



Very Easy Writing

Karen Ang · Zoe Smith

1





Contents

Scope & Sequence	4
General Unit Guide	6
Meet the Characters	7
Get Ready	8

Unit 1 14



Me

I Am Nine

Unit 2 20



People

I Love My Family

Unit 3 26



Home

The Kitchen Is Big

Unit 4 32



Animals

It Is a Cat

Unit 5 42



Food

Let's Eat Dinner

Unit 6 48



School

I Go to School on
Monday Morning

+ Review 1

Unit 7 54



Hobbies

I Am Good at Tennis

Unit 8 60



My Room

It Is Under the Bed

Unit 9 70



The Body

My Shoes Are Purple

+ Review 2

Unit 10 76



Vacation

Summer Is Hot

Unit 11 82



Time Machine

Today I Am Happy

Unit 12 88



The Future

Christmas Is in
December

+ Review 3

Appendix

* The Alphabet	98
* My Dictionary	99
* Grammar Notes	102

Scope & Sequence

Unit	Topic & Target	Key Words	Spelling Builder	Context Structures
Get Ready—An overview of classroom instructions, alphabet letters, and basic spelling				
1	Me <i>I Am Nine</i> Writing the names and ages of people around you	age, hello, name	numbers zero to ten	My name is Bob. I am seven.
2	People <i>I Love My Family</i> Listing the people in your family	family, love	family: brother, dad, father, mom, mother, sister	I have a sister. I love my mom.
3	Home <i>The Kitchen Is Big</i> Learning about where you and your family live	home, house, room	size and rooms in a house: bathroom, bedroom, kitchen, living room, big, large, small	I live in a big house. The living room is very small.
4	Animals <i>It Is a Cat</i> Identifying basic plural forms	animal, animals	animals—plural and singular: cat(s), dog(s), fish	They are cats. It is a dog.
Review 1				
5	Food <i>Let's Eat Dinner</i> Adding third-person singular s to verbs	eat, drink, food, breakfast, lunch, dinner, meals	meals, hungry, thirsty	I am hungry/thirsty. I like sandwiches. He likes sandwiches.
6	School <i>I Go to School on Monday Morning</i> Listing days of the week and times of the day	school, morning, afternoon, evening	times of day, days of the week	I go to school in the morning. I have English class on Monday afternoon.

Unit	Topic & Target	Key Words	Spelling Builder	Context Structures
7	Hobbies <i>I Am Good at Tennis</i> Expressing simple opinions about sports activities	ball, hobby, play, good at, bad at	sports: baseball, basketball, soccer, tennis	I am good at soccer. I am bad at baseball.
8	My Room <i>It Is Under the Bed</i> Locating basic items in a room	in, on, under	things in a room: calendar, desk, chair, plant, box, toys, window, wall, floor	The toys are on the bed. The picture is under the box.
Review 2				
9	The Body <i>My Shoes Are Purple</i> Identifying clothes and colors	clothes, color	clothes: shoes, pants, dress colors: blue, brown, gray, purple, yellow, white	The hat is red. The shoes are blue.
10	Vacation <i>Summer Is Hot</i> Matching seasons and weather	seasons, weather	seasons and weather: rain, rainy, snow, snowy, wind, windy	It is rainy. Fall is windy.
11	Time Machine <i>Today I Am Happy</i> Establishing past, present, or future time, and recognizing opposite words	today, tomorrow, yesterday	time and opposites: happy, sad, before, after	Today I am happy. Yesterday I was sad.
12	The Future <i>Christmas Is in December</i> Associating special events with their months	date, month, week, year	months of the year	Christmas is in December. December has 31 days.
Review 3				

General Unit Guide

Book 1 focuses on the letter level, building confidence to start writing words in English. For more details on how to approach teaching individual units, refer to the separate Teacher's Guide. *Get Ready* provides a foundation unit, easing students into the new course material.

Page 1

The first page of each unit provides prompts to elicit students' existing language and to stimulate student's interest in the given topic. This helps students generate ideas for the writing tasks ahead. Students can be asked questions about the picture(s) before or after listening to and answering the questions on the audio CD. Attention should also be drawn to the Word Box. This is vocabulary which students should be able to recognize when they see it in print, as it will reappear through the unit.

Page 2

Warm-Up

Section A:

Students commence with a simple note-taking task. This starts to direct students' attention toward the target words, which will become more apparent on the next page. Students can be encouraged to come to the front of the class to present their work.

Section B:

Students are given questions that they can ask a partner. They should write their partner's answers. Students can be asked to present these answers to the rest of the class and should be encouraged to start converting these first-person answers into the third person.

Page 3

Spelling Builder

Section A:

The vocabulary presented on this page are target words. Students listen to the audio pronunciation of the words. They can practice tracing the words to gain visual familiarity with the pattern of the letters. They then copy them. As students gain confidence, they should cover up the words in the first two columns before writing them again.

Page 4

Section B:

Students have an opportunity to recall the spelling of the target words through a guided oral activity that could be done with a partner.

Section C:

Through prompts, students are asked to apply their knowledge with further writing practice.

Page 5

Put It Together

This section provides a more challenging application of the target words within a short phrase or sentence. Students will start to appreciate that words rarely appear in isolation and that they can change form; this will prepare them for higher-level writing skills.

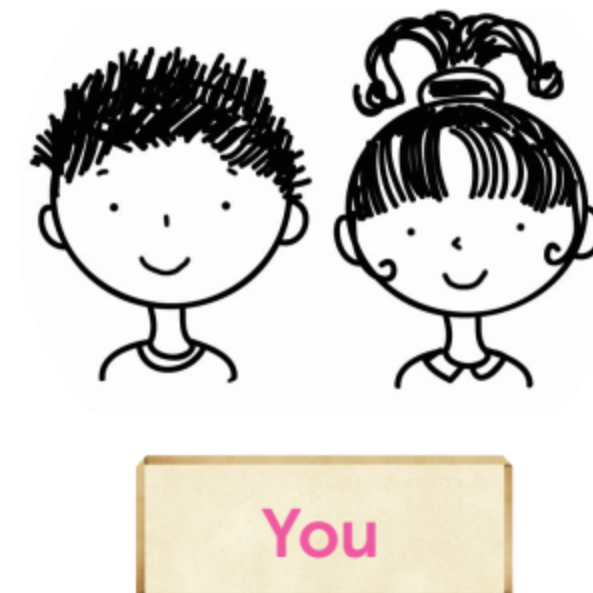
Page 6

Games and Puzzles

The end of every unit provides a fun review activity which can be completed individually, in pairs, or as a group. A few of the activities might need supporting material such as a die or a coin.

In addition, there is a review section after every four units, as well as a workbook and a downloadable test to accompany every unit.

Meet the Characters



Get Ready

Instructions

This book has many instructions.

A Can you follow these instructions?



listen



ask



write



spell



circle



correct



~~d~~oge → dog

unscramble



cta → cat

trace





Listen and follow the instructions.



1.

2.



3.



4. aple

5. pleap

6.

dog

