

A young girl with blonde pigtails, wearing a bright red raincoat and dark boots, stands on a wet, reflective asphalt street. She is holding a colorful umbrella with blue, pink, and red panels. The background is a soft, overcast sky. The overall mood is calm and contemplative.

*"A Wonderful
Way to Nurture
Intelligence"*

Nurturing Intelligence

Dr Rosalind Drake

A 52-Week Guide to Nurturing IQ & EQ in Preschoolers

Nurturing Intelligence

A 52-Week Guide to Nurturing IQ & EQ in Pre-schoolers

Dr Rosalind Tan Drake

Founder of Little Bluestockings Academy



Nurturing Minds, Manners & Morals

Dear Fellow Nurturer

I want to thank you for purchasing this E-Copy of Nurturing Intelligence. I am confident that you will find inspiration from my personal experience, and gain ideas to bond with your children through enhancing their listening, reading, speaking, thinking and writing skills.

I also want to thank you for respecting the intellectual property and copy rights accredited to me, the author of this Guide. I trust that you will use this Guide as your personal copy and not circulate to your friends, who have not purchased the E-Copy. Great ideas are to be shared and to enable you to inform your friends and form Nurturing Intelligence Reading Groups, I have attached sample copies of this Guide for you to circulate to your friends. Should they find the Guide useful, I would be happy to receive their orders and email them their personal E-Copy.

In purchasing this book, you now belong to the Nurturing Intelligence E-Book Club. Please follow my blog on littlebluestockingsacademy.wordpress.com so that we can start a conversation on the trials and triumphs, pains and pleasures of nurturing our children the best way we know. I will be sharing tips on nurturing intelligence throughout the year and I look forward to hearing from you.

Enjoy the Enchantment

Rosalind

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Introduction

Every project has a story. Let me share mine. I have had the privilege to pursue my life's calling as a teacher and writer for the last twenty-five years. I have consulted with foreign diplomats from Japan and Indonesia, assisting them to develop their communication and presentation competence. I have also provided editorial assistance to postgraduate students to enable them to submit their theses. In response to the needs of Singapore students, I authored and published the 'Best English Exam

Guides" and the "Best Creative Writing Guides", which enabled them to excel in their respective PSLE and 'O' Level Examinations.

Background

The Little Bluestockings Academy, an early childhood education consultancy, is the result of my six years' commitment to my doctoral dissertation at the University of New South Wales, Australia.

At the Little Bluestockings Academy, I aim to share with teachers and parents effective and simple skills to enable their children develop their IQ and EQ. Essentially, the programmes are designed to develop the children into well-balanced and thinking individuals who can get on well with others and succeed in life. The exposure to the culture of learning and the attainment of such skills amongst friends and neighbours will convince the children that learning is fun. Learning within a friendly community also provides children with social intelligence and emotional quotient to enable them to enjoy and excel in school.

During my doctoral research, I was thrilled to uncover evidence of a commitment to the pursuit of learning and virtue in 18th century England by a group of enlightened men and women, nicknamed the Bluestockings. They constituted the leading philosophers, religious leaders, thinkers, artists, poets, writers, musicians, politicians, merchants, industrialists, doctors, lawyers, teachers and everyone else who was intellectually curious.

History recorded that it was the Queen of the Bluestockings, Lady Elizabeth Montagu, an affluent and influential learned lady who nicknamed Benjamin Stillingfleet, a man of great intellect, as the 'Bluestockings'. Unlike the gentlemen of the aristocracy who wore silk black or white stockings to social gatherings, Stillingfleet, a botanist and a clergyman, wore the cheap and coarse bluestockings worn by the working class. Henceforth, the intellectuals in England, particularly, the women, have been associated with the nickname 'Bluestockings'.

What is so significant about such gatherings that were held in London from 1765 to 1795 is that Lady Montagu provided an avenue for the young aristocratic youth to come together to enjoy an evening of meaningful conversations with the leading literati of London. The British aristocracy was notorious for their drinking and gambling addiction. In the pursuit of learning and civic virtue, Lady Montagu built the sumptuous Montagu House at Portman Square in London to host such gatherings in order to lure the aristocratic youth from vice and debauchery.

Today, any home or school, imbued with a culture of learning and a spirit of civic virtue, is a modern Montagu House, where family and friends of all age groups can come together to pursue learning through engaging conversations.

Following the completion of my thesis in Australia, I sought various avenues to encourage people to come together to share their views in the spirit of sociability and rationality. At home, in my little village situated on the beautiful south coast of New South Wales, Australia, I open up my home and invite friends and neighbours to come and enjoy an afternoon of good food and fine conversation.

In Sydney, I initiated a community-based project to nurture pre-schoolers from the migrant community. For 12 weeks, the children (aged between 2.5 to 5) and I, observed by their parents, engaged in interesting conversations. I read; they listened. They presented; I applauded. Together, we shared knowledge and enjoyed the interaction. Week after week, they listened to stories about bears, dinosaurs, wombats and crocodiles. The highlights of each session were reading stories about animals, learning new words, spelling them out loud, and expressing likes and dislikes about animals they were introduced to. The 'Show and Tell' segment invited children to bring their favourite toys: a whistle, a torchlight, a toy mobile phone, a fire engine, a school bus, a bull dozer, an X-man, a homemade milk bottle, a tissue-box car, a paper crown and Barbie's make up kit to share with the class. We collaborated; we experimented. We looked to each other for affirmation, and we improved our IQ and EQ.

As a teacher, I am keen to develop the potential of children and fortify their spirit with approbation and affirmation. Throughout my 12-week project, I find evidence to affirm that reading and conversations are among the most enjoyable and empowering ways of nurturing the intelligence of children, and preparing them to face the challenges that lie ahead of them.

Society is progressing at a frenetic pace. It is clear to all parents that your children need to be well educated in order to survive and thrive in the 21st century. The school curricula in first world countries such as Australia and Singapore have been revised to train students to think and communicate better. Such aims are translated in the school exams. In Australia, the NAPLAN scheme expects students as young as Year 3 to be able to present personal opinions and engage in discussing controversial topics such as “Should children have to wear school uniforms and do homework?” The scene in Singapore is no different. The Ministry of Education has implemented the revised 2015 PSLE syllabus which expects the demonstration of higher thinking and verbal skills. This new syllabus has imposed greater challenges on the parents.

It is clear that for the children to excel at the primary level, teachers and parents have to lay the foundation in the pre-school years. This does not mean relentless drilling in grammar, memorising word lists or reading up good essays. What is required is developing a culture of learning, and building a community of parents who share the responsibility of nurturing the IQ and EQ of their pre-schoolers. I have led such a community-based initiative in Sydney. I aspire to continue to be part of this nurturing community in Sydney and Singapore to motivate and guide teachers and parents to give their children the best opportunities to savour the good and beautiful in life.

The Little Bluestockings: Nurturing Minds, Manners and Morals



The theme of my Sydney Experiment is Little Bluestockings: Nurturing Minds, Manners and Morals. In a classroom, children learn social rules of engagement and good manners. It is not just the minds that we are nurturing in class. More importantly, we are also providing an environment where the children learn good morals and manners.

The nurturing of IQ and EQ goes hand in hand. Let me refer to my Sydney experiment. Sebastian, a well-mannered and intelligent boy, becomes the natural monitor. He understands that children should behave in class. So when Matthew, the gifted child, misbehaves and disrupts the class by climbing under the tables and running in and out of the class, he tells him "It is not nice" for him to do that. It is clear that his parents have instilled rules of obedience and he is applying it in class.

In a class situation, it is vital that no one is tagged as bad. We must always give praise for good behaviour. All kids value approbation. When I praise Hugo for behaving well, Sebastian turns to me and asks, "Am I a good boy?" I reply, "You are perfect, Sebastian." Looking at his happy face, I know that it means the world to Sebastian that he is considered a good boy. I have assumed he understands the meaning of 'perfect'.



There is no limit to what a child can learn. I teach to the highest denominator. This does not mean that the slower ones are disadvantaged. On the contrary, there is an overall improvement in ability, as the slower ones are given special encouragement by the more developed children. The most advanced student in class acts as a catalyst, encouraging the rest to read as well as he can. Week by week, more and more kids learn to express their opinions. Besides Matthew, the gifted child, now Sebastian raises his hand too, to express his views: "Teacher Ros, I like beetles because they like me." Hugo joins in to say, "I like spiders because they can bite." They give amazing answers.

Our duty as nurturers is to be open-minded and to teach using the Socratic approach. This means teaching by posing questions. In the case of Hugo, I ask, "Would you like the spider if it stung you?" He shakes his head vehemently and it makes him think again about liking spiders. Children learn at an amazing speed using the Socratic approach, where the teachers ask the questions and the children look for the answers.



The teacher cannot teach without the consent of the learner. I have been reminded of this truth again and again, especially in the case of young learners. The teacher must first develop a bond with the learners. The reason these 10 Little Bluestockings come to my class week by week, enjoying every session is that they sense that I love them and always think well of them. Children are 'knowing' beings. They enjoy learning in an environment where no harsh words are spoken and encouragement is given for their participation. Children are to be cherished for who they are, and what they bring to the class: innocence, interest, intelligence, cheerfulness and a sense of wonderment.

Conversation and Feedback

To encourage you to embark on this exhilarating journey of nurturing the intelligence of your little ones, allow me to share the conversations I had with the parents and supporters in the 12-week project.

At the end of the first session, I wrote to express my delight:

Dear Parents,

Thank you all for coming to the inaugural session of the Little Bluestockings project today.

I was so amazed at how well-behaved and participatory the three- and four-year olds were. I had intended it to be only half an hour, fearing that the kids would not be able to focus for any longer than 20 minutes. But they astounded me; they stayed engaged for 50 minutes. I congratulate both the kids and the parents for such a sense of discipline.

As you can see, the class is meant to be interactive and as you all have observed, the children themselves are keen to appear in front of the class and share their toys/objects with the class. This is building confidence and ability to interact with others. It is excellent training not just for going to formal classes, but in life as a whole.

You will also notice that I am not a kindergarten teacher as I ask the children a very serious question: Why are we here today? It is a serious thinking question that a facilitator would ask in a workshop or seminar.

Were the kids confused or tongue-tied? No, it was a real question and Matthew gave a beautiful answer: to practise writing. So you will see that in the subsequent sessions, I will continue to use the Socratic approach in my class by teaching them how to answer the five, 'Ws': why, what, where, when, who', as well as 'how'. These are thinking skills that any child given the suitable environment and supportive coaching will learn easily.

Thank you Soma for telling me that the class was great and that you wanted to request two more seats for a pair of twins. Yes, I am happy to reserve two seats for you.

For next week, please bring along another toy or object and a storybook. I realise that the kids are not quite ready to write. So I will focus on thinking and verbal skills for the first 4 weeks. I have created a Facebook page on Little Bluestockings and if I receive no objections, I shall post some photos to share with other parents to encourage them to nurture their kids. You are welcome to post your comments on the Facebook too.

Have a great weekend and see you next Thursday at 10.30 am at the Green Square Library Building.

