each structure.

## How to use it?

- i. Before reading aloud, you may ask students:

*“As I read this text, think of what is the pattern of the text? If we draw a Story Map of this text, what would it look like?”*

### *Example from Lesson 19.*

Animals and plants help each other to survive in the jungle. Trees make the jungle a good home for the animals, while animals help to spread seeds so that more trees can grow. Trees give animals oxygen and food. Some animals eat plants to get energy. For example, the deer eats leaves and grass. Animals that only eat plants are called herbivores.

- ii. After reading aloud, model creating a Story Map/Graphic Organiser of the text. You may say:

*“I think the pattern of this text is it is talking about what trees do and what animals do for harmony in the jungle.”*

Draw a simple graphic organiser on the board. Then, guide students to fill in the graphic organiser using the information from the text.

### **The Role of Trees**

- Make the jungle a good home for animals
- Give animals oxygen and food

### **The Role of Animals**

- Animals help to spread seeds so that more trees can grow

## 5. Summarising

*“What are the important things from the text that I could tell my friend about?”*

Summarising is the ability to identify the main ideas of a text and put it in their own words.

## How to use it?

- i. Before reading, go through the framing questions with students:
- What are the main ideas in the text?
  - What are the important supporting details?

### *Example from Lesson 11*

Malaysia is a multiracial country. People living in this beautiful country are the Malays, Chinese and Indians. There are also the Ibans, Kadazans, Punjabis, and many more.

The people of Malaysia have their own traditional costumes. There are the baju kurung and baju Melayu for the Malays, cheongsam for the Chinese, and saree and jippa for the Indians. Sirat and ngepan Iban are traditional costumes for the Ibans.

There are many celebrations in Malaysia.

Gawai Festival and Kamaatan Festival are celebrated in Sabah and Sarawak. Besides that, Hari Raya Aidilfitri and Chinese New Year are celebrated everywhere in Malaysia.

Malaysia is a wonderful country.  
The people are friendly and united. We live peacefully and harmoniously with one another.

You may ask: *“What is the main idea, the big umbrella, that this whole text is talking about? Malaysia is a multiracial country. What are the supporting details? We have many different people, costumes and celebrations.*

*How can we sum the whole text up in one sentence?*

*Malaysia is a multiracial country with many different people, costumes and celebrations.”*

In a nutshell,

### **STEPS FOR STUDENTS TO IMPROVE READING COMPREHENSION**

- **Explain**  
Teacher explains to students the strategy that helps comprehension.
- **Modelling**  
Teacher models, or demonstrates, how to apply the strategy, by “thinking aloud” while reading the text aloud for students.
- **Guided practice**  
Teacher guides students as they learn to apply the strategy.
- **Application**  
Teacher helps students practise the strategy until they can apply it on their own.



## 4 Strategies for Effective Reading Aloud

Reading texts aloud is the *single most important* activity to get students to be successful readers. Reading aloud with students helps them develop their listening, speaking and overall language skills.

Here are strategies for reading aloud you could use in class. First, model correct pace, pronunciation and intonation by reading aloud to your students as they listen to you. Then, use one of these strategies to get students to read aloud together.

### 1. Choral Reading

A group of students reads a passage together. Choral reading can be done in small groups, or as a whole class.

It is recommended for the teacher to read along with the students, as students listen and try to match the pace of reading, pronunciation and intonation of the teacher's reading.

*Resources:*

[http://www.readingrockets.org/strategies/choral\\_reading](http://www.readingrockets.org/strategies/choral_reading)

[https://www.youtube.com/watch?v=o\\_-z8d0sRUA](https://www.youtube.com/watch?v=o_-z8d0sRUA)

### 2. Cloze Reading

The teacher reads out loud and leaves out strategic words that students fill in. The teacher uses rise and inflection to help students to know which words to fill in.

*Resources:*

<https://www.youtube.com/watch?v=6BUXpKILISs>

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

### 3. Paired Reading / Buddy Reading

Students read aloud to each other. More fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page, or chapter.

*Resources:*

<https://www.youtube.com/watch?v=kkCqhzkp9s0>

### 4. Timed Reading

Timed reading is a good way to improve fluency. In Timed Reading, the teacher sets a timer to 1 minute, and students note how many words they can read aloud in 1 minute. This can be repeated three or four times, as students try to increase the number of words they are able to read within a minute.

*Resources:*

[http://www.readingrockets.org/strategies/timed\\_repeated\\_readings](http://www.readingrockets.org/strategies/timed_repeated_readings)

[https://www.youtube.com/watch?v=tnyAa\\_9bl3o](https://www.youtube.com/watch?v=tnyAa_9bl3o)

## Activities and Games Ideas

Small in-class activities and games help students to apply what they have learnt in a fun way. Teachers can use and modify these games throughout the module in different lessons. There are many more ideas that can be incorporated in the lessons.

### 1. Fly Swatter Game

This game is helpful for lessons where students are required to identify certain words and hit it with a fly swatter. This game is suitable for lessons that focus on homophones and homographs, key vocabulary in the texts or any targeted vocabulary. Teachers can modify the game by using different objects instead of fly swatters.

Resources:

<https://sightwords.com/sight-words/games/fly-swat/>

### 2. Taboo

This game is suitable for lessons where students are required to know the definition of the words. This can be a follow-up game after the students have written down the meanings of the targeted vocabulary from the dictionary. Students sit in groups and describe words that are written on a card without using any words from the definition.

Resources:

<http://languageteachinggames.blogspot.com/2012/10/taboo.html>

### 3. Charades and Pictionary

This game is suitable for lessons to reinforce targeted vocabulary through visualisation. Students can take turns to act or draw the targeted vocabulary on the board while the rest of the class take turns to guess.

Resources:

<https://www.teachingenglish.org.uk/blogs/larry-ferlazzo/four-games-vocabulary-development>

<https://www.fluentu.com/blog/educator-english/esl-tefl-ell-vocabulary-games/>

### 4. Competition

Organise the class into teams and get them to compete against each other. It could be a reading activity to see which group reads the fastest, or even a spelling bee to help reinforce the targeted vocabulary.

### 5. Show and Tell

Get students excited and personalise the lesson by getting the students to bring items or pictures from home. This way everyone gets to tell their story and students get to know each other better. This is a good way to encourage students to speak in front of the class.

# Lesson 1

## Learning Outcomes:

Students will be able to have word attack skills by identifying:

- i) Homographs
- ii) Homophones

Comprehension strategy focus:



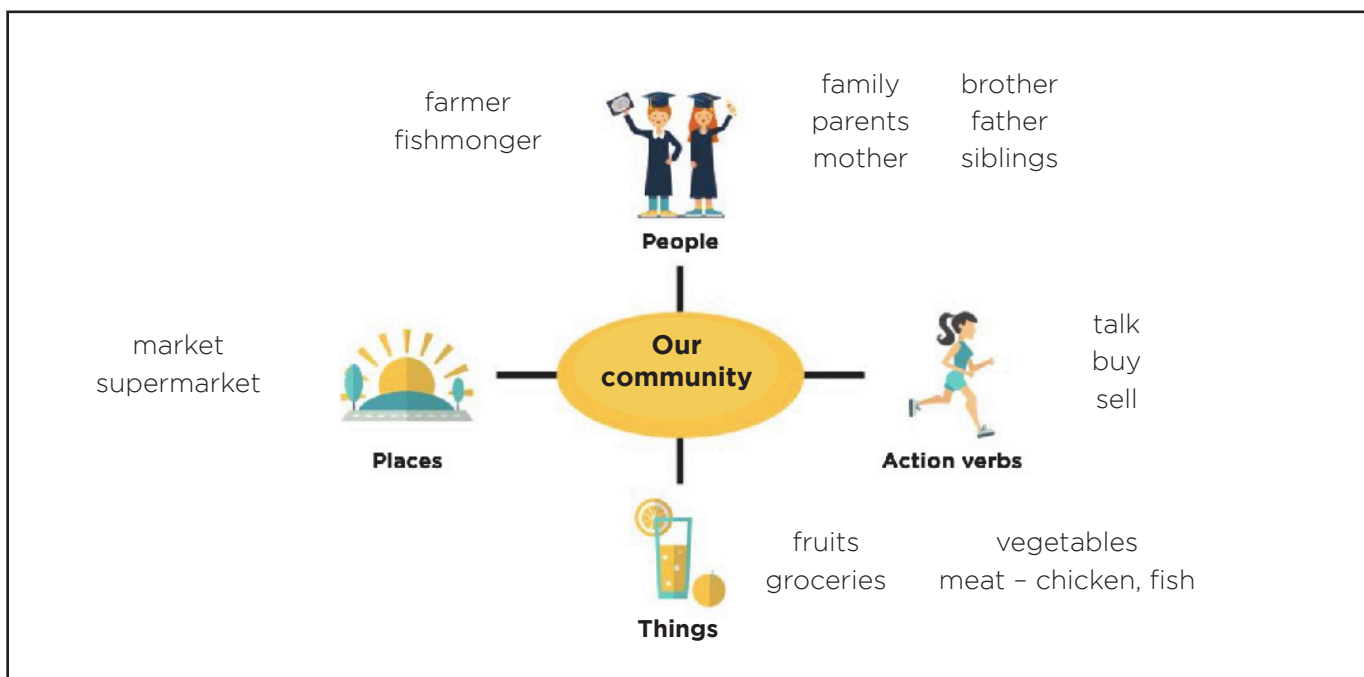
**Key vocabulary**  
*People:* parents, siblings  
*Places:* market, supermarket  
*Actions:* buy  
*Things:* groceries

▶ Homophones: pear / pair  
 sun / son



### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Ask students to look at **the market place** picture in the workbook.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What do you see? Where do you think this is? Who do you see here? What happens here?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary. **“The words we will learn today are....”** Students may copy the words in their activity book.



**Part B. READING PRACTICE (15 mins)**

- i. First: Model reading the text with intonation. Tell students to listen and point as you read.
- ii. Second: Ask students to read aloud. Use one of the reading strategies.
- iii. Third: Go through the questions in **Part C: Level 1** together with students. Then, ask students to read the text aloud again.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

My father buys fruits at the market. My father buys some bananas at the market. He buys some pears at the market.

My *father and mother* buy groceries at the supermarket. My *parents* buy food at the supermarket for *my brother, my sister*, and I. They buy food for *my siblings* and I.

My parents buy two pairs of shoes for my sister at the supermarket. My parents buy three pairs of socks for my brother at the supermarket. My parents buy two pairs of shoes, three pairs of socks and four pears at the supermarket for my siblings and I.

**Part C. COMPREHENSION PRACTICE (25 mins)**

Contextual clues

- 1. What fruits do the father buy at the market? bananas
- 2. Who do the parents buy the shoes for? the sister
- 3. What word means the same as 'father and mother'? parents
- 4. What word means the same as 'brothers and sisters'? siblings

**Level 1: Fill in the blanks with the correct word.**

pair

pear

- Modelling
- Think Aloud

Model to students how they should answer this question.

e.g. My father buys one pair of socks.

Then, ask them to try on their own.

- 1. Mother buys one pair of shoes.
- 2. I like to eat pears.
- 3. Apples and pears are fruits.
- 4. I put one T-shirt, a pair of socks and a cap in my bag.

