

American English

First Friends 1

Teacher's Book

Susan Iannuzzi

OXFORD

First Friends 1

Teacher's Book

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Level 1 Scope and sequence

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs & Projects	Alphabet
1 Hello (Introductions) <ul style="list-style-type: none"> Say hello Introduce yourself to other people 	Baz Jig Pat Tess Numbers 1–5	<i>Hello.</i> <i>What's your name?</i> <i>I'm ...</i>	Being polite <i>How are you?</i> <i>I'm fine, thanks.</i>	Hello, Friends! Pat and Jig, Count To Five A & B song	Aa ant Bb bear
2 My Family (Immediate family members) <ul style="list-style-type: none"> Ask about people Identify family members 	brother dad grandma grandpa mom sister	<i>Who's this?</i> <i>It's my (grandma).</i>	Respecting your elders <i>After you.</i> <i>Thank you.</i>	Who's This? C & D song	Cc cloud Dd donut
3 My School (School possessions) <ul style="list-style-type: none"> Ask about and identify things Listen to and perform simple actions 	bag book chair crayon pencil table	<i>What's this?</i> <i>It's a (bag).</i> <i>Stand up.</i> <i>Sit down.</i> <i>Quiet, please.</i>	Behaving at school <i>Please open your book.</i> <i>Sorry, (Miss Jackson).</i>	Hello, Children. E & F song	Ee elephant Ff frog
4 Colors <ul style="list-style-type: none"> Ask about and describe objects by color 	blue green orange purple red yellow	<i>What color is it?</i> <i>It's (red).</i>	Taking turns <i>It's your turn.</i>	What Color Is It? Rainbow Colors G & H song Project: making a rainbow	Gg gift Hh hug
5 My Toys <ul style="list-style-type: none"> Describe toys by color 	ball car doll jump rope teddy toy box	<i>It's a (red) car.</i>	Sharing with others <i>Here. Have my (teddy bear).</i>	It's a Purple Doll. I, J, & K song	Ii igloo Jj jam Kk kangaroo

Topics & Objectives	Vocabulary	Structure	Values & Everyday English	Songs & Projects	Alphabet
6 My Face <ul style="list-style-type: none"> Identify parts of the face using pronouns 	ears eyes face mouth nose Numbers 6–10	<i>Wash your (face).</i> <i>Dry your (ears).</i> <i>Touch your (ears).</i> <i>Clap.</i>	Keeping clean <i>(Wash) your (face), please.</i> <i>Yes, Mom.</i>	1, 2, 3 L, M, & N song	Ll <i>lemon</i> Mm <i>monkey</i> Nn <i>nest</i>
7 My Clothes <ul style="list-style-type: none"> Identify clothes using pronouns 	cap jacket pants shoes skirt T-shirt	<i>This is my (skirt).</i> <i>These are your (shoes).</i>	Respecting your clothes <i>Put on your smock.</i> <i>Yes, Miss Jackson.</i>	These Are Pants. O, P, & Q song Project: decorating a T-shirt	Oo <i>octopus</i> Pp <i>penguin</i> Qq <i>quiet</i>
8 Food <ul style="list-style-type: none"> Ask about and request quantities of food 	banana cookie orange sandwich tomato water	<i>How many (cookies)?</i> <i>(Three) (cookies), please.</i> Plurals	Eating healthily <i>Have a healthy snack.</i>	A Sandwich For You. R, S, & T song	Rr <i>rainbow</i> Ss <i>sun</i> Tt <i>tiger</i>
9 On the Farm (Farm animals) <ul style="list-style-type: none"> Ask about and identify animals 	chicken cow duck goat horse pig	<i>Is it a (goat)?</i> <i>Yes, it is</i> <i>No, it isn't.</i>	Respecting nature <i>Don't touch, please</i>	Is it a Duck? Hello, Pig! U, V, & W song Project: making an animal puppet	Uu <i>up</i> Vv <i>violin</i> Ww <i>wave</i>
10 Big and Small (Sizes) <ul style="list-style-type: none"> Ask about and describe things by size 	big long short small thick thin	<i>It's (big).</i> <i>Is it (short)?</i>	Working together <i>Let's do it together.</i> OK	It's Small. X, Y, & Z song Alphabet song	Xx <i>box</i> Yy <i>yo-yo</i> Zz <i>zipper</i>

Introduction

Welcome to the course

First Friends is a three-level course for kindergarten or pre-primary children. It is an engaging introduction to English which uses a range of activities, games, and songs that motivate and help young learners succeed in English.