Best Regards

Rosalind

On sending the email, I received the following response:

Hi Rosalind

*Thank you for the class today. I think it was great and I was actually very surprised too to find that all the kids are well-behaved and stayed in their seats. I'm amazed that Elliott participated during the class discussion as he's normally a very active boy and I was scared that he will lose interest in the middle of the session. I hope he will continue to be like this again in the future ☺
I will see you again next week.*

*Regards
Juliana*

Hi Rosalind

Thank you for an enjoyable and stimulating session today. Matthew enjoyed it and said he would like to come again next week.

Tania

Hi Dear Ros

Thank you for teaching Hugo. He has learnt more about English and he is really interested in the class. Thanks a lot!

*Best regards
Phyllis*

Hi Ros

Congratulations for a successful first day! I just want to say that I believe in your quirky approach to imparting skills to the 3-4 year olds.

*Best regards
Hazel*

Hi Hazel

I would describe my approach as innovative and creative. I teach to the highest denominator and I adopt the communicative language learning approach. Children are so clever and sometimes teachers can be so limited in their methodology. I am embedding lots of critical thinking skills in my interactive approach.

It is such a thrill and privilege to learn with the children. It is an exhilarating experience.

*Best regards
Rosalind*

Hi Ros

Pardon me for the adjective which I used to describe the methodology of your teaching...I did not mean to say it is bizarre or odd. No, but what I meant was more of strikingly interesting. Ingenious, I'd say. Again my apologies.

*Best regards
Hazel*

I was so pleased with the outcome of the programme that I wrote to my supervisor and a professor at UNSW to appraise him of the progress.

Hi AD

The Little Bluestockings amazed the CEO of the inner community service when he popped in last week. He could not believe his eyes to see them so well-behaved and engaged in class. He could not believe his ears when he heard the little ones reading words like 'bipedal and vertebrates' when we were discussing the characteristics of

dinosaurs. He said, "Not in a million years would the kids from the disadvantaged families behave and stay engaged like those in your class."

There is much to be said about providing opportunities to nurture these little ones as early as possible. I hope to be able to facilitate the building of resilience and intelligence so that these little ones have greater inner resources to face the challenges that are ahead of them. It puts them in a community of learners. It is all very exciting.

*Fond regards
Rosalind*

Towards the end of the term, I received the following feedback from parents:

Dear Teacher Ros

You are one of the first persons to have inspired Erin to start writing. She even wants to write birthday cards for her friends now. I cannot thank you enough.

*Best regards
Ratna*

Hi Teacher Ros

Thank you for running such an interesting class. Matthew enjoyed it and it was an excellent experience for him.

*Kind regards
Tania*

Dear Rosalind

Thank you very much for teaching Kitty and your kind invitation to the picnic. I'm sorry that we could not attend because we have something to do. Although Kitty has gone to your class only three times, she got to learn much English. She loves you very much. Thanks to you for teaching her.

*Best regards
Lily*

At the conclusion of the programme, I wrote to thank all those who had supported my initiative.

Dear CZ

The children are my therapy. They amaze me every week and I am pleased to see how they have grown in confidence and interest in learning English in the last 3 months.

Nothing is more exhilarating than teaching these precious little ones. I am so privileged. I will miss them and will probably organise another 3-month programme in 2016. They have also learned to be so demonstrative which is not a cultural imperative in the migrant community. Hala, expressed boldly, "Teacher Ros, I love you!", and the shy little Shu Shu who did not even dare raise her eyes in class for some 10 weeks, came up to me and said, "I have a present for you", and planted a kiss on my left cheek. See how they have grown.

We are having a party next Thursday. If you are around, please come and join us.

*Best regards
Rosalind*

Dear CR

I am very pleased to inform you that we have had our last session last Thursday and the kids are looking forward to coming back next year. I have 'new' registrations already.

It has been an honour and a privilege to be entrusted by the parents with teaching the kids. It has been an exhilarating experience and I have received thank you emails from parents expressing their heartfelt appreciation that their children enjoyed and benefitted much from the stimulating sessions.

You are absolutely spot-on. I have started a project that would not allow me to stop. The kids are inspirational and amazing.

Once again thank you for making the experience possible for us all. Your passion and commitment has ensured that the residents are building a strong community here.

*Best regards
Rosalind*

My supporters responded with enthusiasm.

Hi Rosalind

Lovely to hear from you!

What great news – sounds like your first stab at this was a roaring success. Wow!!

Thank you for offering such a great educational service to the Green Square local residents and their little ones.

All the best!

Warm Regards

CZ

It is so wonderful. Thanks so much Rosalind. It really is a testament to people having passion, and getting on with realising it!

I wish you well in the final block of this program and hope you enjoy everything you put your hand to it in the coming months.

Regards and thank you

CR

From the conversation and feedback which I have just shared, you will agree that this is an initiative worth pursuing. To provide further evidence of the beauty of this project, I will spell out the intended and unintended outcomes in the following section.

Outcomes

One of the most common words used in every office, corporation, factory, school, college and university is 'outcome'. What do we hope to achieve for the individual, the family and the society at large when we introduce a new programme? Well, when I first initiated the reading class, the only outcome I had hoped for was to help the kids read, listen, speak, think and write better. However, I am overwhelmed not only by reading and thinking ability, but also by their social and emotional development.

At the end of term, I am greeted by an enormous surprise. Matthew, who has been the reader and 'speller' has left for New Zealand. I have no idea who to depend on to read and spell the words on my flash cards. A new boy, Hope joins us. He is only 2.5 years old. In the last class, I read the story of a dragon hunt. I flash the card and without any prompting, Hope reads out loud the word 'dragon' and with delight, he spells 'd-r-a-g-o-n', and chimes 'dragon!'. He chuckles at his ability to recognise and spell the word. I am flabbergasted. All the kids are infected by this happy learning vibe and all join in gleefully, spelling and reading all the words on the flash cards.



I must admit that I have underestimated the children's eagerness to learn, and their respective mothers' effort in helping them read over the last three months. Initially, it is only Matthew who can spell and read, and so for fear of embarrassing the other kids, I have always asked Matthew to read. That day, I realise to my utter delight that three more kids can read and spell: Sebastian, Elliot and Hope, the youngest. As teachers, we must never underestimate the power of peer learning and self-learning.

These children and their mothers, motivated by the enthusiasm and the passion I impart in class and the ability of the gifted child Matthew, have begun to read too.

In the area of emotional and social development, Shu Shu, the sweetest and the most reserved child in class is a prime example. Throughout the first 10 weeks, she barely dares to raise her eyes to meet mine, or read aloud like the rest of the class.

However, in the 11th week, there is a total transformation. She exudes confidence and interest. She reads aloud and shouts out the answers happily and boldly. She chuckles like the rest of the kids. At the end of that session, she whispers to me, "I have a present for you". She smiles at me with a doleful look. I respond, "I have a present for you too!", thinking of the little gift I have planned for all the children at the party. To my utter surprise and delight, she puckers up her lips and plants a firm kiss on my left cheek and smiles at me. I turn to her mother, who have observed what her daughter has done and flashes a happy smile. I remark, "Look, how Shu Shu has grown in the last few weeks! She has become a confident and very well-adjusted child in a social environment!". Shu Shu used to display symptoms of school phobia, refusing to attend her kindergarten classes without mum, and preferring to join the Little Bluestockings. Now, confident and competent, she engages with other kids at the playground and shares her toys with them. Shu Shu has acquired social intelligence and improved her emotional quotient to enable her to enjoy the company of children and adults.

The 12-Week 'Nurturing Minds, Morals and Manners' Programme ends with a beautiful picnic at the Green Square. The children are still keen to listen to my story even though there is so much distraction around: swings, slides, playground, cakes, and chocolates. Together we read the last story, "We're going on a Croc Hunt". It is an amazing story requiring the children to suspense disbelief and to exercise their imagination. There is a twist in story in which the hunted becomes a friend of the hunters. The children lap up every morsel of the tale.



When I announce that we are going to have a party after the reading session, guess what Hala and Shu Shu ask. They chorus, “Why are we having a party?” Then they answer, “Because we need to eat cakes!”, “We need to have balloons!”, “We want to eat chocolates!” I cannot tell you how happy I am to note that the children have learned to question and provide answers.



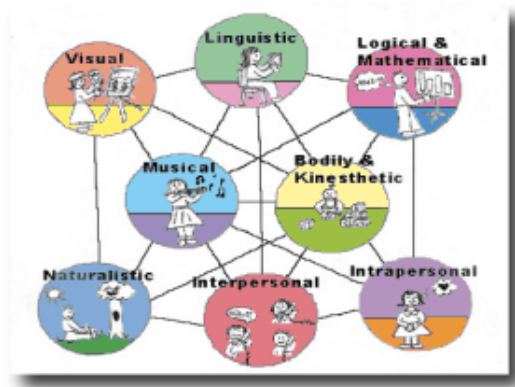
An early childhood education programme undergirded by affirmation and approbation is the surest way to fortify the minds and hearts of these precious little ones. Do not be concerned about looking for any immediate results in the children’s language competence, although I am totally amazed at the unexpected outcomes. I have often used the metaphor of the papaya and durian trees to assure parents that there are different germination and growth periods for different trees. Some grow tall and produce sweet juicy fruits in months like the papaya trees. Others take years to produce the most delicious king of the fruit, durians. So, we are in no hurry to

judge the progress of our children. Let them march to the rhythm of the beat they hear. Just make music with them and let them take up the instruments that appeal to them most, metaphorically speaking.

This 12-Month Guide provides parents and teachers an innovative approach to develop the children's innate love of learning. People hold different views on the 'nature vs nurture' debate. But I hold firmly to the view that there is evidence to suggest that nurture is the key to draw out the best in our precious little ones. I subscribe to the belief that the children's mind is indeed, a *tabula rasa*, a clean pure slate, unaffected by experiences, impressions and prejudices. We, as parents and teachers have the responsibility to tend to such cultivable minds and spirits with intuition, instinct, intelligence, passion and devotion.

I hope the following chapters will motivate you not just to engage in solo exercises in teaching your child. Rather, it will motivate you to form reading groups with neighbours and friends to nurture the minds, morals and manners of our beautiful children.

Part I: Learning from the Experts



Chapter 1: Understanding the Essentials

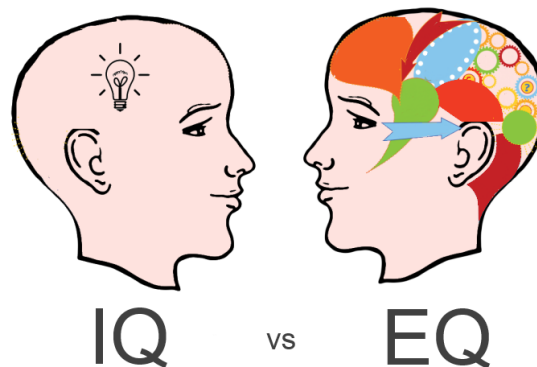
Nurturing the intelligence of children is a serious responsibility not to be taken lightly by parents and teachers. You do not have to be a professor or acquire a doctorate in education to be able to provide opportunities to develop the intelligence of your children or students.