**Level 2: Read the sentences. Write ✓ for correct sentences or ✗ for wrong sentences. Circle the wrong word.**

- |  |                                     |
|--|-------------------------------------|
| 1. The <b>son</b> is in the sky.                             | <input type="checkbox"/>            |
| 2. Mother buys some bananas, oranges and pears.              | <input checked="" type="checkbox"/> |
| 3. My teacher's <b>sun</b> likes to eat fruits.              | <input type="checkbox"/>            |
| 4. My sister has a pair of socks and a <b>pear</b> of shoes. | <input type="checkbox"/>            |

**Level 3: Read the text. Circle three (3) wrong words. Write the correct word above the wrong word.**

Today, the <sup>sun</sup>son is bright. I go to the supermarket with my friends. I see a <sup>pair</sup>pear of socks I like at the supermarket. I buy the pair of socks. I buy a <sup>pair</sup>pear of shoes too.

### **CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned about words that sound the same.



## Lesson 2

### Learning Outcomes:

Students will be able to have word attack skills by identifying:

i) Homographs

ii) Homophones

Comprehension strategy focus:

Contextual clues

Word attack

### Key vocabulary

*People:* farmer, fisherman, children, friend, neighbour

*Places:* farm, sea, library, park

*Actions:* work, play, study

- ▶ Homophones: for / four  
by / buy / bye
- ▶ Homographs: read



### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Ask students to look at pictures in the workbook – a library, neighbours talking, fisherman at sea, children playing at a park.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What do you see? Where do you think this is? Who do you see here? What happens here?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.  
“The words we will learn today are...”

**Part B. READING PRACTICE** (15 mins)

- Model reading the text with intonation. Ask students to listen and point as you read.
- Ask students to read aloud. Use some of the reading strategies.

My uncle is a farmer. A farmer works on a farm.

My neighbour is a fisherman. A fisherman works at sea. My neighbour sells fish at the market. My mother buys fish from the market. My father buys five fish for my friends and I. He cooks four fish for my friends. He cooks one fish for me.

Every day, the children study and read books at the library. Yesterday, the children read four books. Today, they will read five books. Then, they will play at the park.

**Part C. COMPREHENSION PRACTICE** (25 mins)

Contextual clues

- Where does a fisherman work? at sea
- What do people do at the library? study and read
- How many books have you read today?

**Activity:** Ask students to circle **two words that sound the same** (four and for), and **two words that look the same but sound different** (read and read).

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

**Level 1: Fill in the blanks with the correct word.**

four

for

read

Model to students how they should answer this question.

e.g. I have four friends.

Then, ask them to try on their own.

- Yesterday, I read a book.
- My mother buys a book for me.
- My friend has three pencils, and I have four pencils.

**Level 2: Read the sentences. Write ✓ for correct sentences or ✗ for wrong sentences. Circle the wrong words.**

1. I <b>by</b> some books.	<input type="checkbox"/>
2. The books were read by my mother.	<input checked="" type="checkbox"/>
3. I buy pens at the book store.	<input checked="" type="checkbox"/>
4. My mother <b>byes</b> a pair of shoes.	<input type="checkbox"/>
5. I said bye to my friend.	<input checked="" type="checkbox"/>

**Level 3: Read the text. Circle three (3) wrong words. Write the correct word above the wrong word.**

My mother and I go to the book store. I see a book that I like at the book store. My mother <sup>buys</sup> **byes** the book <sup>for</sup> **four** me. She buys a pen and pencil too. The book is a gift <sup>by</sup> **buy** my mother.

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

*Can you think of other words that sound the same?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned about words that sound the same and the words that look the same.





## Lesson 3

### Learning Outcomes:

Students will be able to have word attack skills by identifying:

i) Homographs

ii) Homophones

Comprehension strategy focus:

Contextual clues

Word attack

#### Key vocabulary

*People:* cashier

*(Adjectives to describe people):*

honest, dishonest

*Actions:* cheat, lie

► Homophones: to/too/two  
wear/where

*Grammar word:* should

### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Pair up students. Ask students to think of 2 examples of good and bad values. Get a few pairs to share with the class.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*Who helps with house chores/ house work? Who else helps at home? Which part of the house do you clean? How do you help?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- i. Model reading the text with intonation. Ask students to listen and point as you read.

*Dialogue 1*

Sara's family is at the dinner table.

Mother: Today I saw a woman who sells vegetables at the market. I think she is a dishonest woman.

Sara: How do you know she is dishonest, Mom?

Mother: She lies to people. She cheats people too. Many of our neighbours and friends have seen this.

Bob: How does she cheat people?

Mother: When the vegetables cost 8 ringgit, this dishonest woman says that it is 10 ringgit.

Father: That is not good. She should not be dishonest. One day, no one will buy her vegetables.

1. According to Dialogue 1, why is the vegetable seller dishonest? she lies and cheats people

*Dialogue 2*

My father buys groceries at the supermarket. He gives money to the cashier for the groceries.

Cashier: Here is your change, sir.

Father: This is too much money. You gave me two ringgit. You should only give me one ringgit. Here is one ringgit back.

(My father gives back one ringgit to the cashier.)

Cashier: Thank you, sir. That is very honest of you.

Father: We should all be honest, and we should not lie or cheat. We should have good values.

**Part C. COMPREHENSION PRACTICE.** (25 mins)

Contextual clues

2. According to Dialogue 2, who is the honest person? the cashier.
3. Do you know any honest person? Who and why?

**Activity:**

- i. Ask students to read aloud. Use some of the reading strategies.
- ii. Ask students to circle **three words that sound the same**.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

**Level 1: Fill in the blanks with the correct word.**

to

too

two

Model to students how they should answer this question.

e.g. You have one nose and two eyes.

Then, ask them to try on their own.

1. I give the money to the cashier.
2. Every day, I walk from my house to school.
3. My brother likes to read and I like to read too.

**Level 2: Read the sentences. Write ✓ for correct sentences or ✗ for wrong sentences. Circle the wrong words.**

1. I buy fruits at the market.
2. "Where is my cap?" asks my brother.
3. I see a book that eye like.
4. Sheila wears a pair of blue shoes.
5. Sam wheres a T-shirt and jeans.

**Level 3: Read the text. Circle three wrong words. Write the correct word above the wrong word.**

The fisherman is an honest man. <sup>I</sup> Eye see him sell fish at the market. He sells other seafood too. "Do you two want too or three fish?" he asks my father. My father buys two fish from him. He gives the two fish to too my father.

**CLOSING REVIEW (5 mins)**

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned about words that sound the same and words that look the same.



## Lesson 4

### Learning Outcomes:

Students will be able to have word attack skills by identifying:

i) Homographs

ii) Homophones

Comprehension strategy focus:

Contextual clues

Word attack

### Key vocabulary

*People:* (Adjective) kind

*Actions:* help

► Homophones: no / know  
ate / eight



### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Show the class **the picture of the young girl doing a kind deed.**
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*Where do you think this is? Who do you see here? What happens here?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B. READING PRACTICE (15 mins)**

- i. Model reading the text with intonation. Ask students to listen and point as you read.

Do you know a person who is kind? I **know** two persons who are kind. They are Wen Long and Wen Jun. They help when **no** one helps.

There is a woman with too many bags. Wen Long helps to carry her bags. There is an **old** man on the road. She helps the **elderly** man on the road.

There is a child who is lost. Wen Long and Wen Jun help the child find his mother.

They are my brother and sister! My brother and sister are kind. I want to be kind and honest like them too.

**Part C. COMPREHENSION PRACTICE (25 mins)**

1. My siblings' names are Wen Long and Wen Jun
2. What does a kind person like to do? they help when no one helps
3. What is a word that means the same as 'old'? elderly
4. How can you be kind to other people?

**Activity:**

- i. Ask students to read aloud. Use some of the reading strategies.
- ii. Ask students to circle **two words that sound the same**.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

**Level 1: Fill in the blanks with the correct word.**

no

know

Model to students how they should answer this question.

e.g. I know how to read.

Then, ask them to try the questions on their own.

1. He **know**s how to ride a bicycle.
2. Do you **know** where they went?
3. There are some books in the bag but there are **no** pencils in the bag.

**Level 2: Read the sentences. Write ✓ for correct sentences or X for wrong sentences. Circle the wrong word.**

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. She ate eight apples.              | <input checked="" type="checkbox"/> |
| 2. He <b>eight</b> <b>ate</b> apples. | <input checked="" type="checkbox"/> |
| 3. I <b>no</b> he ate the apples.     | <input checked="" type="checkbox"/> |
| 4. They know I like apples.           | <input checked="" type="checkbox"/> |

**Level 3: Read the text. Circle two wrong words. Write the correct word above the wrong word.**

We should be honest and kind. It is good to help others. If we <sup>know</sup> **no** a friend who needs help, we should try to help him. It is sad if we know a person who needs help, but <sup>no</sup> **know** one helps him.

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned about words that sound the same and words that look the same.



## Lesson 5

### Learning Outcomes:

Students will be able to have word attack skills by identifying:

i) Homographs

ii) Homophones

Comprehension strategy focus:

Contextual clues

Word attack

### Key vocabulary

*People:* (Adjectives to describe people)

hardworking, successful

*Actions:* think, plan

▶ Homophones: right / write

▶ Homographs: type



### Part A. MEANINGFUL INDUCTION (15 mins)

- Show the class **a picture of ants working smart**. Pair students up. Ask students to give some examples of animals that work smart (ants). Ask them to give reasons (they store up food and work together).
- Draw the mind map on the board.
- Ask students prompting questions:  
*Who do you see here? What happens here?*
- Gather vocabulary that students already know. As students say the words, write them in the mind map.
- After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- Model reading the text with intonation. Ask students to listen and point as you read.

Farmers are hardworking. They work hard. They work from morning to evening. Farmers work smart. They plan their work. They think about the right vegetables to plant.

Mr. and Mrs. Zaini plans to plant different types of vegetables. He thinks of the right types of vegetables to plant. They write down their plan. She types the plan on her laptop. He plans to plant rice, pepper, potatoes, and cabbages. The pepper will be on the right of the potatoes. The cabbage will be on the right of the rice.

If Mr. and Mrs. Zaini grow the vegetables the right way, they will grow well. Then, they can sell them at the market. They work hard and work smart to be successful.

**Part C. COMPREHENSION PRACTICE** (25 mins)

1. How do Mr. and Mrs. Zaini work hard? they work from morning to evening
2. How do farmers work smart? they plan their work
3. How do you work smart? I plan my work/ I study with my friends/ I make notes

**Activity:**

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

- i. Ask students to read aloud. Use some of the reading strategies.
- ii. Ask students to circle **two words that have a different spelling but sound the same**, and **two words that look and sound the same but have different meanings**.

**Level 1: Fill in the blanks with the correct word.**

write	right	type
-------	-------	------

Model to students how they should answer this question.

e.g. I \_\_\_\_\_ in my book.

Then, ask them to try the questions on their own.

1. "Please **write** your name on your book," says the teacher.
2. First, go straight. Then, turn **right** at the traffic light.
3. There are many **types** of animals in the jungle.
4. My teacher **types** an e-mail on her laptop.

**Level 2: Read the sentences. Write ✓ for correct sentences or ✗ for wrong sentences. Circle the wrong words.**

1. I see the children playing at the park.	<input checked="" type="checkbox"/>
2. A fisherman works at <b>see</b> .	<input checked="" type="checkbox"/>
3. Lisa likes to swim in the sea.	<input checked="" type="checkbox"/>
4. Lisa <b>rights</b> her name in her book.	<input checked="" type="checkbox"/>

**Level 3: Read the text. Circle three wrong words. Write the correct word above the wrong word.**

Jim goes to the library. He <sup>writes</sup> **rights** his name in a book. He walks straight. Then he turns right. He <sup>sees</sup> **seas** the Science books. The Science books are at the <sup>right</sup> **write** of the story books.



