

## IVHQ Teacher Resources – Basic Curriculum and Lesson Guide

### Childhood Grade 1 (5-6 years of age)

**Remember:**

- Plan your lessons well in advance, defining the objectives of the lesson, learning outcomes and the materials required
- At the end of each unit, review the basics again and reinforce key learning outcomes
- Refer back to examples or activities you have used in previous units when working through new units
- Once all of the units in the Grade are completed, test the understanding of all students to make sure they are ready for the next Grade
- Keep a written record of the progress you are making with the class and ensure this information is provided to new volunteers when you finish your placement

<b>Unit 1 – <i>Things for School</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Introducing yourself</li> <li>• Asking someone’s name</li> <li>• Suggesting an activity</li> <li>• Identifying objects (singular)</li> <li>• Asking about objects</li> <li>• Clarifying possession</li> </ul>	<ul style="list-style-type: none"> <li>• How are you?</li> <li>• What is your name?</li> <li>• My name is?</li> <li>• Verb to be - present tense.</li> <li>• Present tense of verbs for actions: eat; move; sit; stand.</li> <li>• Nouns and their use</li> </ul>	<ul style="list-style-type: none"> <li>• Make up a “hello my name is...” song. All children must have a turn.</li> <li>• Do the same for how are you and how old are you.</li> <li>• Verbs – say a verb in the present tense and include an action. Get children involved in the action. Eg. Run, walk, sit, stand, eat...</li> <li>• Nouns - pointing or picking up objects and asking yes/no is this a...?</li> </ul>

<b>Unit 2 – <i>Colors and Shapes</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Requests</li> <li>• Colors, identifying colors</li> <li>• Shapes, identifying shapes</li> <li>• Describing objects with colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Common questions: How are you / I am / I'm fine / well</li> <li>• Manners - Thank you / please</li> <li>• Use "it is" to identify colours and objects</li> <li>• Use adjectives AND nouns together e.g. red ball, blue shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Invent a "how are you and how old are you" and repeat.</li> <li>• Using manners, make it a daily thing in class to use please and thank you in English while asking for something (even if asking in their local language)</li> <li>• Matching colours with words</li> <li>• Matching shapes to words</li> <li>• Colours and shapes – unscramble the letters to name them</li> <li>• Show pictures. Children have to write the colour and the noun and the shape, where possible</li> </ul>
<b>Unit 3 – <i>At the Store</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Introducing others</li> <li>• Describing abilities</li> <li>• Asking about numbers</li> <li>• Identifying objects (singular and plural)</li> <li>• Identifying characteristics of objects</li> <li>• Contrasting objects (singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive: "my" plus a noun</li> <li>• I can / can not plus a verb</li> <li>• They are and they're</li> <li>• What are these / those?</li> <li>• What is this?</li> <li>• How many?</li> </ul>	<ul style="list-style-type: none"> <li>• Come up with a song where children, in groups of 3, can sing "this is my friend...", using their classmates names</li> <li>• Pictures of one crayon, 5 crayons, children come to write how many and make the words plural or not.</li> <li>• Plural/Singular worksheet, pictures, words with s or no s</li> <li>• Ask children to find two shoes, one</li> </ul>

		<p>hat, 3 books and then getting them to write these words down</p> <ul style="list-style-type: none"> <li>Counting how many of things in the classroom, shoes, books, students, teachers etc.</li> </ul>
<b>Unit 4 – <i>People at Home</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Introducing family members</li> <li>Describing abilities</li> <li>Identifying and asking about people</li> <li>Describing people</li> <li>Asking about and describing family members</li> </ul>	<ul style="list-style-type: none"> <li>Reinforce work on previous grammar structures</li> <li>What is / what's</li> <li>What colour is... ?</li> <li>Greeting - nice to meet you</li> <li>Verbs: find; touch; reach; see; hear</li> <li>Can / cannot / can't</li> <li>Possessives my, our</li> <li>Who is ?</li> </ul>	<ul style="list-style-type: none"> <li>Get children to draw a picture of their family, and to explain it eg. "I have one brother, I have two sisters, I have one father"</li> <li>Ask children to draw family members and describe them "black hair, brown eyes, tall, short, fat, skinny" etc.</li> <li>In pairs or groups, get children to draw family members including extended family and then the partner or the group asks who is he?, who is she? Etc. People can answer: "Aunty, Uncle, Cousin, Niece, Nephew"</li> </ul>
<b>Unit 5 – <i>Birthdays / Holidays / Toys</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>Birthday / holiday greetings</li> </ul>	<ul style="list-style-type: none"> <li>How old?</li> <li>I am x years old</li> </ul>	<ul style="list-style-type: none"> <li>Have children write their birthday, or ask them individually: "What is</li> </ul>