Now, what is intelligence? We are now more than familiar with the concepts of 'IQ' and 'EQ'. The former stands for intelligence quotient and the latter, emotional quotient. The terms may sound rather pompous, but what it really boils down to is the ability to think and behave in such a way so as to enable the individual to excel and fit into society, and to enjoy all the good and beauty life has to offer. These two complementary components of intelligence help the individuals to identify, use, understand, and manage information and emotions in positive ways to solve problems and relate with people. To put it simply, the mind can feel and the heart can think.

We all do have different levels of 'IQ' and 'EQ'. That is why some do very well in school, and others can get on so well with people. We are aware of the importance of intelligence, and it is only natural for us to want to develop the potential of our children to the fullest, to provide them the best opportunities to lead a fulfilling life.

To me as an educator, what matters most is that we as parents and teachers provide as many opportunities as possible to develop the intelligence of the children and

students under our stewardship. This will go a long way to help our children grow into balanced individuals with rich inner lives to enable them to access all forms of information, arts and sciences and use them to carve out their future, the way they see fit.



What is Intelligence?

I do not wish you to cloud your mind with theoretical issues but it is necessary to understand the essentials. I recommend the inductive teaching approach, meaning we derive the principles from our teaching experience. Besides instinct, we also collect information and draw conclusions from what we observe to help us better nurture our children and students. Such an approach makes room for differences in interests, values and personality. However, in nurturing the intelligence of children, it is useful to have an idea of what this means in the theoretical sense of the word so that we can apply it in the practical sense.

There are a variety of theories to explain the nature of intelligence. A few central theorists have emerged in the last 100 years. I will highlight only the key theorists. They include:

Charles Spearman, British psychologist (1863-1945)

Spearman describes a concept he refers to as general intelligence or the *g factor* which he argues can be measured using some standardised mental aptitude tests. He observes that people who do well in one cognitive test would tend to do well in other similar tests. In the same vein, those who do badly in one aptitude test would not fare well in other such tests. He concludes that intelligence is a general cognitive ability that could be measured and numerically expressed.

Louis L Thurstone, American psychologist (1887-1955)

Thurstone improves on Spearman's *g factor* concept and identifies the seven different primary mental abilities in his research on intelligence. They include the following abilities:

- Verbal comprehension
- Reasoning
- Perceptual speed
- Numerical ability
- Word fluency
- Associative memory
- Spatial visualization

He stresses that individuals could exhibit intelligence in some areas but not necessarily in all.

Howard Gardner, American psychologist (1943-)

According to Howard Gardner (*Frames of Mind*, 1983), a psychologist and professor at Harvard University and Co-Director of Harvard Project Zero, "An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." He distinguishes the multiple intelligences as follows:

1. Verbal-linguistic intelligence: The child displays well-developed linguistic skills and sensitivity to the sounds, meanings and rhythms of words.
2. Mathematical-logical intelligence: The child is able to think conceptually and abstractly, and able to discern logical or numerical patterns.
3. Musical intelligence: The child is able to produce and appreciate rhythm, pitch and timbre.
4. Visual-spatial intelligence: The child is able to think in images and pictures, and to visualize accurately and abstractly.

5. Bodily-kinaesthetic intelligence: The child is able to control bodily movements and to handle objects skilfully.
6. Interpersonal intelligence: The child is aware of the presence of others in social contexts, and is able to respond appropriately to the moods, motivations, desires and expectations of others.
7. Intrapersonal intelligence: The child is self-aware, and is in tune with his or her inner feelings, values, beliefs and thinking processes.
8. Naturalist intelligence: The child is able to recognise and categorise plants, animals, and other objects in nature.
9. Existential intelligence: The child is sensitive and is interested in discussions on the meaning of life, how life comes about and where we go when we die.

According to Gardner, all children possess these 9 intelligences in different proportions. Each child has a different intellectual composition. These intelligences, located in different parts of the brain, can work independently or together. More importantly, education can be used to improve these 9 intelligences.

This theory presupposes that we as educators can nurture our children in these 9 areas and their ability to respond and excel will depend much on the composition of the intelligences, gifted to the individual child.

Robert Sternberg, American psychologist (1949-)

In tandem with his fellow American theorists, Sternberg views intelligence as broader than a single cognitive ability that can be tested. He suggests that intelligence comprises three different components. They are:

- Analytical intelligence: This component refers to problem-solving abilities.
- Creative intelligence: This aspect of intelligence involves the capacity to deal with new situations using past experiences and current skills.

- Practical intelligence: This element refers to the ability to adapt to a changing environment.

The definitions of intelligence vary from one theorist to the next. However, it is fair to suggest that on the whole, intelligence requires the ability to do the following:

1. Acquire knowledge: This refers to the ability to acquire, retain and use knowledge for various activities to achieve various purposes.
2. Recognise problems: This refers to the ability to identify the problems and assess the type of knowledge required to address the issue.
3. Solve problems: This refers to the ability to access and apply the knowledge necessary to solve the problems.

In order to demonstrate the ability to do the above three activities, intelligence requires the individuals to make use of mental abilities such as logic, reasoning, problem-solving and planning.

Having discussed the notion of intelligence, let us now figure out where we stand in terms of the popular debate on the role of nature and nurture in influencing intelligence.

Is Intelligence inherited or developed?

The nature versus nurture debate is one of the oldest issues in psychology. Philosophers such as Plato and Descartes suggest that certain things are inborn, or that they occur naturally regardless of environmental influences. Like-minded psychologists known as nativists take the position that all or most behaviours and characteristics are the results of inheritance.

Other well-known thinkers such as John Locke suggest that the mind begins as a *tabula rasa*, a blank slate. According to this notion, everything that we are and all of our knowledge is determined by our experience. This group of thinkers called the empiricists assume that all or most behaviours and characteristics result from learning. Rooted in empiricism, theorists such as John B Watson believe that people could be trained to do and become anything they aspire to, regardless of their genetic background.

What does this Nature Vs Nurture debate mean?

I share the viewpoints of both the nativists and the empiricists. My basic starting point is grounded in the nativist theory of Noam Chomsky, an American linguist and philosopher. He proposes the concept of a language acquisition device (or LAD). According to this theory, all children are born with an instinctive mental capacity that allows them to both learn and produce language. So my teaching practices are grounded in this conviction that all children can acquire language proficiency to varying degrees of excellence.

To balance my nativist position, I adopt John Locke's concept of a *tabula rasa*, the notion of a blank slate. This means that children learn through instruction, observation and reinforcement. The development of a child in all its facets: mental, social, psychological and physical are invariably affected by environmental factors and in particular, the influence of those most important to them in their upbringing: parents and teachers.

Studies have shown that inheriting a musical gene such as that of a perfect pitch is not good enough. Musical training during early childhood is necessary to allow this inherited ability to manifest itself. Today, most enlightened experts believe that both nature and nurture influence intelligence, behaviour and development. Our role as teachers and parents is to find the most effective ways to nurture the intelligence of the little ones under our care.

There are many ways in which we can nurture the intelligence of children. I have chosen to focus on one: collaborative learning.

How to develop Intelligence through Collaborative Learning?



Collaborative learning is an educational approach that involves groups of learners working together to solve a problem, complete a task, or create a product. It is based on the idea that learning is a naturally social act. It is a joint intellectual effort to maximise learning and foster cooperation. It is a process of shared creation and production, and shared understanding of a project.

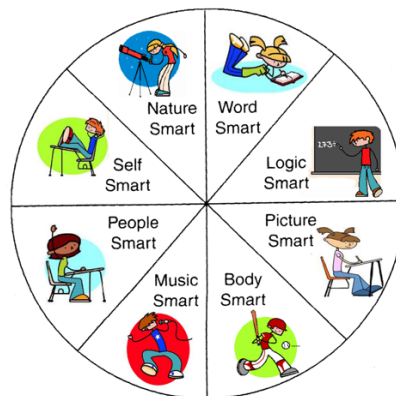
Pre-schoolers can be given a common task such as building a sandcastle, making a kite or a lantern. I would personally encourage parents, mothers or even fathers to assume the role of teachers and engage your children in collaborative learning. Instead of taking the kids shopping or going to the movies, perhaps you might want to consider taking turns to impart your specific skills and knowledge to your children on some weekends. If you were an engineer, explain to your children with illustrations, how the mobile phone works. Or if you were a keen gardener or cook, share the joy of gardening and cooking, and teach them to cook as a team. Get your friends' and neighbours' kids to join in and learn as a team. It is much more fun!

As a teacher, I have often enjoyed seeing the children accomplish a common task such as identifying and categorising the characteristics of dinosaurs, and listing all the reasons why they love reading about dinosaurs. I notice they learn how to cooperate, take turns to talk, depend on their friends for ideas, gain confidence in expressing their own views, and then assume group accountability when they present the completed task to me. They look at each other and wait for my comments. It reduces personal anxiety as they can shoulder the criticisms better as a group.

Specifically, I would like to highlight the following benefits of collaborative learning:

1. Collaborative learning teaches kids to work well with others, providing them opportunities to notice differences, and for the teachers to assist in helping them work out their differences to reduce inevitable conflicts arising from different personalities.
2. Collaborative learning is a celebration of diversity. The children learn from others, understand that there are different ways of telling a story or expressing opinions. It is an excellent learning environment, where children develop a more balanced and rounded perspective.
3. Collaborative learning promotes interpersonal development. It teaches children to relate and communicate, and develop relationships with their peers and adults. They learn to work together, develop social skills and intelligence through the interactions in group learning.

How to apply the multiple intelligences theory in collaborative learning?



1. Give the children in the learning group opportunities to identify and develop their intelligence profile based on their needs, interests and talents.
2. Help the children see their respective strengths in relation to others and learn the importance of collaborative work.
3. Motivate the children to explore and to become specialists in their area of interests and talents as this leads to increased self-esteem.
4. Explain to the children that the different intelligences are equally important and valued in society as it frees them from having to follow a traditional path to achieve success in life as dictated by their upbringing.
5. Assure the children that they are equally intelligent as the others in class.
6. Help the children to manage their learning better to enable them to hone their individual strengths.
7. Help the children to become balanced individuals and to find a place for themselves in society.

Collaborative learning and the development of multiple intelligences can enhance your children's wellbeing. However, there is a critical language that has to be spoken in engaging your children. The most powerful language that

children respond to best of all is the language of affirmation and approbation. Children are 'knowing' beings, and they feel motivated to participate in a group as soon as they are assured that they are loved and valued for who they are and what they bring to the group.

In the Nurturing Intelligence Programme, we construct the reading sessions and teaching workshops based on the following principles of collaborative learning:

- Learning takes place within a social context
- Learning occurs in observing and participating
- Learning takes place in and out of the classroom

In my experience with the Little Bluestockings in Sydney, the migrant children who could barely answer a simple question, "What is your favourite fruit?" learnt very quickly when other students started talking about apples, oranges, strawberries and raspberries as their favourite fruits. We emphasize that learning takes place in a social context with sustained relationships among students, as well as between students and teachers. Pre-schoolers, who work on projects with others and take an active part in learning activities, tend to be better prepared for the demands of formal learning in school.