**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned about words that sound the same and words that look the same.



# Lesson 6

**Learning Outcomes:**

**Students will be able to use dictionary to:**

**(i) Locate words**

**(ii) Find meaning of the words**

Comprehension strategy focus: Contextual clues Word attack

**Key vocabulary**  
*People:* (Adjective) hardworking  
*Actions:* spend, save

▶ Dictionary words:    save      spend  
                                   need     want  
                                   cost     discount  
                                   earn     budget  
                                   wise     thrifty

**Part A. MEANINGFUL INDUCTION (15 mins)**

- i. Students must have their dictionaries for this activity.
- ii. Play the word game with the whole class. Give students each instruction and ask them to find one word in the dictionary as fast as they can.
- iii. Students write the word they found in the blank space.
- iv. Students may raise their hands and tell their word to the class.

**Word Game:**

Using a dictionary, find one word for each instruction. Write the word in the blank space. Tell the word to your class.

- 1. A word that has six letters. \_\_\_\_\_
- 2. A word starts with 'a' and ends with 'e'. \_\_\_\_\_
- 3. A word that starts with 'l' and the second letter is 'e'. \_\_\_\_\_
- 4. A word that ends with 'y'. \_\_\_\_\_

**Part B. EXPLANATION ON USING THE DICTIONARY** (20 mins)

Explain to the whole class how to use the dictionary.

**1) Guide words**

These are guide words. They show you what words are on this page of the dictionary.

**aim**

14

**alarm**

Guide words

**aim** *noun* 1. /eɪm/ Something that you plan to do. ○ *His aim is to get an A in the English test.* 2. *verb* To try to do something ○ *We aim to finish reading this book by today.*

**air** *noun* 1. /eə(r)/ The gases that we breathe in ○ *The air is fresh and clean today.* 2. *Noun* The space above things on Earth ○ *The balloon is up in the air.*

**aircraft** *noun* /eəkra:ft/ A vehicle that flies in the air ○ *A plane is a big aircraft that flies.*

**airport** *noun* /'ε:pɔ:t/

A place for passengers to get on and get off planes ○ *We need to be at the airport by noon.*

**aisle** *noun* /aɪl/ A space between lines of seats ○ *I like to sit near the aisle so that I can walk over to my friend's seat.*

**alarm** *noun* 1. /ə'ldɑ:m/ Something that makes a loud noise to tell you about danger ○ *The car alarm went off when the stranger walked past it.* 2. *verb* To make someone feel scared ○ *She was alarmed when she could not find her mother.*

**2) Alphabetical order**

To get a clue, look at the first and second letter of the word. For example,

Word: **budget**

The first letter is **(b)**. The second letter is **(u)**.

Which page is the word 'budget' on?

- A.
- |  |   |                          |
|--|---|--------------------------|
| <b>39</b>  | <b>bad</b>  |                          |
| <b>baby</b> <i>noun</i> /'beɪbi/ A very young child <i>o</i> The baby boy is smiling.  | <b>back3</b> <i>verb</i> /bæk/ To move backwards <i>o</i> She backed out to let the old man pass.                                 |                          |
| <b>back 1.</b> <i>noun</i> /bæk/ The part of something that is behind the front <i>o</i> The answers are at the back of the book. <b>2.</b> <i>adjective</i> Away from the front <i>o</i> He looks back to see if there are any cars coming. | <b>backpack</b> <i>noun</i> /'bæk.pæk/ A big bag that you carry on your back <i>o</i> I use an old backpack to hold all my books. | <input type="checkbox"/> |
- B.
- |   |  |                                     |
|---|--|-------------------------------------|
| <b>(75)</b>   | <b>(build)</b>   |                                     |
| <b>bubble</b> <i>noun</i> /'bʌb.əl/ A small ball of air inside a liquid <i>o</i> They like to blow bubbles when they shower.                              | <b>buckle</b> <i>noun</i> /'bʌk.əl/ A metal thing on the end of the belt to hold it together <i>o</i> Grandfather helped me to buckle my belt so that my trousers will not fall off. |                                     |
| <b>bucket</b> <i>noun</i> /'bʌk.ɪt/ A round plastic container with a handle to carry water and other things <i>o</i> Mother uses a bucket to store water. | <b>bud</b> <i>noun</i> /bʌd/ A leaf or flower before it opens <i>o</i> The bud is green but it becomes a red flower when it blooms.  | <input checked="" type="checkbox"/> |
- C.
- |   |  |                          |
|---|--|--------------------------|
| <b>645</b>  | <b>utensil</b>   |                          |
| <b>upstairs</b> <i>adverb</i> /ʌp'steəz/ To a higher floor on a building <i>o</i> My bedroom is upstairs. | <b>use 1.</b> <i>verb</i> /ju:z/ To do a task with something <i>o</i> I used a pen to draw this. <b>2.</b> <i>noun</i> Using something <i>o</i> This book is for our use only. |                          |
| <b>us</b> <i>pronoun</i> /ʌs/ Me and you <i>o</i> Please tell us the answer to this quiz.                 | <b>useful</b> <i>adjective</i> /'ju:s.fəl/ Helpful for doing something <i>o</i> This lesson is very useful to me.  | <input type="checkbox"/> |

The answer is **B**. The word 'budget' is on page **75**.

**PRACTICE USING THE DICTIONARY**

Which page would these words be on?

1. **cost**

<p>A. <b>tail</b></p> <p><b>tail</b> <i>noun</i> /teɪl/ the long thin part of an animal, at the end of the body: <i>○ The monkey's tail is long.</i></p> <p><b>tailor</b> <i>noun</i> /'teɪ.lər/ Someone who makes clothes for men <i>○ He went to the tailor to have a suit made.</i></p>	<p><b>597</b></p>	<p><b>tale</b></p> <p><b>take</b> <i>verb</i> /teɪk/ <b>1.</b> To move something <i>○ Take your books with you to the library.</i> <b>2.</b> To put your hand around something and hold it: <i>○ Please take this gift from me.</i> <b>3.</b> To remove something without asking for permission <i>○ Who has taken my glasses?</i></p>	<input type="checkbox"/>
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<p>B. <b>copy</b></p> <p><b>copy</b> <i>noun</i> /'kɒpi/ <b>1.</b> Something that is made to look like another thing <i>○ I have a copy of his keys.</i> <b>verb</b> <b>2.</b> To write something that is the same as something else <i>○ Please copy these words onto your spelling list.</i></p>	<p><b>126</b></p>	<p><b>cotton</b></p> <p><b>corn</b> <i>noun</i> /kɔːn/ A tall plant with big yellow seeds <i>○ I like to eat corn with butter.</i></p> <p><b>corner</b> <i>noun</i> /'kɔː.nər/ A place where two walls meet <i>○ The table in the corner is old.</i></p>	<input checked="" type="checkbox"/>
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The answer is   **B**  . The word 'cost' is on page   **126**  .

2. **discount**

<p>A. <b>discipline</b></p> <p><b>discipline</b> <i>noun</i> /'dɪsɪplɪn/ Training people to follow rules <i>○ We must have good discipline.</i></p> <p><b>disco</b> <i>noun</i> /'dɪskəʊ/ A place to dance and listen to loud music <i>○ They went to the disco to dance.</i></p>	<p><b>161</b></p>	<p><b>dish</b></p> <p><b>disconnect</b> <i>verb</i> /dɪskə'nekt/ To stop something (water, gas, electricity) <i>○ He disconnected his phone because the battery is full.</i></p> <p><b>discount</b> <i>noun</i> /'dɪskɑʊnt/ A cheaper price <i>○ Can we get a discount on this item?</i></p>	<input checked="" type="checkbox"/>
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<p>B. <b>dishonest</b></p> <p><b>dishonest</b> <i>adjective</i> /dɪs'ɒnɪst/ Not honest <i>○ The dishonest business owner was disliked by many.</i></p> <p><b>distance</b> <i>noun</i> /'dɪs.təns/ How far a place is from another place <i>○ The distance between my house and my school is only 200 metres.</i></p>	<p><b>164</b></p>	<p><b>diver</b></p> <p><b>disturb</b> <i>verb</i> /dɪ'stɜːb/ To stop someone from doing what they are doing <i>○ Please do not disturb your sister when she is playing on the piano.</i></p> <p><b>dive</b> <i>verb</i> /daɪv/ To jump into the water, arms and head going in first <i>○ The girl dived into the pool to save her brother.</i></p>	<input type="checkbox"/>
--	-------------------	--	--------------------------

The answer is   **A**  . The word 'discount' is on page   **161**  .

3. **save**

A. **sauce** **512** **scared**  
**sauce** *noun* /sɔ:s/ A thick liquid that you eat with other food *○ Mother poured curry sauce over the chicken.*  
**save** *verb* /seɪv/ To keep someone from danger *○ The firemen saved us from the fire.*  
**savings** *noun* /'seɪ.vɪŋz/ Money that you keep to use for later *○ She put all her savings in the bank.*  
**saw** *noun* /sɔ:/ A metal tool used to cut wood *○ She sawed the piece of wood carefully.*



B. **sack** **509** **salt**  
**sack** *noun* /sæk/ A large bag used to carry heavy things *○ He carried that sack of onions easily.*  
**sad** *adjective* /sæd/ Not happy *○ He is sad because he lost his favourite toy.*  
**safe** *adjective* /seɪf/ **1.** Not hurt *○ It is not safe to talk to strangers.* **2.** A strong box for keeping things such as documents, money or jewels in *○ Mother keeps her money in the safe under the bed.*



The answer is **A**. The word 'save' is on page **512**.

**Part C. PRACTICE (25 mins)**

**Level 1: Arranging words in alphabetical order.**

Model how to arrange the words from A to Z by looking at the first and second letters.

For example,

discount cost save spend

1. cost
2. discount
3. save
4. spend

Then, ask students to try on their own.

Arrange these words in alphabetical order, from A to Z.

save cost discount budget

1. **budget**
2. **cost**
3. **discount**
4. **save**

**Level 2: Arrange these words in alphabetical order.**

- |      |       |      |      |
|------|-------|------|------|
| save | spend | sell | safe |
|------|-------|------|------|

1. safe
2. save
3. sell
4. spend

**Level 3: Find these words in the dictionary. Write down the part of speech and one meaning of the word. For example,**

Word: 

safe
------

**safe** *adjective* /seɪf/

**1. Not hurt** ○ *It is not safe to talk to strangers.* **2. noun**

A strong box for **keeping things** such as documents, money or jewels in ○ *Mother keeps her money in the safe under the bed.*

Word	Part of speech	Meaning
1. safe	Adjective	not hurt
2. budget	Noun	*based on dictionary
3. need	Verb/Noun	
4. want	Verb/Noun	
5. cost	Verb/Noun	
6. discount	Noun	
7. earn	Verb	
8. save	Verb	
9. spend	Verb	
10. wise	Adjective	
11. thrifty	Adjective	

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned how to use a dictionary to locate words and find the meanings of the words.





## Lesson 7

### Learning Outcomes:

Students will be able to use dictionary to:

(i) Locate words

(ii) Find the meanings of the words

Comprehension strategy focus:

Contextual clues

Word attack

### Key vocabulary

*Other nouns:* budget, needs, wants

*Actions:* budget, save, spend, need, want

► Grammar - modal verb: must



### Part A. MEANINGFUL INDUCTION (15 mins)

- Show **the pictures of the items and their prices**.
- Draw the mind map on the board.
- Ask students prompting questions:  
*You have a budget of RM80. Which item would you buy? Why? What would you do with your money?*
- Gather vocabulary that students already know. As students say the words, write them in the mind map.
- After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- Model reading the text with intonation. Ask students to listen and point as you read.
- Ask students to read aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Mr. Selvam earns RM3000 from his work every month. He must save money. He should plan to spend money wisely. He must set a budget to spend wisely. He must plan his spending for his needs and wants.