The course is based on the principle that all children want to learn and can succeed in learning. *First Friends* provides children with useful, age-appropriate vocabulary, basic structures, and the tools to develop solid literacy and numeracy skills. These are presented through entertaining and interesting characters who introduce the children to English through games, songs, and stories.

Objectives

The key objectives of *First Friends* are:

- to develop language skills that will give children a solid foundation in English for their primary education.
- to develop a basic understanding of and ability to use English in meaningful, age-appropriate contexts.
- to foster a positive attitude toward learning English.
- to present the names and sounds of all the English letters so that children become familiar with the English alphabet.
- to promote positive social values applicable to the home and school environment.

Characters

Four lively characters introduce children to the world of English. They also model good behavior.

Baz is a four-year-old boy in his first year of kindergarten. He is good-natured and kind. He does not always do the right thing, but he tries his best. Many of the children will identify with Baz as he tries to learn new things.

Tess is Baz's athletic and fun older sister. She is seven years old. She is eager to guide Baz and is forgiving of his mistakes.

Pat and **Jig** are the children's stuffed animals. They represent the pretend world of the child. When Pat and Jig are with the characters, they are soft plush toys, but when they are on their own, they have their own adventures in an imaginary toy world. Pat is sometimes a little bit naughty, but earnest Jig keeps an eye out for him. Through their stories and adventures, Pat and Jig help develop children's creativity and look at the world in a new way.


In addition to these four main characters, Tess and Baz's younger brother **Adam** is born at the end of Level 1. He is the baby of the family, and both Tess and Baz delight in taking care of him. Baz especially enjoys being the older brother. Towards the end of the second level, Tess's cousin, **Maggie** is introduced. She is quiet and shy. She appears in Level 3, along with Baz's outgoing new friend at school, **Sam**.

Components

Student Book / (SB)

The Student Book is colorful, lively, and easy to use. It is the main course component. It contains vocabulary, stories, songs, games, and chants that will enable children to achieve the course objectives.

Each page of the Student Book corresponds to one lesson. There is a small box at the top of each page that indicates the activities for that page. This helps you to see what each lesson is about. Each instruction in the box corresponds to a section in the teaching notes for that lesson. The information in this box is not intended for the children.

The icon  20 indicates that there is an audio component for that activity, and the number following the icon is the Class Audio CD track number.

Activity Book / (AB)

The Activity Book provides practice of the material introduced in the Student Book. Each Activity Book page follows up on the material presented in the corresponding Student Book page.

The Activity Book is the main pencil and paper practice of the course. The Activity Book develops children's reading, writing, numeracy, language, and fine motor skills through a variety of fun and motivating activities. It also incorporates oral language development as many of the activities include a 'Say' component. The activities are easy-to-do, underscoring the course philosophy that all children want to and can succeed. Thus, the activities may be set up in class and completed at home.

The Activity Book also contains a review lesson for each unit, which consolidates the main literacy, numeracy, and vocabulary content of the unit. It may be done in class as consolidation or as preparation for a progress check. It may also be done at home for review.

At the back of the Activity Book are some extra resources: at Level 1 and 2 there is a Picture Dictionary, cutouts of the course characters, and a page of all the song lyrics; and at Level 3 there is a numbers spread, a writing grid, a craft activity (to consolidate colors), and a page of all the Level 3 song lyrics.

The Level 1 and 2 Picture Dictionary can either be completed after each letter is introduced or used for home study, for example, during vacations.

The Level 1 finger puppets and Level 2 cutout characters can be used where appropriate to act out the dialogues in class. Children can either hold up a finger puppet or a cutout (instead of the Picture Card of the character) or you could make some character badges (by sticking the cutouts onto cardboard and sticking safety pins on the back) which children could wear during role-plays.

The Level 3 numbers spread is used to consolidate numbers 1–20, both numerals and the written form.

The Level 3 writing grid can be used for any extra writing practice the children need, for example, extra practice of any letters they are having difficulty with.

The Level 3 craft activity (making a beach umbrella) consolidates the colors that children have learned throughout the two levels.