Peer learning takes place and enables children to learn from one another through interactions in class and even out of class. One of the most important educationists, John Dewey (*Democracy and Education*, 1913) suggests that knowledge is created primarily through experience rather than rote learning or passed down from teachers. The Soviet psychologist, Lev Vygotsky (*Thought and Language*, 1962) provides evidence to suggest that students learn better through collaboration and meaningful problem solving activities than through solo exercises.

Schools exert a tremendous influence on the children's development. Teachers and classmates play a major role in helping the children develop their intelligence and personality. The shared activities in reading, listening, speaking, thinking and writing will leave an indelible mark on their development, fortifying them with knowledge and affirmation, thus enhancing their 'IQ' and 'EQ'.

Developing a Culture of Learning



Besides collaborative learning, the single most important factor that influences the nurturing of intelligence of children is a culture of learning. What do we mean when we say develop a culture of learning in the family? We mean that parents consciously develop a set of values, routines, habits and traditions that encourage our children to increase knowledge, competence and performance in an environment of affirmation and dedication. In our daily interactions with the children, we foster curiosity, encourage collaborative learning and self-exploration.

The culture of learning does not happen randomly or overnight. It requires conscious and deliberate planning on the part of the teachers and parents. Generally, when we assume the role of teachers either in the classroom or at home, we convey enthusiasm for what we share with the children. We let them know that we are learning together and that increasing knowledge is important, fun and interesting. We encourage every one of the children to progress at their own pace. We assure them that nothing is too difficult as long as they are willing to learn. We assure them that we are there to help them in every way possible to make learning as easy as breathing. We tell them to take pride in all that they have learned and that they too can share their knowledge with their friends.

In developing an effective culture of learning, we as parents must take the lead. We cannot simply lock the kids up in their room with books, whilst we sit on the couch and watch TV. We have to read with the children. It is a shared experience. We can do the following to develop a culture of learning:

1. Lead by example

In your daily interactions with the children, show them that learning is an integral part of living. In fact, there can be no living without learning. Share with your children what you have learned and experienced from books, personal reflections, social media and social interactions.

2. Interact with them

Get to know your children and find out about their reading habits. Ask them to share their favourite stories. Take them on visits to the library, gallery, museums or even concerts. Then supplement such visits with books borrowed from the library and informal chats at home. Organise sharing sessions where children can talk about what they have learned each week from their daily routines and social activities. Ask the children to record the type of learning they enjoy most and to account for their particular interests. It will be amazing to see how and what the children learn each week.

3. Treat the children as individuals

Spend time with each child and let them share with you what they have learned. You can also teach different children different things based on their interests. Your daughter may be interested in animals, so read them books on animals. Your son may be interested in aeroplanes, so discuss aviation and read books about dare devil pilots and how fighter planes were critical in winning World War II.

4. Encourage sibling coaching

Ask the children for suggestions on how they can help each other to learn better. For example, the older sibling, who is a better reader, may read to the younger ones at bedtime. They can help their younger siblings to pronounce difficult words and even explain the meanings of difficult words. Let them feel the joy and pride of teaching their siblings. Another sibling, who is more proficient at mathematics, could offer to explain how to solve puzzling mathematical problems. Praise the children for their contributions and encourage them to continue to excel at their favourite subjects.

5. Provide opportunities for discussions

Don't treat them as if they were ignoramus. Ask them for their views and opinions on problems faced in the country and the world. For example, ask them how refugees should be treated. Ask them what they think would be the most important concerns they would face when they grow up. If they say they don't know, suggest that they check with Google. They do not have to give well-considered answers. We are merely stimulating their minds and encouraging them to develop views and gain knowledge so that it comes naturally to them to want to access information for the sake of being well informed.

6. Make learning relevant to the children

Take the children to the library and give them a free hand in choosing books that excite them. Don't insist that they have to read a certain genre of books or avoid reading comics because children should be amused and entertained by books as well. If you insist on reading only heavy-going or exam-oriented books, reading will become a burden to them and they will find all sorts of excuses to play on the computer.

7. Fill the house with books

This does not mean that you have to buy them a book every week. What it means is that you have to take them to libraries and borrow the maximum number of books each week. It does not matter that they do not finish reading all the books that they have borrowed each week. What is important is that they are exposed to a variety of books. You can pique their interest and ask them to share one favourite book of theirs with you every week. Let them tell you what the book is all about. Show interest. Get involved. Read with them.

8. Keep a Journal

Start writing diaries with your children. Encourage them to write about anything that takes their fancies. It could be just jotting down one sentence or a paragraph about a personal event or a special celebration. Encourage writing on a daily or weekly basis. The more your children write, the more they will find writing enjoyable. Write with your child on the same experience that you have both shared. Then highlight the differences and see if the children can learn from you, or you can learn from them. Make writing a

diary or a journal a family experience. Such experiences are bound to enhance the intelligence of your children and foster loving relationships.

9. Treat reading as a valuable family tradition

Instead of spending money on clothes or chocolates, buy them beautifully illustrated books when they are young. Make it a tradition that everyone in the family buys books for one another as a birthday or Christmas present. Tell them that books are lifetime companions and lasting reminders of the love that you have for one another. For birthdays and Christmases, let the children take the initiative to pick the books for siblings and friends. Explain to them that besides dogs, books make the best companions. They can thrill us, excite us, amuse us and teach us many things that we do not know.

Part II: Applying the Principles

Chapter 2: Inspiring the Children



The fundamental foundation for nurturing the intelligence of our pre-schoolers is the ability to connect with them. We must be able to motivate them, inspire them and excite them to want to learn. There are various simple ways to do that:

1. Arouse interest

Start the reading session with an activity that arouses the interest of the children. I have used games and quizzes and the most successful is the “Guessing Game”. Put an object into a paper bag. Ask the children to close their eyes as they feel the object in the bag. They are to answer three questions: What is the object? What is the colour? What is the texture? Use simple everyday objects such as paper clips, stapler, ruler, eraser, or toys, or even fruits. They would love guessing what the object is. Make it even more challenging by asking them to explain why they have given their specific answers. There will be children who are dumbstruck and cannot utter a word. Don’t worry, let the rest do the talking and then go back to those who could not answer. They will pick up the answers of their friends. You will be amazed to observe the power of peer learning at work.

2. Address the children by name

Everyone, young and old, feels more connected when we are addressed by our names in a social situation. As teachers, we may have to interact with

twenty or more children in a class. But we have to know all their names by heart. Ask them to write their names on a piece of paper and place it in front of them if you forget. You can get more participation when you call them by their names. Make them feel that you are interested in them and what they have to say in class.

3. Encourage everyone to participate

There will be a few bright sparks in class who would want to answer all the questions. Make sure you give everyone a chance to answer. Smile at them. Nod at them and suggest that they give an answer. Give them clues. Help them. Ensure that you have commended every child for his or her participation.

4. Make use of Visual Content

Visual content reinforces learning. It delights, inspires and encourages children to respond and stay engaged. Use colourful storybooks to tell a story. Or you can download inspirational posters from templates on the free websites. It helps students to retain and retrieve information better. It complements the written word. When children look at colourful pictures, the visual memory prompts are powerful. They increase the learners' ability to absorb knowledge as well as stimulate thinking on the images retained in their minds.

5. Get them to read aloud

Reading aloud is the magic bullet for developing a lifelong reader. Children who read and are read to have the largest vocabularies and therefore they have the best opportunities to succeed in schools. Reading aloud enables the children to read and hear the words, both familiar and new. Especially important is the fact that the language in books is rich, and written in grammatically correct sentences. They learn the grammar embedded in the books. Reading aloud also increases the children's attention span. In my experience, reading to the children is part of the formula. They can get distracted or bored, so active participation is the key strategy. If they are unable to read, just ask them to read after you, even if they cannot recognise

all the words. If they can read, interject, to express your interest and approval. Approbation energises the children. It makes them want to experience those moments of approval over and over again.

6. Use Repetition and Reinforcement

Repetition is one of the most intuitive principles of learning as commented by Aristotle that “frequent repetition produces a natural tendency”. In developing literacy skills, frequent repetition of the words or ideas help bring them to the conscious level so that the children become familiar with the words and ideas and learn how to use them. It is also considered the mother of all learning, essential to the physical development of a child’s brain.

7. Encourage Peer Learning

Peer learning is an effective educational practice, in which the less able students learn from the more able students through class interactions. In my teaching experience, I have witnessed children assuming different roles naturally. There is no competition and no assigned roles. The more able ones provide answers to the questions raised and the less able ones are just as happy to repeat the answers provided by their peers. The former takes the lead in reading aloud and explaining meanings of words, and the latter learns pronunciation and expands their vocabularies. It is indeed a synergistic experience.

8. Teach them how to answer and ask the “5ws” and “how”

It is important that the children learn how to ask and answer questions the following types of questions focused on:

Time: When do we go on holidays?

Place: Where do you go for your holidays?

Reason: Why do you go for holidays?

Definition: What is holidaying all about?

Person: Who goes on holidays?

Mode: How do people spend their holidays?

These are questions that are necessary to develop the thinking skills of children. It is only when they know how to ask and answer questions on time, place, reason, definition, person and mode that they can begin to acquire and access knowledge to develop their intelligence.

9. Focus on Pre-Reading, While-Reading and Post-Reading Questions

A well-planned reading session should focus on three related sets of questions: pre-reading, while-reading and post-reading.

In the pre-reading stage, provide opportunities for children to learn to make predictions based on prior knowledge or contextual clues found in the title and illustrations. Explain to the children that making predictions is trying to think like a detective. It trains their mind to pay attention to general clues to help them size up the type of book they are reading. Teach them how to activate their prior knowledge in order to understand the deeper meaning of a story. Interpreting the title and illustrations stimulates the children's interest and also trains them to assess if they could actually make use of contextual clues. Useful pre-reading questions focus on definitions, characteristics, examples and experience on the subject matter of the story. It makes the students more attentive to the details that are to be presented.

In the while-reading stage, focus on the 5 'ws' and the 'how' questions. Ask them to predict: What do you think will happen next? Ask them to infer: Why do you think the animals look terrified? Ask them to identify: Who do you think stole the money? Ask them to deduce: Where do you think the children are going? Ask them to decipher: What time was it when the dog barked? Ask them to explain: How do you think the snake was able to slither away from the tiger? By asking them these while-reading questions, we are helping them to piece the story together in their own words. It sustains their interest and prevents their mind from wandering. It keeps them focused as we expect them to glean the facts from the story. It deepens their understanding of the story read to them and stimulates their imagination.

In the post-reading stage, pose more thinking questions to encourage children to think about and respond to the stories that they have just heard or read.

Useful post-reading questions include: Why do you think the title of the book is suitable or unsuitable? Why do you like or dislike the twists and turns in

the story? What do you think of the happy ending? What do you think the author is trying to tell the readers? Why would you recommend this book to your friend? Such questions help the children to analyse information they have received and give them practice to provide logical answers in support of their opinions.