First, he must save some of his money every month. Then, he may budget some money for things he needs. He must budget his money to buy food for his family. If someone in his family is sick, he needs to buy medicine. He must budget some money to pay his water and electricity bills.

If he has extra money, he could save the money or spend some money on his wants. For example, he may want a new pair of shoes or a new phone. If he does not make a budget, there may not be enough money to buy food, medicine or pay his bills.

**Part C. Understand.**

1. What must Mr. Selvam budget for? Write two examples. food / medicine / water / electricity
2. What can he do with the extra money? new pair of shoes / new phone
3. From the text, write a phrase that has the same meaning as 'budget'?  
plan spending for needs and wants

**Activity:** Students make a list of needs and wants in groups of three or four.

**Level 1: Parts of speech.**

Explain to the whole class that the same word can be a noun or a verb. A noun is a person, thing or place. It is not an action. A verb is an action. Check for students' understanding by asking them to give examples of nouns and verbs that they know.

Ask students to read these sentences aloud again.

- |  |
|--|
| 1. He must plan his spending for his needs and wants.          |
| 2. If someone in his family is sick, he needs to buy medicine. |
| 3. For example, he wants a new pair of shoes or a new phone.   |

In Sentence 1, 'needs' and 'wants' are nouns. Explain that these words are not actions in these sentences.

In Sentence 2, 'needs' is a verb. In Sentence 3, 'want' is a verb. Explain that these words are actions in these sentences.

**Circle noun or verb for the meaning of the words 'need' or 'want' in these sentences.**

*Model how to know whether it is a noun or verb.*

*For example, I **need** a new bag next year. (noun / verb)*

*'need' is a verb in this sentence because it is an action, not a person, thing or place.*

1. Food is a **need**. (noun / verb)
2. He **needs** to go to the toilet. (noun / verb)
3. A new computer is a **want**. (noun / verb)
4. The students **want** to play football today. (noun / verb)

**Level 2: Find these words in the dictionary and write the meaning of the words.**

*Model finding the word in the dictionary.*

*For example,*

**Need (verb)**

Using Think Aloud:

“The word ‘need’ starts with the letter ‘n’. So I need to open the dictionary and look at the guide words at the top of the pages to look for ‘n’. Then I look for the second letter ‘ne’. I try to find the word ‘need’ on that page.

I found it! Now, I need to find the meaning of ‘need’ as a verb. The meaning is after the word ‘verb’. I will read the meaning, then I will copy it down into my book.”

Need v (verb) : to require something, or have to have something

Ask the students to try to do the same on their own.

1. need n (noun): \*Based on dictionary

2. want v (verb): \*Based on dictionary

3. want n (noun): \*Based on dictionary

4. cost n (noun): \*Based on dictionary

5. cost v (verb): \*Based on dictionary

**Level 3: Using the dictionary, find and write down the meaning and one sentence that uses these words.**

*Model how to do one question.*

For example,

**budget** v (verb)

Meaning: to plan how you will spend money in the future

Sentence: It would be helpful if you learnt to budget.

Ask students to try these questions.

1. **cost** v (verb)

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. **discount** n (noun)

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. **earn** v (verb)

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. **finance** n (noun)

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. **expense** n (noun)

Meaning: \_\_\_\_\_

Sentence: \_\_\_\_\_

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned how to use a dictionary to locate words and find the meanings of the words.



## Lesson 8

### Learning Outcomes:

Students will be able to use dictionary to:

(i) Locate words

(ii) Find the meaning of the word

Comprehension strategy focus:

Contextual clues

Word attack

### Key vocabulary

*Adjectives:* careful, careless, aware, safe

*Other noun:* harm, security



### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Show **the picture of the boy**. Explain that this young boy was lost in a shopping mall.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*Do you think that his parents found him? What must everyone do to be safe?*  
*Teacher to explain that if anyone gets lost, they should find a security guard or a police officer and ask for help.*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B. READING PRACTICE (15 mins)**

- i. Model reading the text with intonation. Ask students to listen and point as you read.
- ii. Ask students to read aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Stranger Danger

Zee and his friends are at school. There is a stranger there. She asks Zee’s friends where they live.

Zee is scared. He thinks she may want to do something bad. She may harm Zee and his friends.

Zee remembers what his teacher always says. Zee’s teacher says, “You should always be careful. Do not be careless. Don’t give information to strangers. Don’t tell them where you live. Tell your parents if you feel something is wrong. Tell your teachers if you feel someone is acting suspicious.”

Zee and his friends run to tell their teacher. When the teacher comes, the stranger is gone. The following week, Zee sees a security guard at the school gate.

Because Zee is aware, he and his friends are safe.

**Part C. Understand.**

- 1. Who is Zee with at school? his friends
- 2. What does Zee’s teacher say? Write one example. You should always be careful.
- 3. Why do you think there is a security guard at school? for their safety/accept any logical answers.

Match the words to the correct meaning. There is an extra answer that you do not need.

- |            |   |   |                                 |
|------------|---|---|---------------------------------|
| strangers  | • | • | taking care so that we are safe |
| be careful | • | • | people we do not know           |
| be aware   | • | • | pay attention                   |
| harm       | • | • | hurt                            |
|            |   | • | people that look strange        |

**Level 1: Arrange these words in alphabetical order.**

- |          |                    |
|----------|--------------------|
| careful  | 1. <u>aware</u>    |
| careless | 2. <u>careful</u>  |
| aware    | 3. <u>careless</u> |
| safe     | 4. <u>safe</u>     |
| security | 5. <u>security</u> |

**Find each of these words in the dictionary and write if it is a noun (n), verb (v) or adjective (adj).**

For example:

	<b>Word</b>		<b>Part of speech</b>
e.g.	careful	is an	<u>adjective</u>

	<b>Word</b>		<b>Part of speech</b>
1.	careless		<u>adjective</u>
2.	aware		<u>adjective</u>
3.	safe		<u>adjective</u>
4.	security		<u>noun</u>

**Level 2: Find these words in the dictionary and write the first meaning of the word. Some words have more than one meaning.**

- |    |                          |                             |
|----|--------------------------|-----------------------------|
| 1. | careful adj (adjective)  | <u>*Based on dictionary</u> |
| 2. | careless adj (adjective) | <u>*Based on dictionary</u> |
| 3. | aware adj (adjective)    | <u>*Based on dictionary</u> |
| 4. | safe adj (adjective)     | <u>*Based on dictionary</u> |

**Level 3: Fill in the blanks with the correct words.**

- A careless person leaves the house door open at night.
- A careful person locks the house door every night.
- A person who is aware pays attention to the people and things around them.
- If we are careful and aware, it helps us to be safe.

**Level 4: Write one sentence of your own for each of these words.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned how to use a dictionary to locate words and find the meanings of the words.





## Lesson 9

### Learning Outcomes:

Students will be able to use dictionary to:

(i) Locate words

(ii) Find the meaning of the words

Comprehension strategy focus:

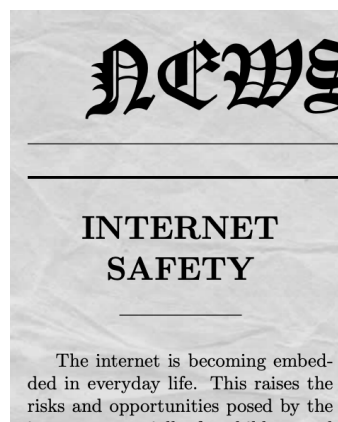
Contextual clues

Word attack

#### Key vocabulary

*People:* strangers

*Other nouns:* information, trust, network



### Part A. MEANINGFUL INDUCTION (15 mins)

- Show **the newspaper headline on internet safety in Malaysia**. Explain that it talks about the dangers of chatting with strangers on the internet.
- Draw the mind map on the board.
- Ask students prompting questions:  
*Do you play online games? What do you play? Do you chat with strangers online? What information do you share with others?*
- Gather vocabulary that students already know. As students say the words, write them in the mind map.
- After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- Model reading the text with intonation. Ask students to listen and point as you read.
- Ask students to read aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Poster

SAFETY ON

# INTERNET CHAT



- Do not use your real names, use nicknames
- Do not give out your home address or telephone numbers
- Do not meet someone you talk to online
- Do not give other people your ID and password
- Tell your parents or teachers if you feel scared

**Part C. Understand.**

1. The poster is about safety on the internet.
2. What should we use instead of real names on the internet? nicknames

**Level 1: Find these words in the dictionary and write if they are a noun (n), verb (v), or adjective (adj).**

1. stranger noun
2. information noun
3. trust noun/verb
4. network noun

**Level 2: Find the meaning of the words in the dictionary.**

Word	Meaning
stranger	*based on dictionary
information	
trust	
network	

**Level 3: Fill in the blanks with the correct word.**

information	network	trust	stranger
-------------	---------	-------	----------

1. We need to be aware if there is a stranger around us.
2. We should not give our personal information to strangers.
3. If we are scared or worried, we can tell people we trust, like our mother or grandmother.
4. A safety network is a group of people who we trust and can talk to.

**Level 4: Create a poster for your class to tell your classmates about what you have learnt about what to do and what not to do on the internet.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned how to use a dictionary to locate words and find their meanings.



# Lesson 10

## Learning Outcomes:

Students will be able to read and understand phrases and sentences.

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

### Key vocabulary

*Action words:* celebrate

*Other nouns:* unity, culture, celebration

*Adjective:* cultural



### Part A. MEANINGFUL INDUCTION (15 mins)

- Show **the picture of a Malaysian celebration.**
- Draw the mind map on the board.
- Ask students prompting questions:  
*What do you celebrate? What are the things that you do during that celebration?*
- Gather vocabulary that students already know. As students say the words, write them in the mind map.
- After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- Model reading the text with intonation. Ask students to listen and point as you read.
- Ask students to read aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Text: Year 4 Textbook, page 97

### Part C. Understand.

- Name one celebration you have read: Deepavali / Gawai / Vaisakhi
- Name a celebration that is celebrated in April: Vaisakhi.
- What is your favourite celebration? Why? accept any logical answers.