The page of song lyrics (all levels) is given as a resource for parents so that they can remind their children of the song lyrics if they wish to (and are able to read English). This can be used at home, in conjunction with the Student Audio CD (see below) to sing and enjoy the songs from the course.

Teacher's Book (TB)

The Teacher's Book is clear and easy-to-use. It provides notes to cover up to eight teaching sessions per week (when all components are utilized fully), but if fewer sessions are available, the material can easily be adapted to fit.

You can see at a glance the objectives and materials needed for each lesson. There is always a suggestion for a warm-up activity, which is followed by notes for the core activities listed in the Student Book and corresponding page of the Activity Book. Most lessons contain an optional activity should you want to give your children more practice or have extra time. Following the six core lessons of the Student Book, there are notes for the Activity Book Review page of each unit.

The TB also contains a wealth of photocopiable material. This consists of progress checks, phonics practice, and (at Level 3) numbers practice. The photocopiable material augments the material in the Student Book and Activity Book. It contains games and other fun activities as well as further pencil and paper practice of key concepts.

In Level 1, there is a one-page vocabulary progress check for each unit, and a one-page alphabet progress check for every two units. See pages 84–98. In addition, there is a two-page mid-year and two-page end-of-year progress check. See pages 99–100.

The alphabet photocopies can be found on pages 108–111. These practice pages consolidate the letter forms through games and activities.

Page 109 (TB2 only) contains a writing model for the English alphabet, showing the starting points and direction of the pen strokes for each letter.

CDs – Class Audio CD, Student Audio CD

The Class Audio CD at each level contains all the audio material for the course, including all the new vocabulary, dialogues, songs, chants, and stories. The recordings feature only native speakers of English and expose children to accurate and authentic models of presentation. This CD is for use by the teacher in class.

In addition, at each level, there is a Student Audio CD for the children to use at home. This Audio CD is packaged with the Student Book, and contains all the material from the Class CD plus karaoke versions of the songs so that children can enjoy the course material at home and share it with their families.

Picture Cards

Picture Cards are an important teaching tool at the kindergarten level, and they are used in the majority of lessons in *First Friends*. They are used to present new vocabulary, letters, colors, and numbers, to conduct other activities and games, to check answers, and to act out dialogues and songs. The lesson notes give advice on how and when to use them. Each Picture Card is numbered and each lesson specifies which Picture Cards are needed.

Level 1 has 108 Picture Cards:

- 82 Vocabulary Picture Cards with pictures of all new vocabulary
- 26 Alphabet Picture Card with a picture for each letter

Level 1 Picture Card list

1	Baz	43	mouth
2	Tess	44	nose
3	Jig	45	lemon
4	Pat	46	monkey
5	ant	47	nest
6	bear	48	pants
7	mom	49	jacket
8	dad	50	shoes
9	grandma	51	T-shirt
10	grandpa	52	skirt
11	sister	53	cap
12	brother	54	octopus
13	cloud	55	penguin
14	donut	56	quiet
15	crayon	57	banana
16	bag	58	cookie
17	book	59	orange
18	chair	60	sandwich
19	pencil	61	water
20	table	62	tomato
21	elephant	63	rainbow
22	frog	64	sun
23	blue	65	tiger
24	green	66	chicken
25	purple	67	cow
26	yellow	68	duck
27	red	69	goat
28	orange	70	horse
29	gift	71	pig
30	hug	72	up
31	doll	73	violin
32	teddy bear	74	wave
33	car	75	big
34	jump rope	76	small
35	ball	77	thin
36	toy box	78	thick
37	igloo	79	long
38	jam	80	short
39	kangaroo	81	box
40	face	82	yo-yo
41	ears	83	zipper
42	eyes		

Course structure

Each level of *First Friends* consists of 10 units.

Each unit has six core lessons comprised of a Student Book and an Activity Book component. The Activity Book offers an additional page of review practice, which can be combined with photocopiable material to make a lesson.

In addition, most lessons offer an optional activity. The notes for the optional activity are at the end of each lesson in the Teacher's Book. The optional activities provide extra practice and consolidation of what has been taught in the main Student Book / Activity Book lesson. They do not present new language or vocabulary. They can be used if you have extra time or if you feel your children need extra practice on a particular language item.

Topics

First Friends is a topic-based course. Each unit is centered on a different topic. This reduces the cognitive load on children since vocabulary is presented in meaningful groups or word families.