10. Practise Listening Comprehension

Listening comprehension is more than just hearing what has been spoken or read. Rather, it requires the children to be able to make sense of what has been read. They need to understand the meaning of the story, remember it and to discuss it afterwards. In some cases, they also need to retell the story in their own words. To communicate well, the children need to learn how to listen. To grasp a story fully, the children need to pay attention to the tone of voice, pauses between words, where the emphasis is placed in a sentence, and the rhythm and pattern of speech. Learning to listen attentively and understanding the subtleties of the texts is a must to all those who desire to express their thoughts and feelings in their writing.

The earlier the children hone their ability to listen to spoken texts to answer factual and inferential questions, the better. In schools, children are tested on their ability to answer a number of questions based on the recordings they have heard. It is a rigorous text and can be a daunting experience. The children have no written text to refer to. They have to rely on their memory for the facts. They need a good vocabulary to understand the meanings of some uncommon words deliberately included in the audio texts.

So how can the children improve their listening comprehension skills? There is no other way except to expose the children to developing such a skill early in life. So reading aloud, although vital, is inadequate. The children must be given ample opportunities at every reading session to answer questions. Throughout this Guide, I have developed both factual and inferential questions to illustrate how we can train the children to pay attention to the texts, understand the theme and the key issues discussed.

11. Explain the New Words and Figurative language used

The nurturing of intelligence requires the children to have an expansive vocabulary. To write well, children need to learn how to use the appropriate action words (verbs) and describing words (adjectives). So in your reading sessions, write down all the verbs and adjectives on the flash cards. Read them out, explain the meaning and then ask the children to spell the words. This reinforces the learning of new words.

The more words that the children know, the easier it is for them to grasp the meaning of the stories, both literal and metaphorical. English is not always communicated simply and directly. In fact, the English enjoy the use of figurative language (uses words or expressions with a meaning that is different from the literal language). For example, when you say that you are so hungry that you can eat a horse, it does not mean that you are going to eat a horse. It is simply a figurative expression to say that you are so hungry that you can even eat a horse.

Deepening the children's understanding of figurative language will not only help them better understand the stories read to them, but also train them to use figurative language in their own writing. The use of figurative language will enable them to express themselves more creatively. It will certainly add to the depth of the stories.

12. Identify the structure of the story

By leading the children to analyse what the writer does as the story begins, unfolds and ends, we are teaching them the essential creative writing skills. In reading to and with your children, you can discuss the contents of the stories read and analyse what it is that makes the story exciting. In doing so, you are helping your child uncover the secrets to good writing. You are dissecting the writing to learn from the writer. This is an excellent and interesting way to learn new skills. Keep a book on analysing good writing and ask your child to keep a record of all the books you have read together and to jot down the reasons why the books are appealing.

13. Figure out the theme and purpose of the story

There is a theme and a purpose to every story. It is important that the children be given plenty of opportunities to figure out what the story is all about. I have spelt out the theme and purpose of every reading session in this Guide. Highlight them to the children so they understand that when they write stories, every one must bear a theme and a purpose. The theme expresses the subject matter of the story and the purpose signals what the writer hopes the readers will take away with them after reading the story. However, you would be surprised to learn that the children could read even deeper into the story and tell you the wonderful unexpected things they have learnt from the stories you have read to them.

14. Compose Stories

Compose stories to stimulate the children's imagination. In every session, I have included ideas to help you motivate the children to exercise their imagination based on the story you have just shared with them. The more you practise composing stories with the children, the easier it would be for them to compose the stories themselves. You do not have to expect them to write. Just encourage them to talk about ideas first. You may wish to refer to the Best Creative Writing series of books (www.planetastar.com) to provide your children with loads of interesting ideas to experiment writing with.

15. Make Sentences

Making sentences with the new adjectives and verbs used in each story is building the foundation for writing beautiful stories. Verbs and adjectives are the writer's indispensable tools in crafting good stories. The children need a fairly extensive vocabulary in order to animate the characters they talk about and amuse and impress the teachers in school.

16. Highlight Basic Grammar Rules Embedded in Texts

Abandon the traditional grammar teaching lessons where teachers explain topics such as 'subject-verb agreement'. This is an ineffective way of teaching students how to write grammatically correct sentences. Dive straight into the immersion mode and let students read and discover that "I" is naturally followed by "am", "have", "do", "eat" and "drink". "She" and "he" is naturally followed by "is", "has", "does", "eats" and "drinks". "We" and "They" are naturally followed by "are", "have", "do", "eat" and "drink".

It is also advisable to start familiarising the children with the use of tenses. Just focus on the basic simple present and past tense as you read. Highlight that you are reading a story that had happened in the past and that the author has used the past tense.

I have authored a series of Best English Exam Guides to help children write grammatically correct and creative stories. You can find them on my website: www.planetastar.com

17. Personalise the stories read

In order to excite interest and evoke response, it is useful to relate the stories read to the personal experiences of the children. For example, you may be reading a story about "Mice". Before you even begin the story, ask the following questions to get the children interested in reading about them.

- *Do you know what a mouse look like?
- *Have you seen a mouse before?
- *What is the mouse known for?
- *What is the favourite food of a mouse?
- *Would you like to have a mouse as a pet?
- *Do you think it is a good idea to keep a mouse as a pet?

By asking the children all these personal pre-reading questions, you are arousing their interest and keeping them engaged.

18. Develop self-confidence

Introduce the 'Show and Tell' segment at every reading session. It is indeed a very significant part of the children's development. Specifically, it boosts confidence, allows them to organise information and promotes social intelligence as they share their opinions and interests. As it is not a structured session, children are encouraged to think and act outside the box. It is a wonderful experience for the children to invite their reading mates, teachers and parents to enter their little intimate world for a minute or two. You must remember to tell the children what the next 'Show and Tell' is all about so that they can bring the appropriate objects the following week.

Chapter 3: Achieving Learning Outcomes



This is a Teaching Guide. It is simple, systematic and yet sophisticated at the same time. This is because whilst the text appears simple, the questions are designed to teach thinking skills. I have applied the same pedagogical principles I use in teaching university undergraduates to teaching the pre-schoolers. In using this Guide, you will learn how to train the minds of your children, honing them to be able to read a text critically and not mindlessly. You have taken on the role of a mentor and you are preparing your beautiful children to face the world with competence and confidence.

This Guide is meant to be read and re-read and to be referred to before, whilst and even after you have read to the children. Please do not use this Guide as if it was the only authoritative way to teach. It is only one of the most effective and enjoyable ways to learn with your children. Give yourself flexibility and introduce your personal creativity wherever you see fit. I would also love to hear from you should you discover some more creative ways to teach.

There is a clear logic to the way I have organised the reading sessions. I have applied all the key principles I discussed in Part One in all the reading sessions. As you continue to follow the logic of the questions, you will find that we are not interested in merely helping the children to develop their thinking and writing skills. Rather, we are also using the stories to teach rules of social engagement. So in effect we are not just nurturing their IQ, but also their EQ, the social intelligence to engage with other children.

In the following section, you will learn how to use this Guide and understand the objectives of the reading session assigned for each month

How to use this Guide?

I have chosen 12 interesting books, which I have used successfully with the Little Bluestockings in Sydney, to enable you to nurture your pre-schoolers' intelligence. All these books can be bought online from bookdepository.com and booktopia.com.au.

Feel free to use what you think suits the ability of your children as you go along. You can follow the chapter sequence or jump about based on the interest of your children. If you feel that the children are not ready to engage in answering the more difficult questions or giving their opinions, you can simply skip them and go back to them later. I have made an artificial gradation in ordering the skills in the following ways: listening, reading, speaking, thinking and writing. In reality, the children develop all five skills simultaneously in every reading session.

We cannot have a reading session if the children have not learnt the discipline to sit by quietly and listen when the teacher reads. This is the first foundational stage, training them how to listen. To engage the children, create opportunities for them to participate during the reading session. Then when you think they are ready to read, create flash cards to teach reading and the spelling of the words. This is the second stage. When they are ready to chat about the book and answer questions, you have come to the advanced part of the reading stage. You will notice that I have given you a list of very useful pre-reading, while-reading and post-reading questions for the 12 reading sessions. These exercises are very thought-provoking and are essential not only in helping your children increase their understanding of the story, but more importantly, hone their critical thinking skills.

I have chosen 12 meaningful themes and embedded thinking questions in every reading session. The listening comprehension practices are essential and the sessions are not to be rushed through. You do not have to progress from month to month in a sequential order. You may get the children involved by giving them a choice. Children become attached to the stories that are read to them. You will find that these 12 books will become your children's familiar favourites and they will want to own them all.

Let me explain how to use the different modules in the Guide.

Module 1 & 2:

Generally, there is a progression from the simpler to the more complex stories. Do progress according to the ability of the children in the group. If you find Module 2: Developing Thinking and Writing Skills too advanced, you can always come back to them later. For each book, just work on Module 1: Developing Listening, Reading and Speaking Skills. Once you have finished Module 1 of the 12 books, come back to Module 2. By then the children would probably have learnt enough to tackle the more challenging questions.

In approaching Module 2, you may want just to encourage the children to talk and not get them to start writing yet. Or you may be astounded by the enthusiasm of the children that they do not just want to learn how to make sentences. They may want to start writing stories right away. Whet their appetite, stimulate their interest and nourish their minds and hearts in the best way possible.

Module 3:

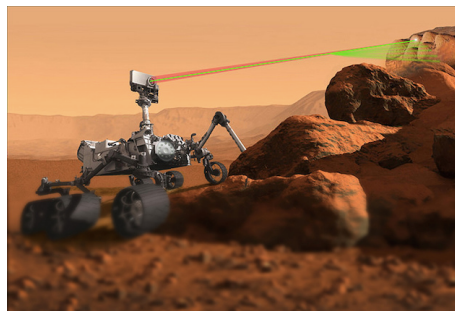
Developing Self-Confidence is an essential segment of the programme. Children like to take centre stage, even the very shy ones. They like showing the teacher and their classmates the toy, book or any object they have brought to class. They like to describe their toys and receive the acknowledgement of the teachers and their peers that theirs are indeed interesting objects. This session provides opportunities for the children to develop self-confidence and social intelligence. They learn to take turns to introduce their toys, take centre stage and show interest in the objects brought by their friends. Make it as light and easy as possible. Give praise for all that they bring to share with their reading mates and particularly the teacher. You will be astounded by the creativity and spontaneity of the children.

What will your children learn?

I have selected the meaningful themes of curiosity, sisterly love, healthy routines, friendship, kindness, hoax, challenges, wonderment, obstacles, exploration, safety and time keeping in the 12 books that I have used in this programme. I trust you and your children will gain much and have enormous fun reading and learning together.

The objectives of every reading session are clearly spelled out. However, you will be amazed that the children will learn in ways that exceed your highest expectations. They will rise to the occasion and astonish you with their creativity and intelligence.