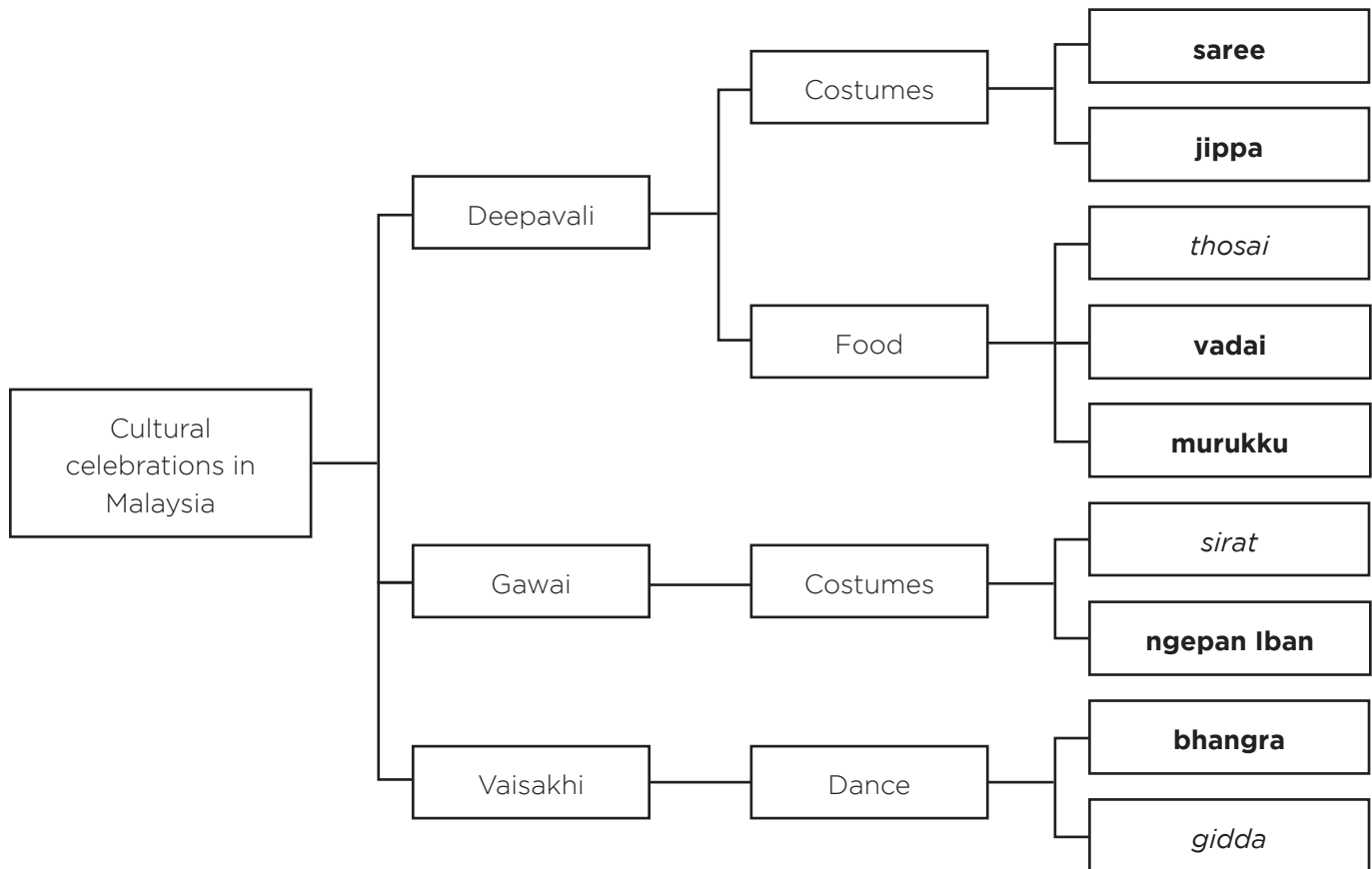
**Level 1: Find these words in the dictionary and write if they are a noun (n), verb (v), or adjective (adj).**

- (a) celebrate                      verb
- (b) unity                            noun
- (c) culture                         noun
- (d) celebration                  noun
- (e) cultural                        adjective

**Level 2: Find the meaning of the words in the dictionary.**

Word	Meaning
culture	*based on dictionary
unity	
celebrate	
celebration	

**Level 3: Fill in the blanks with the correct word or phrase from the text you read in page 97 of your textbook.**



**Level 4: Write one sentence for each of these four words.**

culture

unity

celebrate

celebration

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I learned how to read and understand phrases and sentences.



# Lesson 11

## Learning Outcomes:

Students will be able to read and understand phrases and sentences.

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

Summarising

**Key vocabulary**  
*Other nouns: festival, costumes*  
*Adverbs: peacefully, harmoniously*



### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Show **a picture of Malaysians of various ethnicity celebrating Malaysia Day.**
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What is happening here? Where is this? Who celebrates like this? What do they do? How do you celebrate Malaysia Day?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- i. Model reading the following phrases with intonation. Ask students to listen and point as you read.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Malaysia is a multiracial country

traditional costumes

many celebrations

wonderful food

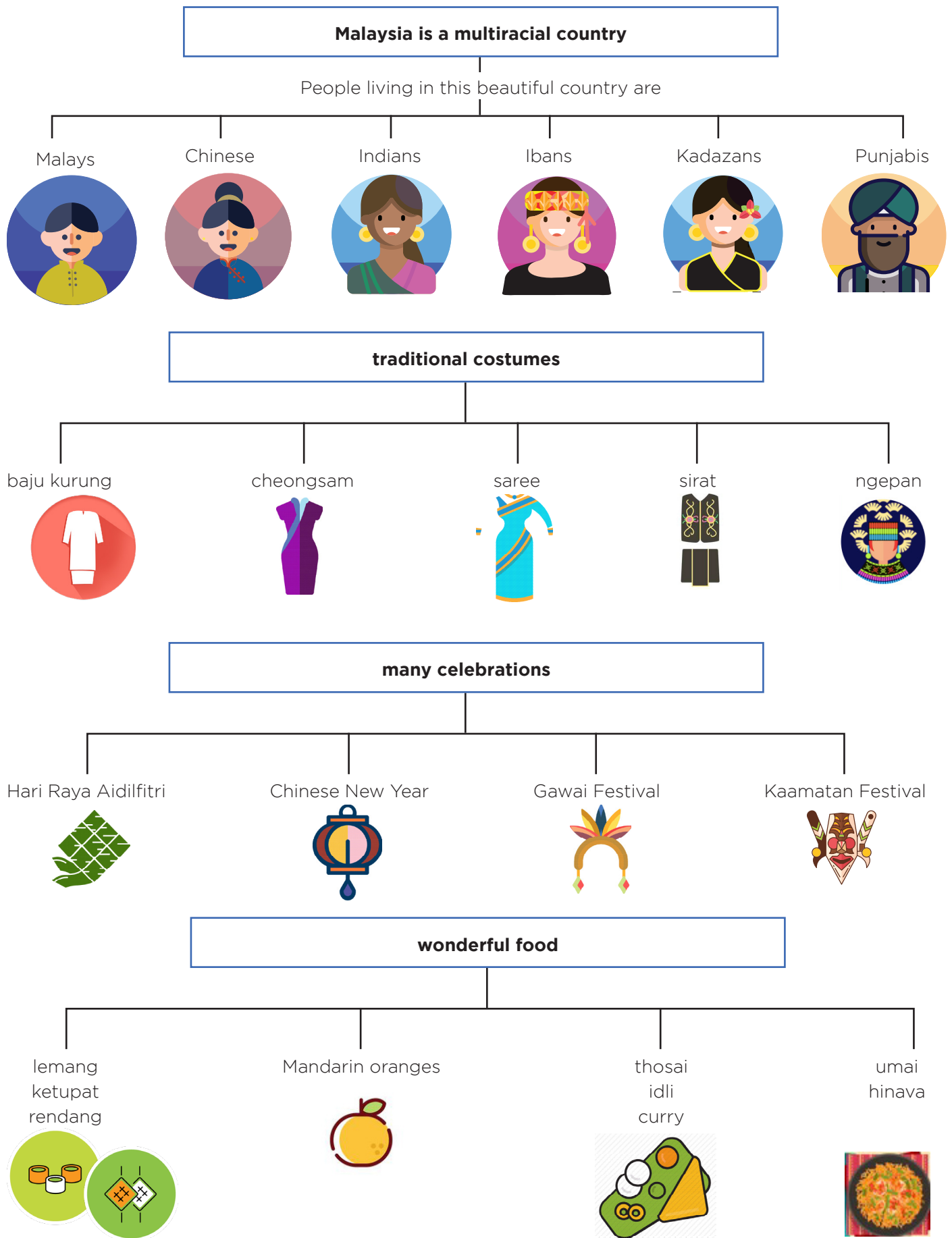
### Part C. Understand.

**Level 1: Find the meaning of these words in the dictionary.**

1. multiracial: \_\_\_\_\_ **\*Based on dictionary**
2. traditional: \_\_\_\_\_ **\*Based on dictionary**
3. costumes: \_\_\_\_\_ **\*Based on dictionary**



Level 2: Fill in the blanks with the correct phrases from Part B.



**Level 3: Model reading the texts in the boxes. This text is based on the passage on page 96 in the Year 4 Textbook. Then, point and read these sentences together. After that, answer the questions.**

Malaysia is a multiracial country. People living in this beautiful country are the Malays, Chinese and Indians. There are also the Ibans, Kadazans, Punjabis, and many more.

1. What does this paragraph say about Malaysia?

**Malaysia is a multiracial country.**

2. Who are the people living in this multiracial country?

**The people living in this multiracial country are the Malays, Chinese and Indians, Ibans,**

The people of Malaysia have their own traditional costumes. There are the baju kurung and baju Melayu for the Malays, cheongsam for the Chinese, and saree and jippa for the Indians. Sirat and ngepan Iban are traditional costumes for the Ibans.

3. What is the main topic of this paragraph?

**The people of Malaysia have their own traditional costumes.**

4. What are the traditional costumes for the Ibans?

**The traditional costumes for the Ibans are sirat and ngepan Iban.**

There are many celebrations in Malaysia.

Gawai Festival and Kamaatan Festival are celebrated in Sabah and Sarawak. Besides that, Hari Raya Aidilfitri and Chinese New Year are celebrated everywhere in Malaysia.

5. The main topic in this paragraph is the many celebrations in Malaysia. Give three examples of celebrations in Malaysia. Three examples of celebrations in Malaysia are **Gawai Festival**, **Kaamatan Festival**, and **Hari Raya Aidilfitri**.

Malaysia is a wonderful country.

The people are friendly and united. We live peacefully and harmoniously with one another.

6. What is one word in the sentence with the same meaning as peacefully?

**harmoniously**

7. What do you think to live harmoniously means?

**Level 4: Draw a picture of a traditional costume, a celebration, or a type of food in the place where you live. Write three sentences about it and share it with the class.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 12

**Learning Outcomes:**

**Students will be able to read and understand phrases and sentences.**

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

**Key vocabulary**  
*Adjective: mobile*  
*Action words: invent*  
*Other nouns: invention*

**Part A. MEANINGFUL INDUCTION (15 mins)**

- i. Write the word ‘Technology’ on the board. Ask students prompting questions:  
*What words do you think of when you think about technology?*
- ii. Tell students to open their English textbook to page 21 and look at the pictures of inventions from the past and present. Ask students to guess what these inventions would look like in the future.
- iii. Draw the mind map on the board.
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B. READING PRACTICE (15 mins)**

- i. Model reading the text with intonation. Ask students to listen and point as you read.
- ii. Ask students to read aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

**Level 1: Skim and scan.**






*Explain to the whole class what is skimming and scanning.*

*Sometimes we want to get information fast. When we want to get information fast, we do not have to read all the words. We can just read through the text quickly (skim) to find out what the text is about, and scan to find important information quickly.*

Can you skim through the table and tell me what it is about? Teacher to give students 5 seconds to skim.

Now, scan the table again, find and circle these 5 phrases in 1 minute.