The topics chosen are relevant to kindergarten children and reflect their lives. As a result, they reassure, interest, and motivate the children in the classroom.

The course includes topics such as toys, clothes, food, family, the body, school, feelings, actions, home, furniture, holidays, jobs, and the circus.

Cross-curricular features

The benefits of English instruction can be maximized by linking it with other parts of the curriculum. *First Friends* connects to other curricular areas in many ways. In all levels, children do cross-curricular craft projects which link with nature, social sciences, art, and math. In Level 3, Explore reading texts are introduced which familiarize the children with a range of fun cross-curricular topics through the medium of English.

Creative links are also promoted through the development of musical skills, including awareness of melody, rhythm, and rhyme.

Values and Everyday English

First Friends recognizes that language instruction presents an opportunity to reinforce values such as cooperation, teamwork, health, good nutrition, and respect for others. The photographic values pages present useful, functional language within the context of social values. These lessons model good social behavior in situations that are relevant and familiar to young children. The dialogues, stories, and illustrations also provide opportunities to address such values.

Unit structure

The simple and reliable unit structure makes *First Friends* an ideal course for experienced and novice teachers alike. Novice teachers can build confidence and rest assured that they are developing sound teaching skills while using the material. Similarly, more experienced teachers who are more confident and adept in the classroom can expand upon the solid framework provided.

Each unit has a one-page-per-lesson format, and each page / lesson has a specific role in the unit.

Student Book structure

The first two pages of each unit of the Student Book depict a lively scene involving the course characters. These pages are used to present the target vocabulary and structure in context. They provide two lessons of material.

Lesson 1 is devoted to vocabulary. In Level 1, there are typically six new words for children to produce. Lesson 2 presents the key language structure of the unit in a dialogue format. The dialogue uses the structure in a natural way and is humorous so that children remain engaged as they are exposed to the new language.

The third page of each unit presents a song which reviews, and in some cases extends, the topic vocabulary. The song is accompanied by a critical thinking activity. These fun and colorful activities develop children's problem-solving skills.

Lesson 4 is a story lesson or a craft project. Each story lesson (Units 1, 2, 3, 5, 6, 8, and 10) presents a simple two-frame story that features the course characters or other characters in humorous or thoughtful situations. Each craft lesson (Units 4, 7, and 9) presents simple instructions with pictures in four frames for students to create an art project.

Lesson 5 focuses on values and everyday English. A dialogue using everyday English models good social behavior and is illustrated photographically. Functional language related to the unit topic is presented and practiced here.

The last lesson of the unit focuses on phonics and it provides material for literacy development. In Level 1, the alphabet is focused on.

First Friends is carefully crafted so that children are not overwhelmed by too many new letters or phonics activities at once. There are never more than three new letters presented in any one unit in Level 1.

Activity Book structure

The Activity Book mirrors the transparent structure of the Student Book. The first and second pages reinforce the vocabulary, and where possible, the structure introduced in the unit. Lesson 3 practices any new language introduced in the SB song and reviews the rest of the language used in the song.

Lesson 4 has activities which enable the children to practice the language and concepts of the unit and previous units.

Lesson 5 reviews the language and consolidates the value presented in the SB.

Lesson 6 provides practice of the letters introduced in the SB. The Review page features activities which bring together the language and topic of the unit.

The four skills

First Friends develops the four language skills of speaking, listening, reading, and writing.

Speaking

Children speak in every lesson. Speaking activities represent a wide range of formats, including listen and say, question and answer, role plays, everyday English dialogues, and communicative speaking.

Pronunciation is also addressed through songs and the phonics pages. Attention is given to techniques for pronouncing specific sounds that present problems for speakers of various languages, e.g., *p* and *b*.

First Friends uses the International Phonetics Alphabet for pronunciation models.

Listening

Listening is an important skill for young children, and it is likely that a number of your children will begin to understand with confidence before they are able to speak with confidence.

From the onset of *First Friends*, children's listening skills are developed. Children listen to the dialogues and stories in each unit. The teaching notes always give suggestions for questions to ask your children about what they hear. Children are more likely to pay attention and focus if they know you will ask them about it.

Reading

First Friends teaches reading primarily using the phonics method. See below for an explanation of phonics.