Theme 1: Nurturing Curiosity

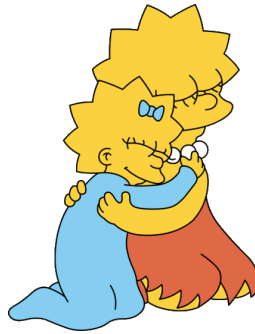


Knowledge is the foundation upon which we can nurture the intelligence of the children. They should be encouraged to learn about the world around them. Nature is by far, one of the most interesting ways to start getting to know the world, and insects are among the most fascinating creatures to study. *Mad about Mini-Beasts* is an excellent introduction to the amazing insects that we find in our gardens and parks.

Skill No. 1: Increasing Knowledge

- To increase knowledge on common insects
- To learn to express likes and dislikes
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 2: Instilling Sisterly Love



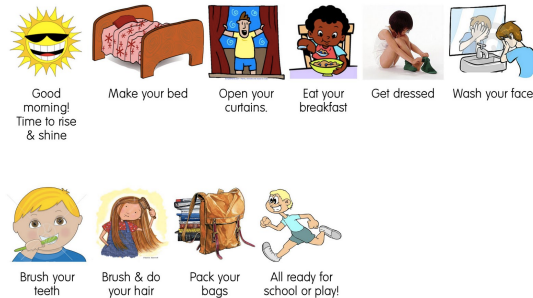
The story of a narrow escape narrated in *Monkey Fund a Baby* is appealing to children. This story requires the children to stretch their imagination to believe the uncommon scene of a cheeky baby monkey teasing a scary lion. It also illustrates the love of an older sister to rescue her baby brother from harm. In addition to teaching moral values, this story provides opportunities for teaching children to suspense disbelief and enjoy the story for what it is

Skill No. 2: Stretching the Imagination

- To illustrate what it means to stretch the imagination when we read
- To learn to answer the 5ws: Why, when, where, who and what
- To learn to give reasons for opinions and to listen for facts
- To figure out the theme and purpose of the story
- To answer open-ended comprehension questions
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 3: Developing Healthy Routines

Morning Routine



Children who develop healthy routines are bound to adapt better to the demands of everyday living. *Goodnight Mice!* is a story of four baby mice taking a bath, brushing teeth, getting on well with one another and reading bedtime stories. It promises hours of delight to both parents and children.

Skill No. 3: Practising Interpretation Skills

- To encourage children to develop healthy routines
- To illustrate how parents care for the children
- To highlight a warm relationship with grandfather
- To demonstrate and emphasise the joy of reading
- To practise interpretation skills based on contextual clues
- To figure out the theme and purpose of the story
- To practise prediction skills
- To stimulate the imagination through composing stories
- To learn grammar through making sentences

Theme 4: Treasuring Friendship



Learning to make friends is a key component of developing the EQ of children. It matters little to them if they top the class but have no friends. The story of *The Tiger who was Angry* aims to impress upon the children the importance of being friendly rather than competitive in a community event.

Skill No. 4: Distinguishing Right from Wrong

- To teach the children how to make friends
- To explain that different people have different attitudes and strengths
- To emphasize that making friends brings happiness and fun
- To stress that being friendly is important in community events
- To learn to make moral judgment
- To practise listening comprehension skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 5: Showing Kindness



As the children grow, we want them to appreciate and adapt to the environment in which they live. *Bear's Day Out* illustrates the fears of and the ridicule suffered by the bear as he enters the unfamiliar world of the city. It ends with a positive affirmation of the importance of kindness in welcoming a stranger and making him feel happy in an unfamiliar place.

Skill No. 5: Learning Listening Skills

- To illustrate the experience of exploring the world
- To highlight the sights and sounds of the city
- To understand the fear of being laughed at
- To share the joy of being accepted as friends
- To practise interpretation skills using contextual clues
- To practise listening skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 6: Playing a Hoax



Children enjoy playing a hoax on others just to have a laugh. This story demonstrates the consequences of fooling friends. *Watch out Little Wombat* tells a tale of the wombat making a mud monster to trick his friends into believing the myth of the aboriginal monster called the 'bunyip'.

Skill No. 6: Practising Prediction Skills

- To discuss the consequence of trying to fool others
- To illustrate the unpredictability of the unknown
- To highlight a lucky escape
- To practise interpretation skills using contextual clues
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 7: Taking on Challenges



As the children grow, they will be expected to take on new challenges that they are fearful of. The tale of *Lucy Goosey* assures children that their parents will be there to see them through all difficulties that come their way. There is also an emphasis on reciprocity, where children return the love that they receive from their parents.

Skill No. 7: Figuring Out Contextual Clues

- To illustrate the natural fears of taking on a new unfamiliar task
- To give assurance of a mother's total devotion in times of difficulties
- To practise interpretation skills based on contextual clues
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Theme 8: Delighting with Wonderment



The beauty of being a child is to be imbued with a sense of wonderment. The world of fantasy gives relief to the pressure of having to do the mundane and practical things all the time. *Where's the Dragon* is a wonderful tale of the friendship between George and his grandfather in uncovering the legend of a dragon. It shows the subtle understanding and maturity that a child has to overlook the blind spot of his grandfather.

Skill No. 8: Suspending Disbelief

- To highlight a happy relationship with grandfather
- To introduce the beauty of a village scene
- To illustrate the brilliance of a craftsman
- To share the excitement of uncovering a legend
- To practise interpretation skills based on contextual clues
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Theme 9: Overcoming Obstacles



Assuring children of their ability to overcome obstacles builds resilience. It is the foundation upon which they develop the social and emotional intelligence to relate to others. This story, *We're Going on a Croc Hunt* illustrates the importance of leadership and team spirit in hunting down a crocodile. The unexpected ending stimulates the imagination.

Skill No. 9: Introducing Unexpected Endings

- To illustrate that overcoming obstacles requires a positive attitude
- To show that it is acceptable to be held back by fears
- To share the suspense of a narrow escape
- To sharpen interpretation skills based on contextual clues
- To experience the unexpected twist in a story and suspense disbelief
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Theme 10: Exploring the World



Fulfilling one's dream through exploring the world is one of life's greatest joys. It requires one to take initiative and to seize opportunities when they arise. This heart-warming story of *The Snail and the Whale* takes the children on an exhilarating journey to explore the deepest seas and the widest world through the adventures shared by them.

Skill No. 10: Infusing Excitement

- To share the excitement of fulfilling the dream of seeing the world
- To appreciate the friendship between the snail and the whale
- To thrill in the kindness of the people in helping the beached whale
- To practise interpretation skills using contextual clues
- To practise listening comprehension
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Theme 11: Ensuring Safety



Most children have no concept of danger and the importance of safety. Their instinct is to get as much fun and laughter out of their daily encounters. *How Do Dinosaurs Stay Safe* brings the message home in an amusing and friendly way. In this reading session, the children get to assume authority over the dinosaur and tell him what dangerous behaviour to avoid.

Skills No. 11: Using Personification

- To introduce the importance of safety using the technique of personification
- To emphasise what is acceptable and unacceptable behaviour
- To reinforce safety by learning to compose safety rules
- To learn to give reasons for the suggested rules
- To learn grammar and expand vocabulary by making sentences

Theme 12: Keeping Good Time



The earlier the children are exposed to the notion of numbers and time, the better. The basics of arithmetic and time are cleverly delivered through the lively exchanges between Charlie and his sister Lola in *One Thing*. Desirable qualities of obedience and time-keeping are subtly woven throughout the story. Children will find this account enlightening and engaging.

Skill No. 12: Honing Practical Skills of Arithmetic

- To introduce the concept of arithmetic: addition, division, subtraction, multiplication and the notion of time
- To emphasise the importance of good time management, obedience, consideration, patience, generosity and firmness
- To highlight the disdain for bad habits: poor time keeping, distraction, inability to keep to agreement, wastefulness
- To apply the notion of numbers and time by composing stories

Part III: Bonding with the Children

Chapter 4: Increasing Knowledge

Theme: Curiosity

Knowledge is the foundation upon which we can nurture the intelligence of the children. They should be encouraged to learn about the world around them. Nature is by far, one of the most interesting ways to start getting to know the world, and insects are among the most fascinating creatures to study. Take your children to the insectarium, the parks and gardens. Let them see and feel as many insects as possible. The first book I have chosen is *Mad About Minibeasts*.



Objectives

The objectives of the first month are as follows:

- To increase knowledge on common insects
- To learn to express likes and dislikes
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions:

- **Show** cover of the book
- **Read and explain** what it means.
Mad about Minibeasts
- **Explain**: mad about: like very much; mini: small; beasts: insects
- **Ask**: Identify the insects on the cover page
- **Show** flash cards: Dragonfly, ladybird, centipede, caterpillar, beetle, ants
- **Ask**: Do you like the insects and explain the reasons for likes and dislikes.
They may need a bit of prompting. Suggest if it is the colours, shapes, sizes, feelers, eyes, wings or legs that they like. Suggest if they like them because they are useful or beautiful or simply ugly and strange-looking. Loosen them up. Get them to participate and become engaged in the story.
- **Ask**: What do you think you are going to learn from this book?

While-Reading Questions

- **Read** next page
 - **Describe** characteristics of a snail
 - **Show** flash cards: snail, slithering, slow
 - **Explain** the meaning of the words
 - **Ask**: Would you describe yourself as slithering and slow
You may hear giggles as children think it is funny to be considered slithering.
 - **Ask**: Is there any other creature which could be described as slithering and slow? Suggest turtles, tortoises, snakes
 - **Ask**: What does a snail carry on its back?
 - **Ask**: Why does a snail carry its house on its back?
 - **Ask**: Do you carry your house on your back?
 - **Ask**: Why not? You will get interesting responses and chuckling from the children.
 - **Show** flash card: carry
-
- **Read** next page
 - **Describe** the characteristics of a slug
 - **Show** flash cards: sticky, slimy, no bones
 - **Explain** the meaning of the words

- **Ask:** Would you describe yourself as sticky and slimy?
 - **Ask:** Do you have bones in your body?
 - **Ask** them to point to their backbones, arms and legs, hands and feet – the whole set of bones holding us together is called the skeleton
 - **Ask:** Do you hang out under flowerpots?
 - **Ask:** Where do you hang out? Shopping centres, playgrounds
 - **Ask:** Do you shelter under stones? Bus stops
-
- **Read** next page
 - **Describe** the worm
 - **Show** flash cards: wiggly and wriggly
 - **Ask:** Do you find mud marvellous, yummy and scrummy?
 - **Show** flash cards and **explain:** marvellous, yummy, scrummy
 - **Ask:** What do you find marvellous, yummy and scrummy?
-
- **Read** next page
 - **Describe** a spider
 - **Show** flash cards: black, eight-legged
 - **Ask:** Why does a spider weave web? To catch insects for food
 - **Ask:** Is the spider clever? Yes, it is very clever as insects get stuck in its sticky web
 - **Ask:** How is the web described? Beautiful
 - **Ask:** Why is it considered beautiful? In the morning when it is covered with dew, it glitters brightly
 - **Show** flash cards: web, dew, beautiful, glitters
 - **Ask:** How do you get your food? My parents feed me.
-
- **Read** next page
 - **Describe** the fly
 - **Show** flash cards: big, orange, black, fuzzy
 - **Ask:** Do you like flies? Why not? They are dirty and when they lay eggs on your food, maggots appear.
-
- **Read** next page
 - **Describe** a beetle
 - **Show** flash cards: feelers, scuttle