- i) The first car phone (example)
- ii) The first phone with a touch screen
- iii) Motorola MicroTac
- iv) weighed almost 1 kg
- v) more than 110 million phones
- vi) it cost RM2000

				
<p><b>1982 Mobira Senator</b></p> <p>Mobira Senator NMT-450 was the first car phone. It weighed about 9 kilograms.</p>	<p><b>1984 Motorola DynaTac 8000x</b></p> <p>The first cellphone to be sold to people. It cost RM1500 and weighed almost 1 kg.</p>	<p><b>1987 Mobira Cityman</b></p> <p>One of the first handheld phones in the world. It weighed about 0.8 kg.</p>	<p><b>1989 Motorola MicroTac</b></p> <p>An early example of a flip phone.</p>	<p><b>1992 Nokia 1011</b></p> <p>The first hand-held mobile phone. Nokia's best-selling phone ever.</p>
<p><b>1993 BellSouth/IBM Simon Personal Communicator</b></p> <p>The first phone with a touch screen. The phone cost RM3500.</p>	<p><b>2000 Ericsson R380</b></p> <p>The first device to be called a smart-phone.</p>	<p><b>2002 Blackberry 5810</b></p> <p>A mobile phone with a keyboard that is typed with thumbs. A headset had to be used with the phone.</p>	<p><b>2004 Motorola Razr</b></p> <p>More than 110 million phones were sold. People bought it because it was fashionable.</p>	<p><b>2007 Apple iPhone</b></p> <p>Hundreds of people lined up to buy the first iPhone. It cost RM2000.</p>

**Level 2: Read these sentences. Guess the meaning of the words in the box.**

Model how you would find the meaning of a word from the same sentence (contextual clues).

**Sentence 1**

In the past, we could not carry telephones around, but now we have mobile phones, which we can carry around with us.

Meaning of mobile (*adjectives*) :

1. My guess: something we can carry around
2. Dictionary meaning: capable of moving or being moved readily

Ask students to try the other exercises on their own.

**Sentence 2**

In the past, we could not carry telephones around, until Martin Cooper invented the mobile phone. He made something new.

Meaning of invent (*verb*):

1. My guess: make something new
2. Dictionary meaning: \_\_\_\_\_

**Sentence 3**

Smartphones and self-driving cars are examples of inventions, or new things that are made for the first time.

Meaning of invention (*noun*):

1. My guess: new things that are made for the first time
2. Dictionary meaning: \_\_\_\_\_

**Level 3: Scan to find the answers to these questions.**

e.g. What is the name of the first car phone? Mobira Senator

1. What is the name of the first phone with a touch screen? BellSouth/IBM Simon Personal Communicator
2. In what year did the Motorola MicroTac come out? 1989
3. In what year did Motorola sell more than 110 million phones? 2004
4. How much did the first iPhone cost? RM2000
5. How much did the phone that weighed almost 1 kg cost? RM 15,000

**Level 4: Go back to page 21 in your English textbook, pick a different invention, draw and share what you think it will look like in the future.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



## Lesson 13

### Learning Outcomes:

Students will be able to read and understand phrases and sentences.

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

### Key vocabulary

*Action words: improve, conduct*

*Other nouns: research, device, patience*



### Part A. MEANINGFUL INDUCTION (15 mins)

- Show students a picture of **a flash drive**.
- Draw the mind map on the board.
- Ask students prompting questions:  
*What do you think this is? What is it for? Where can you find it? Do you know who invented it?*
- Gather vocabulary that students already know. As students say the words, write them in the mind map.
- After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE (15 mins)

- Ask students to read these words aloud.

conduct

device

invent

research

patience

improve

- Ask students to scan and circle these 6 words in the text below, in 1 minute. This text is based on the passage in page 24 of the Year 4 Textbook.

Pua Khein Seng is a young Malaysian who invented the flash drive. A flash drive is a memory device to store information from a computer.

Khein Seng is from Sekinchan, Selangor. When he was in university, he began to conduct research into flash memory technology. After he finished his studies, he set up a company with his friends.

Khein Seng's success has brought him a lot of awards. His advice to people is to have patience with the things they are doing. He also added that we should not give up but try to improve ourselves.

**Part C.**

**Level 1: Read these sentences. What do you think the words in bold mean? Then, find their meaning in a dictionary.**

*Model one example of finding phrases in the same sentence that give the meaning of a word (contextual clues).*

- i) There are many **devices**, or tools to do specific tasks, that we use every day. A smartphone is a device we can use to make calls and send text messages.
- ii) There are many devices that **improve** our lives. Smartphones make our lives better because we can talk to people even when they are far away.
- iii) Smartphone makers do a lot of **research**. They gather a lot of information about how to make phones that are better and faster.
- iv) The key to success is to work hard and have a lot of **patience**, which is to not become angry and frustrated too quickly even when we fail.

Word	My guess	Dictionary meaning
<i>eg. device</i>	<i>Tools to do specific tasks</i>	*based on dictionary
1. improve	<b>make our lives better</b>	
2. research	<b>gather a lot of information</b>	
3. patience	<b>To not become angry and frustrated too quickly</b>	

**Level 2: Fill in each blank with the correct word from the list above.**

- 1. A calculator is a device that helps us to do Maths quickly.
- 2. Inventors like Pua Khein Seng are successful because they work hard and have a lot of patience.
- 3. Technology like smartphones and laptops help to improve our lives.
- 4. Scientists do a lot of research to create devices that improve our lives.

**Level 3: Read the text again. Then, skim and scan to find the answer to these questions.**

- 1. Pua Khein Seng invented the flash drive.
- 2. A flash drive is a memory device for storing information from a computer.
- 3. When he was in university, he began to conduct research into flash memory technology.
- 4. What did he do after he finished his studies?  
**He set up a company with his friends.**



5. When did he set up a company with his friends?  
**After he finished his studies.**
6. What is Pua Khein Seng's advice to people?  
**His advice to people is to have patience with the things they are doing. He also added that we should not give up but try to improve ourselves.**
7. What would you invent? Why?

### **CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 14

**Learning Outcomes:**

**Students will be able to read and understand phrases and sentences.**

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

**Key vocabulary**  
*Adjective: innovative, unique*  
*Other nouns: invention*

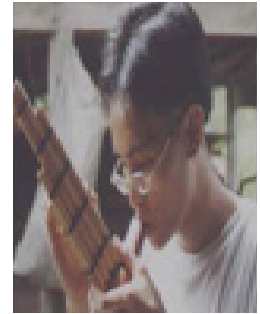
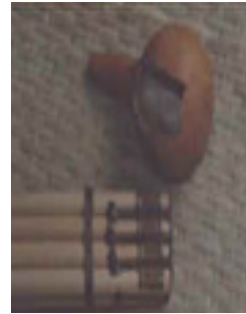
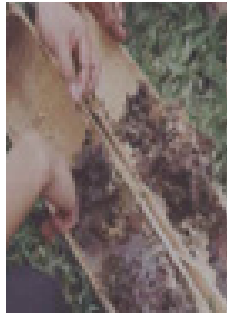


**Part A. MEANINGFUL INDUCTION (15 mins)**

- i. Do you play any musical instruments? Show a picture of a **sompoton**.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What is this? How do they make it? What do they use to make it? How do you think they had the idea to make an instrument like the sompoton? Have you ever wondered what you could create with what you can find around you?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B.**

**Level 1: Match the phrases to the pictures.**



First, gather the bamboo.

Then, gather the gourd.

Next, gather the beeswax from inside a tree or bamboo.

Attach the bamboo and gourd together using the beeswax.

Finally, the sompoton is ready to be played as a musical instrument.

*Pictures taken from <http://www.sabah.edu.my/hw003.wcdd/sompoton.htm>*

**Level 2: Read these words and phrases aloud.**

make holes in the gourd.

gourd

attach the bamboo pipes to the gourd.

bamboo

gather the gourd and the bamboo



*Sompoton - A unique musical instrument*

What are used to make a sompoton?

beeswax

gourd

bamboo

How to make Sompoton?

Step 1: **Gather the gourd and the bamboo**

Step 2: **Make holes in the gourd**

Step 3: **Attach the bamboo pipes to the gourd**

**Level 3: Model reading aloud for the whole class. Allow students to fill in the blanks with the correct words. Then, tell students to read aloud together. Use one of the reading strategies.**

The Murut people of Sabah invented the sompoton. It is a musical instrument that is played with the mouth.

There are a few things used to make the sompoton. The three things used to make the sompoton are beeswax, bamboo, and gourd. How do we make a sompoton? First, we need to gather the gourd, bamboo, and beeswax. We should gather the gourd, small bamboo and beeswax from the jungle. Then, we may make holes in the gourd. Thirdly, we may then attach the bamboo pipes to the gourd.

We use the beeswax to attach the bamboo pipes to the gourd. Sabahans invented the sompoton from what they found in the nature around them. Now the sompoton is used to make beautiful music around the world.

**CLOSING REVIEW (5 mins)**

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 15

**Learning Outcomes:**

**Students will be able to read and understand phrases and sentences.**

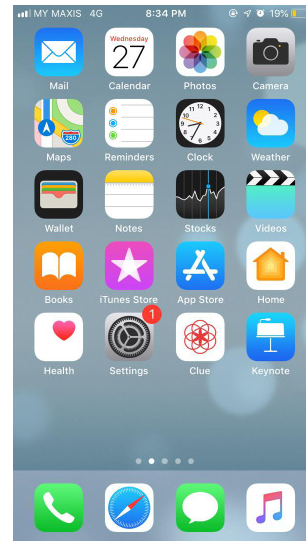
Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

**Key vocabulary**  
*Adjective: digital*  
*Action words: create*  
*Other nouns: programme, security*



**Part A. MEANINGFUL INDUCTION (15 mins)**

- i. Show the whole class **icons of apps**.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What are examples of other apps? What do these apps do? Would you like to create an app? Do we have to be an adult to create an app?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B. READING PRACTICE**

Ask students to read these words aloud.

programme      digital      security

Ask students to skim, scan and circle these 3 words in the text below, in 1 minute.



**Part C. Understand.**

**Level 1: Skim the text quickly. What is the conversation about? Tell your friend.**

**Level 2: Scan the text again for answers.**

1. Who invented the “Phone Security Alarm” app? Wern Jie
2. Where is the inventor from? Georgetown
3. How old is the inventor? 13 years old

**Level 3: Read these sentences again. Match these words to phrases that mean the same thing. There is an extra answer that you do not need.**

create	•	•	a set of plans and activities
programme	•	•	to keep safe
security	•	•	make
digital	•	•	electronic information
		•	a person who guards buildings

**Level 4: What about you?**

What app would you create? Why? \_\_\_\_\_

**CLOSING REVIEW (5 mins)**

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 16

**Learning Outcomes:**

**Students will be able to read and understand phrases and sentences.**

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

**Key vocabulary**

*Action words: solve*

*Other nouns: problem*

*People: inventor*

**Part A. MEANINGFUL INDUCTION (15 mins)**

- i. Show the whole class a **textbook** and a **phone**.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What is the connection between these two objects? What are the similarities? What are the differences?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

**Part B. READING PRACTICE**

- i. Model reading the sentences with intonation. Ask students to listen and point as you read.
- ii. Ask students to read the sentences aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading



Monday Daily Reads, 23 October 2017

# Textbooks no more! Teen designs digital textbook.

by Mansur

**Sarawak:** A young and innovative 12-year-old, Amalina Razali from Miri, has invented a digital textbook. Amalina created the digital textbook because she thought normal textbooks are boring and made her sleepy.

The mobile app created by Amalina allows students to read their textbook using a smart phone or tablet. This app helps to solve two problems. Firstly, with a digital textbook, students do not have to carry too many books in their school bag. Secondly, the app help teachers so they do not have to mark too many books.



At first, Amalina had the idea but she did not know how to create the app. Then she learned how to do coding until she successfully created the app. As a young inventor, Amalina created an app that solves problems and helps her community.

Source: Adapted from 'Teen designs app to replace textbooks', <https://www.thestar.com.my/news/nation/2017/10/23/teen-designs-app-to-replace-textbooks/>

## Part B. Read these words.

digital	create	solve	problem	inventor
---------	--------	-------	---------	----------

## Part C.

**Level 1: Read the article quickly. What is the article about? Tell your friend.**

**Level 2: Read the article again. Complete this profile of Amalina Razali.**

Profile of a Young Inventor

Name: Amalina Razali

Age: 12 years old

App created: Digital textbook

Why she created the app: She thought normal textbooks are too boring and made her sleepy.