<ul style="list-style-type: none"> <li>• Asking and telling age</li> <li>• Giving gifts</li> <li>• Asking about abilities</li> <li>• Describing objects</li> <li>• Guessing based on size, shape and colour</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs: ride; fly; jump; play; know.</li> <li>• Is it / yes it is / no it isn't.</li> <li>• What can you / he / do?</li> <li>• I know / I don't know</li> <li>• Opposites eg. new / old, big / small, square / round, tall / short, long / short</li> </ul>	<p>your name?, How are you? How old are you?"</p> <ul style="list-style-type: none"> <li>• Giving and receiving: giving books, pencils, "Here you are", "Thank you", "Please can I have"</li> <li>• Find different objects in colour, shape, size and describe each one eg. big, small, round, flat, short, long</li> <li>• List a range of opposites on a board and then ask children to the opposites eg. hot / cold, old / new</li> </ul>
<b>Unit 6 – <i>Outdoors</i></b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking about and describing weather</li> <li>• Counting</li> <li>• Describing a situation</li> <li>• Asking about a location</li> <li>• Specifying a location</li> <li>• Identifying objects in a location</li> <li>• Counting objects in a location</li> </ul>	<ul style="list-style-type: none"> <li>• How many / there are x number / there is 1</li> <li>• Where is / where are?</li> <li>• Prepositions: in / on / under / by</li> <li>• What day is it? / It is...</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures of the weather and ask children to describe eg. it is sunny, cloudy, rainy</li> <li>• Asking where something/someone is. They have to answer, eg. "it is here/there/in/on/at/under"</li> <li>• Host a treasure hunt – write clues about where the next clue is, for example: "Look under the table", "Look next to the box". Each clue has a question they have to answer as well, such as "How many students in the classroom", "How</li> </ul>

		<p>many pencils on the table”</p> <ul style="list-style-type: none"> <li>• Have children write a sentence about what they do each day. Eg. “on Monday I go to school”, “on Sunday I watch TV.”</li> </ul>
<b>Unit 7 – Food</b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Describing feelings of being thirsty or hungry</li> <li>• Describing everyday activities</li> <li>• Asking what someone wants</li> <li>• Expressing wants with descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• What do you want? / Do you want?</li> <li>• I want a / I don't want a</li> <li>• Yes I do / no I don't.</li> <li>• Adjectives (using color)</li> <li>• You / you're</li> </ul>	<ul style="list-style-type: none"> <li>• Write a list of words and get children to put them in the right category of “hungry/eat” or “thirsty/drink”.</li> <li>• Demonstrate the difference between food and drink: Make a list with the class together</li> <li>• Get students to write 5 examples of each, “I’m hungry, I want...” OR “I’m thirsty, I want...”</li> <li>• In groups, each child asks another student questions starting with “do you want?” to which they need to answer “yes, I do” or “no, I don’t”</li> </ul>
<b>Unit 8 – Animals</b>	<b>Grammar</b>	<b>Activities/Ideas</b>
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> <li>• Asking about favourites</li> <li>• Asking and talking about likes and dislikes</li> <li>• Contrasting wants and likes</li> </ul>	<ul style="list-style-type: none"> <li>• What is your favourite?</li> <li>• Do you like? / Yes I do / no I don't</li> <li>• Adjectives (using feelings)</li> <li>• Happy / sad, angry, tired,</li> </ul>	<ul style="list-style-type: none"> <li>• Work through each child’s favourite colour, animal, food, drink. Pairing them with someone who may be the same, and getting them to draw it (eg. a dog, or the color blue)</li> </ul>

	scared, hot / cold	<ul style="list-style-type: none"><li>• Have them write sentences eg. “my favourite colour is”, “Michael’s favourite colour is”, “Lee’s favourite animal is”, “your favourite food is...”</li><li>• Asking others, “Do you like purple? Do you like elephants?”. “Yes, I do”, “No, I don’t”</li><li>• Finally, get students to put these phrases them together eg. “my favourite colour is purple, do you like purple?”</li><li>• Draw up faces on the board that match feelings. Get children to match the face to the word, asking them to draw their own. Ask each child how they are feeling.</li></ul>
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