- **Ask:** Have you seen a beetle before? Are they always green? No, they can be black too.
 - **Ask:** How does a beetle see? The two feelers on its head wiggle and help it to see.
 - **Ask:** How do you see? Naked eyes or spectacles
-
- **Read** next page
 - **Describe** an earwig
 - **Show** flash cards: tasty plants, rotten trees
 - **Explain** meanings of words
 - **Ask:** What is the weirdest thing about an earwig? It has pincers on its bottom.
 - **Explain** weirdest: oddest
 - **Ask:** Why does an earwig have a pair of pincers? Capture prey, protection and self defence
-
- **Read** next page
 - **Describe** a stick insect
 - **Ask:** What brilliant trick does it have? It clings to leaves and branches and pretend to be a stick
 - **Show** flash cards: brilliant, trick, leaves, branches
 - **Ask:** Why does it pretend to look like a stick? For camouflage, to protect itself against predator
-
- **Read** next page
 - **Describe** an ant: Works as an army
 - **Show** flash card: army
 - **Ask:** Why are they compared to an army? They do things together, co-operate
 - **Ask:** What can we learn from the ants: work together as a team
-
- **Read** next page
 - **Ask:** What are the three things that the caterpillar does before it turns into a butterfly: Munches on the leaves, spin its cocoon and go to sleep
 - **Show** flash cards: munches, spins, sleeps
 - **Ask:** Can you do these three things? Yes. You munch your food, spin a top and sleep in your bed
 - **Ask:** Why do you think the caterpillar does these three things? It wants to turn into a beautiful butterfly.

- **Read** next page
 - **Ask:** How many spots does a ladybird have?
 - **Show** flash card: six spots
 - **Ask:** How many pairs of legs does a ladybird have?
 - **Show** flash card: three pairs
 - **Ask:** What are the two main colours you find on a ladybird?
 - **Show** flash card: red, black
 - **Ask:** How many pairs of legs do you have? One pair
-
- **Read** next page
 - **Ask:** Why is the centipede considered friendly? It has at least 30 hands so that it can shake hands with 30 people all at once
 - **Show** flash card: thirty hands
 - **Ask:** How many hands do you have? Two
 - **Ask:** Why do we shake hands with others? This is a form of greeting when we meet friends
 - **Ask:** What else can you do with your hands: write, pinch, peel, push, pull, clap, snap, punch, drag,
-
- **Read** next page
 - **Ask:** Why is a bee considered brilliant? It can make honey
 - **Show** flash cards: brilliant, honey
 - **Ask:** Would you like to be a bee? Why?
 - **Ask:** Do you like bees? Why?
-
- **Read** next page
 - **Ask:** How would you describe the wings of a dragonfly? They are like shimmering rainbows.
 - **Show** flash cards: shimmering rainbows
 - **Ask:** What is the colour of the body of the dragonfly? Dazzling Green
 - **Show** flash cards: dazzling green
 - **Ask:** Why does the dragonfly consider itself the Queen of all the animals in the pond it lives in? It thinks it is the most beautiful as it has wings that shimmer like the rainbows and a body that is dazzling green
 - **Show** flash cards: queen, beautiful

- **Read** next page
- **Ask:** What do the grasshoppers enjoy doing?
- **Show** flash cards: enjoy jumping
- **Ask:** What makes it possible for them to jump about?
- **Show** flash cards: incredibly strong legs
- **Ask:** What do they do to their legs when they do not jump about?
- **Show** flash cards: rub them together
- **Ask:** What happens when they rub their legs together?
- **Show** flash cards: It makes a beautiful song.

Module 2: Thinking and Writing Skills

To develop thinking skills, it is essential that children are given the opportunities to think for themselves and express their opinions. Pose the following questions to stimulate thinking.

Post-Reading Thinking Questions

- **Ask** each child: What is your favourite insect and why?
- **Read** the last page
- **Ask:** What can the insects do?
- **Show** flash cards: Fly, crawl, slither, jump, rub legs together
- **Ask:** Where do they live?
- **Show** flash cards: water, air, underground
- **Refer** to the front and back cover of the book and invite the children to talk about what they have learnt about a dragonfly, a ladybird, a centipede, a caterpillar, a beetle, a butterfly, a bee and a worm

Writing Practice:

Composing a story

1. In developing writing skills, ask the children to compose a story based on insects. Ask them which insect they would choose to write about and what the story would be about. Give examples:

The Busy Bee: Tell a story about a busy bee who collects honey day and night until it falls sick one day.

The Hardworking Ants: Tell a story about ants who work so hard to build an ant's nest only for it to be destroyed on a rainy day.

The Beautiful Dragonfly: Tell a story about how a dragonfly flew into the spider's web and was eaten by the spider.

The Helpful Ladybirds: Tell a story about how the helpful lady birds help the farmer kill all the pests so that he can sell delicious tomatoes in the market and make enough money to send his children to school.

2. Now we move on to the next level. Having had the chance to discuss how to compose a story about insects, we want to teach the children how to make sentences with useful words. This entails explaining to them how words function. We start with teaching them adjectives (describing words) to help them write about each insect. So for each insect, you decide on an adjective. For example, for a snail, you write the adjective 'slow-moving' on the board and continue to describe the other insects one at a time:

Snail: Slow-moving

Ants: Busy

Beetle: Quiet

Dragonfly: Dazzling

Worm: Wriggly

Slug: Slimy

Spider: Amazing

Fly: Buzzy

Earwig: Weird

Stick Insect: Tricky

Caterpillar: Greedy

Ladybird: Spotty

Centipede: Friendly

Bee: Wonderful

Grasshopper: Strong

3. Having learnt the naming and describing words, the next step is to teach the children how to make sentences using the new words that they have learned. Use the following examples if you like or make your own sentences. Better still, ask the children to make their own sentences and write them down in

their writing journals. What we are trying to do here is to embed the teaching of grammar without specifying the rules. In this Guide the children are learning the use of nouns (naming words), adjectives (describing words) and verbs (action words). This is the immersion principle which I have found to be most effective in enabling children to write naturally and effortlessly.

Making Sentences with Adjectives

- Slow-moving: The snail is a slow-moving creature as it carries a house on its back.
- Busy: The ant is busy as it has to build a nest.
- Quiet: The beetle is quiet as it scuttles around without making a sound.
- Dazzling: The dragonfly has a dazzling green body and shimmering wings.
- Wiggly: The wriggly worm wiggles down into the hole
- Slimy: The slug is slimy and sticky and hangs out under flower pots.
- Beautiful: The spider is amazing as it weaves its beautiful web to trap its prey.
- Filthy: The buzzy fly can be annoying especially when it lands its filthy feet on our food.
- Weird: The earwig looks weird as it has a pair of pinchers on its bottom.
- Tricky: The stick insect is tricky as it pretends to look like a stick to keep its predator away.
- Greedy: The caterpillar gets very greedy and munches on the leaves before it turns into a butterfly
- Spotty: The spotty ladybird eats up all the pests in the garden.
- Friendly: The centipede is very friendly as it has thirty hands.
- Wonderful: The bee is wonderful as it produces delicious honey.
- Strong: The grasshopper enjoys hopping about with its pair of strong legs.

Making Sentences with Verbs

- Hear: We hear strange noises in the garden
- Scuttle: We saw the insects scuttle on the ground
- Step: Do not step on the ants.
- Play: We want to play with the insects.
- Slithers: The snail slithers in the garden.
- Carries: The snail carries its home on its back.
- Hangs out: The slug hangs out under flowerpots.
- Shelter: The slugs shelter under stones.

- Wiggles: The worm wiggles and wriggles down into a hole.
- Munches: The worm munches a few mouthfuls of mud.
- Wake up: I love to wake up early in the morning.
- Glitters: The spider's web glitters in the morning light.
- Flies: The fly flies around the house all day long.
- Feed: The earwig likes to feed on tasty plants.
- Jumping: The children enjoy jumping about in the field.
- Cling: The stick insect clings to leaves and branches.
- Pretends: The stick insect pretends to look like a stick.
- Work: The ants work as a team.
- Do: The ants do things together.
- Carry: The ants carry leaves to their nests.
- Admit: I must admit that the ants are very clever.
- Munches: The caterpillar munches on the leaves in the garden.
- Sleeps: The caterpillar sleeps and hopes to turn into a butterfly soon.
- Count: I can count that there are six spots on a ladybird's back.
- Shake: I would not like to shake hands with a centipede.
- Think: I think that the bee is wonderful as it makes delicious honey.
- Rubs: The grasshopper rubs its feet together to make the most beautiful song.
- Wiggle: Insects are wonderful creatures because they can fly, scuttle, crawl, wriggle, wiggle, jump and slither
- Live: The insects live in the air, by the water and even underground.
- Leave: I do not want to leave the garden as I want to find more insects.
- Guess: You cannot guess my favourite insect.

Module 3: Developing Self-Confidence

In this 'Show & Tell' session ask the children to talk about their favourite insects. Remember to remind them the week before that they should bring in a toy insect, a book or a drawing of their favourite insect. Let them talk about anything they like about the insects. Show interest and give approval. It will motivate them and strengthen their self-esteem.

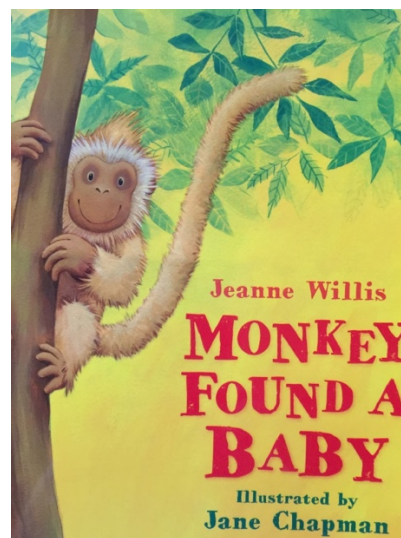
TIP:

The key is not to rush. Take your time. Repeat. Children like going through subject matters that they are familiar with. They like talking about what they know. You can take one to four weeks to work through one book and that would be an amazing achievement for both mummy and kid. It is always more fun to do it in a group. So perhaps parents can take turns to be the teacher and allow the kids to interact and learn as a group.

Chapter 5: Stretching the Imagination

Theme: Sisterly Love

The story of a narrow escape is always appealing to children. This story requires the children to stretch their imagination to believe the uncommon scene of a cheeky baby monkey teasing a scary lion. It also illustrates the love of an older sister to rescue her baby brother from harm. In addition to teaching moral values, this story provides opportunities for teaching children to suspense disbelief and enjoy the story for what it is.