Two problems that are solved by the app.

Problem 1 - Students do not have to carry too many books in their school bag.

Problem 2 - Teachers do not have to mark too many books

**Level 3: Ask students to skim and scan for these words in the text and circle them, then read the sentences again.**

Fill in the blanks with the most suitable word.

1. A problem is a situation that causes difficulty to people.
2. We can make or create something to help solve problems.
3. Digital information is electronic information that is kept in computers or smartphones.
4. A person who innovates ideas to create new things is called an inventor.
5. An inventor creates programmes to solve a problem.

**Level 4: Choose the most suitable word from the list that has the same meaning as the underlined words.**

digital	create	solve	problem	inventor
---------	--------	-------	---------	----------

1. Amalina created an electronic textbook that can be read using a smartphone. digital
2. Amalina made the digital textbook because she thought normal textbooks are too boring. create
3. Amalina created an app that fixes problems. solves
4. The app helps people who are having trouble with normal textbooks. problems

**CLOSING REVIEW (5 mins)**

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



## Lesson 17

### Learning Outcomes:

Students will be able to read and understand phrases and sentences.

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

### Key vocabulary

Action words: *travel, gather*

Other nouns: *adventure*

### Part A. MEANINGFUL INDUCTION (15 mins)

- i. Show the whole class **the video of places of interest in Malaysia**.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*Where would you like to travel to in Malaysia? What are the places that you have visited? What are the places that you would like to go to?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE

- i. Model reading this itinerary. Ask students to listen and point as you read.
- ii. Ask students to read the sentences aloud. Use some of the reading strategies.

adventure

travel

gather

plan

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Part C.

Level 1: Read through the travel plan quickly. What is it about? Tell your friend.



# Sabah Travel Plan

**Day  
1  
11/3/19  
Monday**

**09 : 00 a.m.**  
**10 : 30 a.m.**  
**11 : 00 a.m.**  
**12 : 00 p.m.**  
**02 : 00 p.m.**  
**05 : 00 p.m.**  
**06 : 00 p.m.**

Gather at Kuala Lumpur International Airport  
Flight from Kuala Lumpur to Kota Kinabalu  
Arrival at Kota Kinabalu International Airport  
Check into Hotel  
Lunch at Filipino Market  
Free and easy  
Walk around the market and Jesselton Pier for dinner at seafood restaurant

**Day  
2  
12/3/19  
Tuesday**

**07 : 00 a.m.**  
**08 : 00 a.m.**  
**10 : 00 a.m.**  
  
**11 : 30 a.m.**  
**12 : 30 p.m.**  
**02 : 00 p.m.**  
**03 : 30 p.m.**  
**04 : 30 p.m.**

Breakfast  
Leave for Kundasang  
Arrive at Kundasang  
Calf feeding at Desa Dairy Farm  
Visit Kundasang War Memorial  
Lunch at Sri Haasanah Restaurant in Ranau  
Drink tea at Sabah Tea Garden  
Take a dip at Sungai Moroli Fish Spa  
Go to Poring Hot Springs

**Day  
3  
13/3/19  
Wednesday**

**08 : 00 a.m.**  
**10 : 00 a.m.**  
**10 : 30 a.m.**  
  
  
  
**02 : 00 p.m.**  
**04 : 00 p.m.**  
**06 : 00 p.m.**

Leave for Kota Kinabalu  
Arrive at Jesselton Pier  
Island hoping at Pulau Sapi and Pulau Manukan  
Go snorkelling and swimming  
Have an adventure with flying fox and parasailing  
Calf feeding at Desa Dairy Farm  
Return by boat to Jesselton Pier  
Dinner at Man Chung Seafood Restaurant  
Drink tea at Sabah Tea Garden

**Day  
4  
14/3/19  
Thursday**

**07 : 00 a.m.**

Gather at Kota Kinabalu International Airport  
Flight from Kota Kinabalu International Airport to Kuala Lumpur International Airport

**Part C. Understand.**

**Level 1: Skim through the travel plan quickly. What is it about? Talk to a friend.**

**Level 2: Scan the text again for information to complete the sentences.**

1. Sara's family is arriving on **Monday** morning at Kota Kinabalu airport.
2. They are going to **Desa Dairy Farm** to feed the calf on Tuesday morning.
3. On Wednesday **night** they are having dinner at Man Chung Seafood Restaurant.

**Level 3: Read these sentences below. Then, choose the word or phrase that has the closest meaning to the underlined words.**

1. Sara's family wants to go on an adventure.

- A. a plan for a trip
- B. to come together
- C. make a trip

**D. an exciting activity**

2. They are planning to travel to Sabah.

- A. a plan for a trip
- B. to come together

**C. make a trip**

- D. an exciting activity

3. They gather at Kuala Lumpur International Airport.

- A. a plan for a trip

**B. to meet**

- C. make a trip
- D. an exciting activity

**Level 4: Complete Sara's e-mail to Kumang by writing the most suitable word in the blanks.**

Dear Kumang,

Our family is planning a trip to Sabah ! I am so excited. It is going to be an adventure with many exciting activities. We have a plan for our trip. On the first day, we will gather at Kuala Lumpur International Airport at 9.00 a.m. We will arrive at the Kota Kinabalu International Airport at 10.30 a.m. Then, we will have lunch at Filipino Market

On the second day, we will leave for Kundasang. Our activities for the second day are calf feeding at Desa Dairy Farm, visiting Kundasang War Memorial, drinking tea at Sabah Tea Garden and swimming at Sungai Moroli Fish Spa. On Day 3, we will go island hopping at Pulau Sapi and Pulau Manukan. We will have an adventure on the flying fox and parasailing on the islands.

I can't wait to tell you all about the trip !

Love,  
Sara

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 18

## Learning Outcomes:

Students will be able to read and understand phrases and sentences.

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

### Key vocabulary

*Adjective: adventurous*

*Action words: explore*

*Verb: located*

*Other nouns: country, directions, route*

## Part A. MEANINGFUL INDUCTION (15 mins)

- i. Group the students in groups of 4, ask them to write down as many countries as they can in 2 minutes.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*Then show them a map where Australia is circled. Get the students to list out what they know about Australia -koalas, kangaroos etc.*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

## Part B. READING PRACTICE

- i. Model reading this itinerary. Ask students to listen and point as you read.
- ii. Ask students to read the sentences aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

located

country

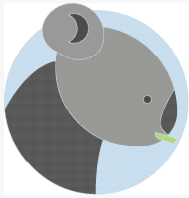
adventurous

route

direction

**Part C. Understand.**

**Level 1: Skim through the travel brochure. What is it about? Tell your friend.**



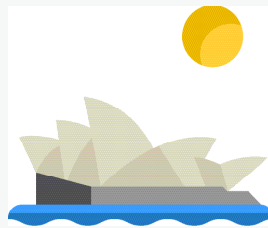
**Kuranda Koala Gardens, Cairns**

Australia is famous for its wildlife, especially koalas, which cannot be found in other countries in the world. At the Kuranda Koala Gardens, you can carry a koala and other Australian animals like kangaroos, wombats and crocodile.

**WELCOME TO AUSTRALIA**

Australia is a country located in the continent of Oceania and Australia, if you are an adventurous person, there are many interesting places to explore and exciting activities to do here!

**Sydney**



One of Australia's largest cities. The most famous landmark in Sydney is the Sydney Opera House. Here, you can watch concerts, dances and theatre.



**The Great Barrier Reef**

The largest coral reef system, which can be seen from space! You can travel here by a cruise ship. Activities here include diving and snorkelling. You can see many types of whales, dolphins, turtles and even dugongs swimming here.

**Plan your route:**

What are the routes you can take around Australia? Your travel route depends on your starting point and in the direction you are going.

If you are leaving from Kota Kinabalu, one route you can take is:

**Kota Kinabalu - Sydney - Cairns - Port Douglas, Cairns - Great Barrier Reef**

**Level 2: Read the brochure again. Match these pieces of information. There's an extra answer that you do not need.**

- |                       |   |   |                                       |
|-----------------------|---|---|---------------------------------------|
| Oceania               | • | • | the world's largest coral reef system |
| Sydney                | • | • | a country                             |
| Great Barrier Reef    | • | • | one of Australia's largest cities     |
| Kuranda Koala Gardens | • | • | an animal park                        |
| Australia             | • |   |                                       |



**Level 3: Read these sentences below. Then, choose the word or phrase that has the closest meaning to the underlined words.**

Ask students to read these sentences again. Then, choose the word or phrase that has the closest meaning to these words.

1. Australia is a country located in the continent of Oceania and Australia.

**A. nation**

- B. someone who likes to try new things
- C. situated
- D. the way to go from one place to another

2. Australia is located in Oceania and Australia.

A. nation

B. someone who likes to try new things

**C. situated**

D. a way to go from one place to another

3. If you are an adventurous person, there are many interesting places to explore and exciting activities to do here!

A. nation

**B. someone who likes to try new things**

C. situated

D. a way to go from one place to another

4. Your travel route depends on your starting point and the direction you are going.

A. nation

B. someone who likes to try new things

C. situated

**D. a way to go from one place to another**

**Level 4: With information from the brochure, ask students to create their own travel brochure or website of Australia or a different place in the space provided.**

<hr/> <hr/> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 	
<hr/> <hr/> <hr/>		<hr/> <hr/> <hr/>

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand phrases and sentences.



# Lesson 19

## Learning Outcomes:

Students will be able to read and demonstrate understanding of texts by:

(i) Sequencing

(ii) Predicting with guidance

Comprehension strategy focus:

Contextual clues

Skimming and scanning

Graphic organisers

### Key vocabulary

Verb: survive, prey, protect, grow

Other nouns: harmony



## Part A. MEANINGFUL INDUCTION (15 mins)

- i. Show the whole class **the picture of a jungle ecosystem**.
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*What do you see? What do you notice? Where is this place? What is happening here? What would happen if there were no plants in the jungle? What would happen if there were no animals in this picture, or all the animals were extinct?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

## Part B. READING PRACTICE

- i. Model reading the information in this graphic. Ask students to listen and point as you read.
- ii. Ask students to read the sentences aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

## Part C.

**Level 1: Skim through the image of a cycle of harmony in the jungle. What is it about? Tell your friend.**

survive

prey

protect

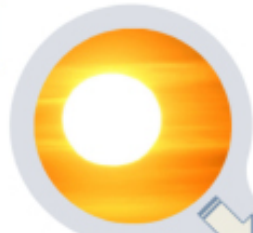
grow

harmony

### Harmony among Animals and Plants in the Jungle

The sun is the main source of energy for all living beings on Earth.

01



Plants use sun and water to make their own food for energy.

02



03

Some animals eat plants to get energy.



04

Some animals eat other animals to get energy. Some animals eat other animals and plants to get energy.



05

After an animal dies, microorganisms like bacteria eat the energy stored in that animal. The energy goes into the ground. Energy that is stored in the body of an animal can become fossil fuel that is used as a source of energy for humans.



**Level 2: Scan the text again and answer the following questions.**

1. What do plants need to make energy? **the sun**
2. What can animals eat to get energy? **other animals or plant**
3. What energy can become fossil fuel? **the energy stored in the animal's body**



**Level 3: Using the information from the cycle, write 1-6 to arrange these paragraphs from first to last.**

1

There is harmony among the animals and plants in the jungle. They get energy from each other so that they may survive.