In Level 1, children will:

- learn the left to right progression of English
- learn to recognize the letters of the alphabet in both lower case and capital letter forms
- learn the names of the letters

In Level 2, children will:

- learn the sounds of the letters of the alphabet
- learn to identify the starting sound and letter of words
- learn to read high frequency words through the "Look and say" method

In Level 3, children will:

- learn to read and identify the digraph sounds represented by *th*, *sh*, and *ch*
- learn to blend simple phonic words in families with CVC (consonant – vowel – consonant) patterns
- learn to identify vowels
- learn to read high frequency words (e.g. numbers and additional colors) through the 'Look and say' method
- gain experience in following written text as it is heard

Writing

The writing is very controlled in *First Friends*. A controlled approach to writing helps ensure that children's handwriting is neat and legible. It also helps ensure that children form letters correctly when they print so that they are able to make the transition to cursive handwriting easily. Writing is limited to the letters of the alphabet and simple words.

In Level 1, children will:

- do activities which reinforce the left to right direction of English writing
- do activities which develop fine motor control
- learn the shapes of the lower case and capital forms for all letters of the alphabet

In Level 2, children will:

- practice writing the letters of the alphabet
- learn to write simple words
- further develop their pencil control and fine motor skills

In Level 3, children will:

- continue to develop their pencil control and fine motor skills
- learn to write words to complete simple sentences

Literacy development: phonics and 'Look and Say'

First Friends adopts a phonics approach to literacy development.

The phonics approach is based on letter / sound correspondence. In other words, each letter has a primary sound which enables the reader to decode or read the word. For example, the word *cat* consists of three letters (*c, a, t*) and three sounds (*/k/ /æ/ /t/*). If the reader understands the correspondence of the letters and the sounds, he or she is able to decode or read *cat*. Thus, knowing the letter sounds is extremely important, and is more important than the letter name. However, in many countries, letter names are also important. There are parental and cultural expectations that children should know the names as well as the sounds of the letters. As a result, *First Friends* teaches both the letter name and the letter sound.

In order to make the learning process easier and more enjoyable, *First Friends* uses a phonics song. The phonics song is used for each letter, and it sets the letter name, its sound, and the phonics example words to a memorable tune. Children only need to learn the song melody once so that they can focus on the letters in future.

In Level 3, the phonics instruction is expanded to include word families.

Although the phonics method can provide a solid foundation in decoding words, it does have disadvantages. Some words cannot be decoded simply by blending their constituent sounds, e.g., *blue*, *one*, *two*, *the*, etc. For this reason, *First Friends* also uses the 'Look and Say' method. The 'Look and Say' method is also called the 'Whole Word' method.

In the 'Look and Say' method, children are shown the word and are taught to associate it with its meaning. An example of this in *First Friends* is the teaching of the colors. Children are shown the Picture Card for blue and its written form. They are taught to recognize the word and associate it with its meaning.

Characteristics of young learners

Intellectual development

Kindergarten-age children are beginning to use logic to understand things they have experienced, seen, or heard. This is the perfect time to develop their critical thinking skills. However, they are not able to understand abstract rules or logic. As a result, abstract concepts and grammar are not taught overtly at this stage. Terms such as *singular* or *plural* are not used, and you will not find instructions to give grammar rules in the teaching notes. For example, when plurals are introduced, the notes avoid instructions such as "to change a word from singular to plural, add the letter -s to the end." The concept of plurals is taught using real objects, e.g., pen and pens, and drawing children's attention to the difference in the way the words *pen* and *pens* are said.

Importance of routine

Very young children thrive when they have a routine. A routine offers them security and makes them feel that they understand their world because they know what to expect. It is very helpful to establish a routine with your children. One way *First Friends* Level 1 helps you to do this is through the *Hello* song.

Attention span

Young children have very short attention spans. They focus on here-and-now activities that are lively and fun. Their attention span can be maximized when visual stimulus is present. With this in mind, *First Friends* often recommends that Picture Cards be put up on the board and remain there for support.

In order to keep the children engaged, do not spend too much time on any one activity. It may be beneficial to leave an activity unfinished in order to maintain class attention. You may also find that slowing down the pace or quickening the pace of your lessons will add variety and keep children interested.

Sensory input

Everyone has a different learning style or preferred way of learning. Auditory learners prefer listening to the CD or the teacher. Visual learners prefer looking at pictures. Tactile learners take in new information by touching and doing.

First Friends has a variety of activities that address the learning preferences of all children. There are opportunities to listen to stories and songs on CD, talk about pictures, and act out role plays.

Fine motor skills development

Fine motor skills are still developing in young children. They are just beginning to use their hands and fingers for activities such as writing and drawing. These actions require coordination and control, which most young children typically do not possess. As a result, the handwriting and drawing of young children is often larger than normal or misshaped. It is important to recognize that such characteristics are a normal part of all children's development.

To assist in the development of fine motor skills, *First Friends* includes numerous tracing and drawing opportunities. Activities which require children to trace lines as they reinforce their new language skills are an important part of their coordination. Similarly, coloring activities help children to control their pencils.

It is very important to encourage children in their writing, tracing, copying, and drawing. Do not worry if children are unable to trace, write, draw, or color neatly. These skills will emerge during their primary years.

Affective developmental factors

Not all children will be able to respond to you from the beginning of the year. Some may need a silent period in which they acclimatize to the new experience and absorb the language around them without being required to produce it.

Do not push children to speak if they do not feel comfortable. Some activities involve calling children to the front of the room to sing or act. Choose children who are willing and eager to perform in front of the whole class.

Furthermore, young children flourish with praise. It raises their confidence and gives them positive reinforcement. Therefore, always praise correct responses and avoid harshly criticizing incorrect ones. You may simply say, "That's almost right. Try again."

General teaching procedures

Beginning the lesson

It is very important to establish a routine with children this age. It is strongly suggested that you begin every lesson with the *Hello* song 3. This is an excellent way to signal that it is time for English. It is also a good way to set a fun tone for all, while easing shy children into the lesson.

Introducing language

The teaching notes give suggestions as to how to introduce all new language in each unit. However, you may wish to introduce language in other ways, for example, using real objects, pictures from magazines, or other means.

Teaching phonics activities

The lesson notes contain step-by-step instructions for introducing each letter.

Levels 1 and 2: Letters and sounds

The general procedures are as follows:

- Introduce the letter with a word beginning with that letter using a Picture Card, a real object, etc.
- Write the letter on the board. Point to it and say the letter name, its sound, and the name of the example word.
- Children repeat the word chorally and individually.
- Repeat with the capital letter.
- Tell children that they are going to learn how to write the letter.
- Stand with your back to the class as you use your finger to 'write' the capital form in the air. Write the letter exactly as it is presented in the Student Book (you may also wish to refer to TB page 109).
- Tell children to copy your action and write the capital letter in the air. Check that they are forming the letter correctly.
- Repeat the procedure for the lower case letter.
- Tell children to practice tracing the letters in their books with their fingers.

Level 3: Word families

The general procedures are as follows:

- Introduce the word family with a word from the family using a Picture Card, a real object, etc.
- Ask children to tell you the first sound of the word. Write it on the board.
- Repeat with the second and third sounds of the word.
- Introduce another word from the family. Repeat the procedure.
- Underline the vowel and final consonant in each word to draw children's attention to the similarity.

Teaching critical thinking skills

- Critical thinking allows us to analyze information, make decisions, and solve problems. Thinking is motivated by questions and children ask questions to discover and understand the world around them. By developing children's thinking skills, you are encouraging them to maintain and apply their natural sense of curiosity.
- The *First Friends* critical thinking activities practice categorizing, grouping, recognizing parts of the whole, sequencing, and patterning. When guiding the children through these activities, ask questions to stimulate their thought processes. If possible, use the children's own language to ask open questions. Encourage the children to ask questions themselves and respond enthusiastically. It's very important to create a learning environment in which children are comfortable asking questions. Never criticize a wrong answer. Children will be braver with their answers if they feel it is safe to make mistakes.

Using stories

Pretending and playing are extremely important for young children. Stories encourage and facilitate pretending and playing. They enable children to use their imagination, make sense of the world, and express their feelings and thoughts. Stories also give a natural context for introducing and practicing language. Each unit of *First Friends* includes a dedicated story lesson. In addition, Lesson 2 of every unit uses a short story to present the unit's key structure.