5

Animals need other animals to live. Sometimes animals help each other. For example, ants protect caterpillars when they move from one place to another. Some animals eat other animals to get energy. Animals that get energy from eating other animals are called carnivores. For example, the bear preys on deer. Frogs in the lake eat insects to survive. Some animals eat both plants and other animals to survive. These are called omnivores.

3

Plants need the sun so that they can survive. With sunlight and water, plants make their own food for energy. Then, they grow tall and strong.

4

Animals and plants help each other to survive in the jungle. Trees make the jungle a good home for the animals, while animals help to spread seeds so that more trees can grow. Trees give animals oxygen and food. Some animals eat plants to get energy. For example, the deer eats leaves and grass. Animals that only eat plants are called herbivores.

6

Finally, when animals die, microorganisms like bacteria break down the energy that is stored in the animal's body. The energy goes into the ground. In hundreds of years, this energy turns into fossil fuel, which humans use as a source of energy for our daily activities.

2

The sun is Earth's main source of energy. Sunlight lets plants make their own food and have energy. Without the sun, there would be no energy. Without the sun, plants cannot live.

**Level 4: Find the meaning of the words in the dictionary and choose the sentence with the closest meaning.**

1) harmony

Meaning: \*based on dictionary

There is harmony among the animals and plants in the jungle.

**A. The animals and plants in the jungle need each other to live and help each other.**

B. The animals and plants in the jungle fight all the time.

C. The animals and plants in the jungle play music together.

2) survive

Meaning: \*based on dictionary

Plants need the sun so that they can survive.

A. Plants need the sun so that they can grow.

**B. Plants need the sun so that they can live.**

C. Plants need the sun so that they can eat.

3) prey

Meaning: \*based on dictionary

The bear preys on deer.

**A. The bear hunts deer.**

B. The bear plays with deer.

C. The bear runs from deer.

4) protect

Meaning: \*based on dictionary

Ants protect caterpillars when they move from one place to another.

A. Ants surround caterpillars when they move from one place to another.

B. Ants follow caterpillars when they move from one place to another.

**C. Ants keep caterpillars safe when they move from one place to another.**

5) grow

Meaning: \*based on dictionary

Trees grow tall and strong when they have plenty of sunlight and water.

A. Trees shrink to be tall and strong when they have plenty of sunlight and water.

**B. Trees increase in size to become tall and strong when they have plenty of sunlight and water.**

C. Trees change to be tall and strong when they have plenty of sunlight and water.

**Level 5: Create a food chain in groups of 4. Then, present it to the class.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand texts by sequencing and predicting.





## Lesson 20

### Learning Outcomes:

Students will be able to to read and demonstrate understanding of texts by:

(i) Sequencing

(ii) Predicting with guidance.

Comprehension strategy focus:

Graphic organiser	Activating prior knowledge
Summarising the story	Making predictions

### Key vocabulary

*Noun: rubbish*



### Part A. MEANINGFUL INDUCTION (15 mins)

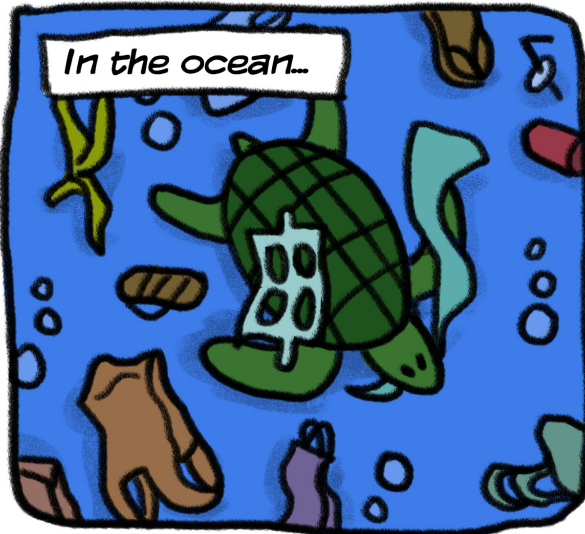
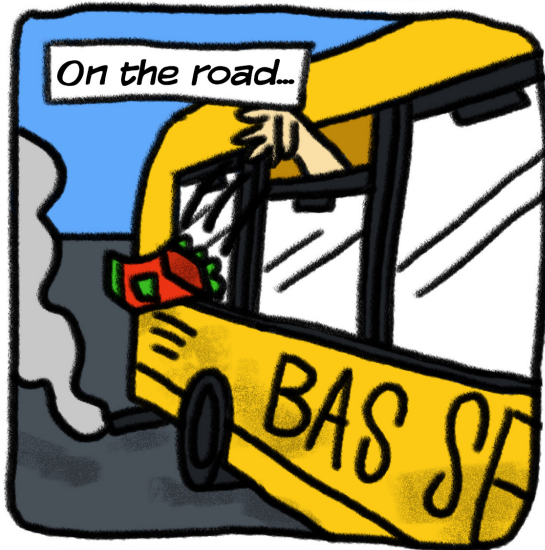
- i. Show the whole class **some rubbish - plastic bags, papers, straws, bottles etc.**
- ii. Draw the mind map on the board.
- iii. Ask students prompting questions:  
*How many of you throw the rubbish in the rubbish bin/pick up rubbish and put in the bin/recycle?*  
*What might happen to the environment if we do not throw/recycle rubbish properly?*
- iv. Gather vocabulary that students already know. As students say the words, write them in the mind map.
- v. After students say all the words they know related to the theme, introduce the key vocabulary.

### Part B. READING PRACTICE

- i. Model reading this comic. Ask students to listen and point as you read.
- ii. Ask students to read the sentences aloud. Use some of the reading strategies.

- Choral reading
- Cloze reading
- Paired reading
- Timed reading

Level 1: Read the comic quickly. What is it about? Tell your friend.



Source: <http://www.gecnet.info/index.cfm?&menuid=83>

**Level 2: Read the comic again. Answer the questions.**

1. How much waste or rubbish is produced each day? over 23,000 tons
2. Where can you find rubbish? (give two examples) in schools , on the road
3. What can we do to save the Earth? recycle

**Level 3: Based on the comic strip, arrange these sentences according to sequence.**

At the night markets, a lot of plastic bags and food are left on the road.

When we recycle, we are saving the Earth.

In schools, a lot of students do not throw the rubbish into the rubbish bins.

Animals get trapped in plastic bags which makes it hard for them to live.

Some people throw rubbish out of the car or bus windows.

Malaysians produces over 23,000 tonnes or 23,000,000 kg of rubbish every day.



1. Malaysians produces over 23,000 tonnes or 23,000,000 kg of rubbish every day.

2. In schools, a lot of students do not throw the rubbish into the rubbish bins.

3. At the night markets, a lot of plastic bags and food are left on the road.

4. Some people throw rubbish out of the car or bus windows.

5. Animals get trapped in plastic bags which makes it hard for them to live.

6. When we recycle, we are saving the Earth.

**Now, read the sentences aloud in the correct order.**

**Level 4: Match the activity to what is predicted to happen. Write in the graphic organiser below.**

Activity		Prediction
People use a lot of plastic bags at the night market.	➔	A lot of plastic bags ends up as rubbish.
A lot of rubbish is found on roads and other places.	➔	People do not throw their rubbish in rubbish bins.
Animals get trapped in plastic or eat plastic by accident.	➔	These animals get sick or die.

**Level 5: Build something that can be used from recyclable materials. Tell the class what it can do.**

**CLOSING REVIEW** (5 mins)

Ask students:

*What did we learn today?*

*What new words did you learn to read today?*

Tell students to assess themselves: Shade the number of stars to show how well they learned the lesson outcome, **or** teacher may give them stars based on their work.

Today, I am able to read and understand texts by sequencing and predicting.



# FINCO READS ACTIVITY FAIR

## Description

A school-wide English Activities Fair held annually for students to apply the reading skills that they learned during the term.

## Participants

All the teachers and students in the school; parents and community; FINCO Reads volunteers.

## Activities

Various station-based activities to practice and apply a combination of English reading, writing, speaking, and listening skills.

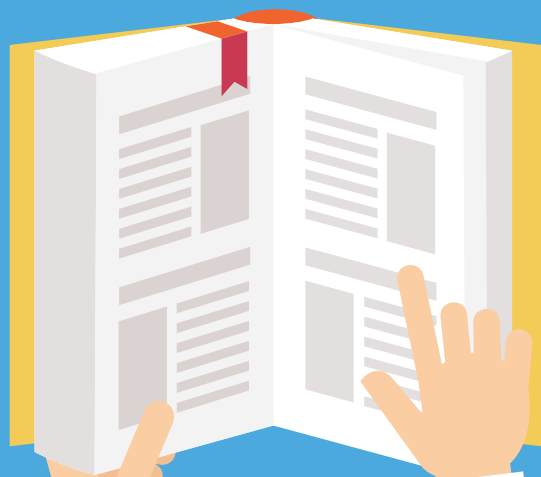
Each station will have a team of facilitators that consist of student leaders, FINCO volunteers, and a teacher.

## Suggested bank of activities:

Station	Activity	Description	Resources
A	Magic Mat	<p>A giant snake and ladder game that can be customised into different games by replacing the laminated cards within the board.</p> <p>Students throw dice and move to the space according to the number on the dice. When they arrive at the square, they answer a language-based/reading comprehension-based question to win a score for their team.</p> <p>Variation: Names of places are placed onto the squares. E.g. If a student takes 3 steps back and 4 steps north, where do they land? Answer: The restaurant.</p>	<ul style="list-style-type: none"> <li>- Printed large snake and ladder frame</li> <li>- Game activities to stick onto mat</li> </ul>
B	Mega Dice	<p>A sentence construction activity.</p> <p>One dice has nouns and another dice has verbs. Students throw the dice. Students construct a sentence using a noun and a verb from the dice.</p>	<ul style="list-style-type: none"> <li>- 2 Mega Dice with nouns and verbs</li> </ul>
C	Word Hunt	<p>A sentence construction activity.</p> <p>Students find word cards and phrase cards (nouns, verbs, adjectives, clauses) hidden around the room. Using the words they found, they have to construct sentences.</p>	<ul style="list-style-type: none"> <li>- Word cards</li> <li>- Phrase cards</li> </ul>

Station	Activity	Description	Resources
D	Role Playing	Students are given a story to role-play. They are given a few minutes to prepare their presentation. Then, there is a drama competition where students present their sketches based on the story.	- Story cards
E	Let's Plant!	Reading card has step-by-step instructions on how to plant a plant (eg. First, scoop some soil into the pot etc) Student A reads out the instructions. Student B does accordingly. At the end of the activity, the last student needs to write down the instructions in a mini whiteboard.  The first group who submits the mini whiteboard with accurate instructions wins.  <u>Level 2</u> Students use adjectives to describe the plant (eg green, tall, young etc); provide instructions on how to care for the plant (e.g. water it daily); describe the plant if it is not taken care of (etiolated, pale, dead).	- Soil - Pot - Seeds
F	Alphabetical list	List down nouns (e.g. country, thing, name, fruits, vegetables) for each alphabet, from A-Z.	
G	Charades	Students act according to nouns and verbs, and the rest of his group mates guess the word.	- Word cards
Side activities throughout the Fair	English radio	Student-led radio playing English songs, song dedications, quizzes for students.	- Student DJs - Radio programming - Token prizes for quizzes
	Human Library	FINCO volunteers act as 'human resources' for students to ask about careers, mentorship and advice, etc.	
	Canteen	Student's buy and sell using English.	





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