How to teach stories and presentation dialogues

There are step-by-step notes tailored to each story and dialogue. The general procedures are as follows:

- Establish the context for the story or dialogue by asking children questions about the pictures.
- Conduct this part of the lesson in the children's own language. Ask questions which give key information. These questions typically begin with: *Who? Where? What? and Why?*
- Children listen to the story or dialogue as they look at the pictures in their books.
- Children listen again and repeat in chorus.
- Call children to the front of the room to act out the story. Use props, e.g., Picture Cards, real objects, etc. to make it more fun.

Teaching songs and chants

Children enjoy songs, rhythms, and melodies. As a result, these are an effective tool for teaching and practicing language.

In addition to the phonics song, *First Friends* features at least one additional song in all units.

There are step-by-step notes tailored to each song. The general procedures are as follows:

- Establish the context for the song by asking children questions about the pictures.
- Present any new language using real objects, Picture Cards, magazine pictures, drawing on the board, miming, etc.

- Children listen to the song. You may find that it is easier to present the actions as children listen. This often helps children to remember the language more easily.
- Children sing along as they listen again.
- Call children to the front of the room to do the actions and lead the song. Use props, e.g., Picture Cards, to make it more fun.

Doing arts and craft

Arts and crafts are important for young children. They encourage creativity and they also help to develop fine motor skills.

Many teachers are reluctant to do arts and crafts because they feel they are difficult to manage effectively. As a result, *First Friends* includes craft activities that are easy to prepare for and do in the classroom.

The following are general procedures to teach arts and crafts:

- Try the craft activity before class so that you are clear about the materials and the procedures.
- Before class, prepare for the craft activity by cutting out, measuring, or grouping as many of the materials as you can. Cover all work surfaces with paper or plastic.
- During the lesson, give the instructions for each step of the craft activity before you give the materials for that step to the children. This will help children to focus on the instructions before they begin working.
- Don't hesitate to modify the activity to suit your children's needs or the time available in the lesson.

Using the children's own language

The majority of children will enter kindergarten with little or no English. Many of them will be enthusiastic to learn English while others will be reluctant. The children's own language can be an effective tool in the classroom. If possible, use the children's own language to help children establish a context for stories, dialogues, and songs. It is also useful for discussing the values strand concepts.

Do not use the children's own language to translate words or present language.

Assessment

First Friends provides for the continuous assessment of children's language performance in that, in Level 1, each unit has a photocopiable vocabulary progress check, and every two units have a photocopiable alphabet progress check (see TB pages 84–98). In addition, there is a photocopiable mid-year progress check, covering Units 1–5 (TB pages 99–100), and a final progress check, covering Units 6–10 (TB pages 101–102).

Assessment helps you:

- determine children's strengths and weaknesses
- determine what the class has learned and what needs more attention
- monitor and follow the progress of individuals
- monitor the effectiveness of your instruction
- give feedback to children, parents, and other teachers

The Level 1 vocabulary progress checks are designed to prompt speech. The alphabet progress checks are traditional paper and pencil worksheets. You can use the alphabet progress checks in different ways. Children can do them silently on their own, as a more formal assessment, or you may allow children to take them home and work on them over a period of several days. The vocabulary worksheets are designed to be used in the classroom. See notes below on assessment in the classroom.

Regardless of the way you choose to use the progress checks, model the first item of each activity with the class. Use one of the modeling procedures described in the unit notes, e.g., copying an item on the board, etc.

Although the progress checks are a good resource, you can assess your children in other ways as well. You can assess their understanding and ability to speak English. You may also want to assess letter and number understanding orally. There are also Numbers worksheets for extra practice on numbers 1–10 (TB pages 103–107), and Alphabet Cards (pages 108–111). The Alphabet Cards can be used to revise vocabulary, the letters of the alphabet, and to recognize words beginning with those letters.

For example, put children in pairs and give each pair one set of cards to share. Call out a sequence of pictures and/or letters e.g. *donut, b, ant, e, frog, c*. Children lay out their cards in order from left to right, then check their answers.

Another option is to tell children they are going to play a game. Put them in pairs and give each pair one set of cards to share. They match the letters and pictures on their cards, trying to finish as quickly as they can. The first pair to match all of their letter and picture cards correctly wins.

The *First Friends* photocopiable assessment form (see TB page 12) is intended for use in all units. No two *First Friends* classrooms are the same, so the assessment form can be tailored to each teacher's needs.

The lesson objectives are given at the start of the teaching notes for each lesson. Choose the objectives you wish to assess and write them in the box at the bottom of a photocopy of the assessment form.