Objectives

The objectives of the second month are as follows:

- To illustrate what it means to stretch the imagination when we read
- To learn to answer the 5ws: Why, when, where, who and what
- To learn to give reasons for opinions and to listen for facts
- To figure out the theme and purpose of the story
- To answer open-ended comprehension questions
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Read** the title of the storybook and show the book cover
- **Ask:** Have you seen a monkey before? Where? On TV, in books, on the Internet or at the zoo
- **Ask:** Do you like monkeys? Why and why not? Give reasons.
- **Ask:** How would you describe a monkey?
- **Show** flash cards: long tail, oval face, hands, feet, arms, legs, knees, thighs, fingers, thumbs, toes
- **Ask:** Can you show me these parts of your body?
- **Ask:** What do you think this story is about?

While-Reading Questions

- **Explain:** I want to train your listening skills. So please listen carefully. I will read each line twice and then I will ask you questions. Ready? Let's go.
- **Read** the first page and read the first two lines twice
- **Ask:** What did a monkey find? It found an itsy bitsy baby.
- **Ask:** What is an itsy bitsy baby? It is a small baby.
- **Show** flash cards: itsy bitsy baby
- **Read** the second two lines.
- **Ask:** Where did a monkey find a baby?
- **Show** flash cards: banyan tree
- **Point** to the picture of the banyan tree on the cover.

- **Read** the first two lines twice of next page
- **Ask:** What is a slurpy burpy baby?
- **Explain** why the baby is called slurpy and burpy. It slurps and burps.
- **Show** two flash cards: slurps, burps
- **Describe** what it is to slurp and burp.
- **Read** the next two lines.
- **Ask:** What did the monkey feed the baby? Squashed bananas
- **Show** flash card: squashed bananas
- **Explain** what a squashed banana looks like: Step on a ripe banana and see what it looks like.

- **Read** the next page.
 - **Ask:** Why is the baby monkey described as wriggly and giggly?
 - **Show** flash cards: wriggly, giggly
 - **Explain** wriggly means to become restless, cannot sit still
 - **Explain** giggly means to laugh in a nervous way. Illustrate by wriggling and giggling.
 - **Ask:** Do you wriggle and giggle?
 - **Ask:** What did she point to beneath the banyan tree? A lion
 - **Show** flash card: lion
-
- **Read** the next page.
 - **Ask:** Why is the baby described as shouty pouty? It shouts and pouts. Explain what is shouty (to raise one's voice) and pouty (to push lips together to show anger) mean.
 - **Show** flash cards: shouts, pouts
 - **Ask:** When do you shout and pout?
 - **Demonstrate** how you pout and ask the children to do so.
 - **Ask:** What advice did the monkey give the baby? Don't tease the lion.
 - **Show** flash card: tease
 - **Explain** what it means – to annoy or make fun of someone
-
- **Read** the next page.
 - **Ask:** What did the baby blow? The baby blew a rooty tooty raspberry.
 - **Ask:** What does blowing a raspberry mean? It is to make a sound when sticking out one's tongue to annoy others.
 - **Show** flash card: raspberry
 - **Ask:** Is there another meaning to the word 'raspberry'? Yes, a red berry.
 - **Show** image on iPhone.
 - **Ask:** What did the baby creep towards? The lion
 - **Ask:** Why do you think the baby did that? It is being daring and mischievous. Or that it does not know that the lion is a very powerful animal and can kill it.
-
- **Read** the next page.
 - **Ask:** What did the baby do? It tugged the lion's tail.
 - **Show** flash cards: tug, tail
 - **Illustrate** tug: To tug a dog's tail.

- **Ask:** Is it believable that a baby monkey would be brave enough to tug a lion's tail? Yes, it is possible that the baby is not aware of danger. No, we need to stretch our imagination, meaning accept what the writer says to enjoy the story.
- **Read** the next page.
- **Ask:** How did the lion respond? It gave a big roar
- **Show** flash cards: big, roar
- **Read** the next page.
- **Ask:** What did the lion do to the baby? It chased the baby.
- **Ask:** Why is the baby described as waddly and toddy? It waddles like a duck and toddles like a child.
- **Show** flash cards: waddles, toddles and illustrate meaning
- **Read** the next page.
- **Ask:** Was the monkey afraid of the lion? No.
- **Ask:** How do you know? It chased the lion.
- **Ask:** Why is the lion described as growly and prowly? It growls and prowls.
- **Explain** the meaning of growls (to roar loudly) and prowls (to hunt in the jungle)
- **Read** the next page.
- **Ask:** What happened to the baby? The lion caught the baby.
- **Show** flash card: caught
- **Read** the next page.
- **Ask:** What did the baby do to the lion? It bit the lion.
- **Show** flash card: bit
- **Ask:** Why is the lion described as yowly and scowly? To yowl is to give a loud cry and to scowl is show an angry face
- **Read** the next page.
- **Ask:** What did the baby do? It chased the lion
- **Show** flash card: chased
- **Ask:** Why is the lion described as hairy and scary? It has a mane with lots of hair on its face and it is supposed to be an animal that frightens other animals.

- **Read** the next page.
- **Ask:** Who grabbed the baby? A monkey
- **Show** flash card: grabbed
- **Ask:** Why did the monkey grab the baby? It was afraid that the lion would kill the baby.

- **Read** the next page.
- **Ask:** Who did she give the baby to? Its mother.
- **Show** flash card: mother

- **Read** the next page.
- **Ask:** Who is the monkey who saved the baby? His sister
- **Ask:** How do we know that? It says “He is my little brother”
- **Ask:** How do we know that the monkey is a sister and not a brother? It says, “She gave him back to mother”.
- **Show** flash cards: sister, brother
- **Ask:** What does the monkey think of her brother? Crazy and cheeky
- **Show** flash cards: crazy, cheeky
- **Ask:** Would you agree? Why? The baby was crazy to tease the lion which was able to kill him. It was cheeky to tug the lion’s tail to annoy him.

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- What is the story about? It is about a crazy and cheeky monkey who teased a lion. It also highlights the love of a sister for her brother.
- Why do you think the author used the title “Monkey Found A Baby”? She does not want the reader to know the story by reading the title. She wants to attract the reader to read and find out about the cheeky monkey page by page.
- Why do you think the monkey warned the baby not to tease the lion? He knew that it would annoy the lion and it might attack the baby.
- Why do think the baby disobeyed the monkey and blew a raspberry at the lion? He was cheeky and did not know that the lion could harm him.
- Is it possible that a baby monkey is able to bite a lion? No. Would it not be more reasonable to say that the lion bit the baby? Yes

- Why does the author tell such a story? She is asking us to stretch our imagination and imagine the unusual.
- In telling an unusual story about the baby monkey teasing the lion by biting its nose and tugging its tail, what is the author trying to do?
She is trying to ask us to stretch our imagination and think of a more interesting way to tell a story. It is probably too boring to talk about a lion attacking a baby monkey because that is what usually happens. A good story should have a twist.
- In this story, the writer describes the monkey biting the lion's nose. Do you think in real life; this is likely to happen? Why and why not?
No, it is unlikely because a lion is more powerful and cunning than a monkey. Yes, it is possible if the monkey is nimble enough to jump on the lion's nose and catches him unaware.
- Why do you think the monkey saved the baby?
She loved his baby brother and did not want the lion to harm him.
- Why do you think the writer ended the story by telling us that the monkey saved the baby? The writer wanted the readers to enjoy a happy ending. The writer did not want to upset the readers by describing baby being killed by the lion.

Writing Skills:

Composing a story

If you were to write a story about a baby monkey, what would it be about?

- A baby monkey stealing food.
- A baby monkey attacking a human baby.
- A baby monkey ransacking a house when no one was home.

Making Sentences with Adjectives

- Itsy bitsy: We found an itsy bitsy baby monkey.
- Slurpy burpy: She fed the slurpy burpy baby squashed bananas.
- Wiggly: The wriggly baby cries for her mother.
- Giggly: The giggly children enjoy the magic show.
- Big: The angry lion gave a big roar.
- Shouty pouty: We told the shouty pouty children to behave themselves.
- Rooty tooty: The boy gave us a rooty tooty smile.

- Rufty tufty: We did not dare tug the lion's rufty tufty tail.
- Waddy toddly: The waddy toddly baby teases the cat by pulling its tail.
- Growly prowly: The growly prowly lion scared the monkeys away.
- Bumbly tumbly: The bumbly tumbly clowns made the children laugh.
- Yowly scowly: The yowly scowly chimpanzee does not like the naughty children.
- Hairy scary: The hairy scary gorilla chased the hunters.
- Nippy skippy: The nippy skippy children managed to run away from the monkeys.
- Dizzy busy: My dizzy busy mother was angry at us.
- Crazy baby: My crazy baby brother threw away all my colour pencils.

Making Sentences with Verbs

- Found: We found the baby monkey under the durian tree.
- Fed: We fed the baby monkey squashed bananas.
- Show: We show the baby monkey his bed.
- Pointed: We pointed to a monkey beneath the durian tree.
- Tell: We tell the monkey not to misbehave.
- Tease: We warn the children not to tease the monkey.
- Blew: We blew him a goodnight kiss.
- Crept: The lion crept towards the house.
- Tugged: They tugged the dog's tail and made it yelp.
- Gave: The lion gave a big roar.

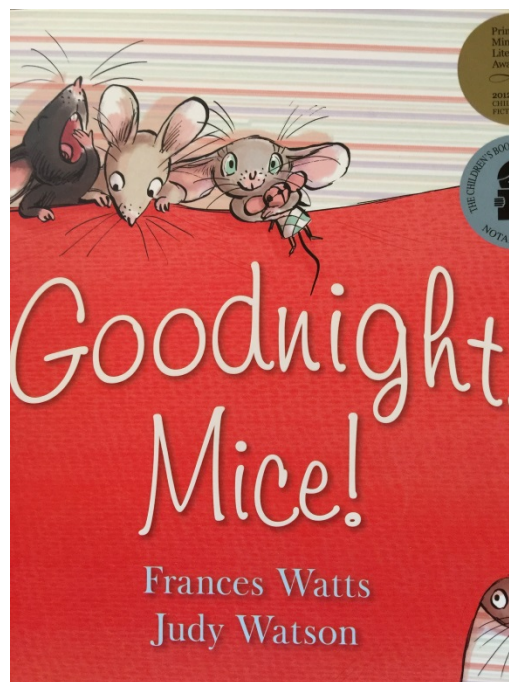
Module 3: Developing Self-Confidence

In this 'Show & Tell' segment, invite the children to present a personal creation of theirs. It could be a paper boat, a paper hat or a painted eggshell. It will be most interesting to ask them to describe their creations and explain why they have chosen to make and present them.

Chapter 6: Practising Interpretation Skills

Theme: Healthy Routines

Children who develop healthy routines are bound to adapt better to the demands of everyday living. The story of the four baby mice taking a bath, brushing teeth, getting on well with siblings and reading bedtime stories promises hours of delight to both parents and children.



Objectives

The objectives of the third month are as follows:

- To encourage children to develop healthy routines
- To illustrate how parents care for the children
- To highlight a warm relationship with grandfather
- To demonstrate and emphasise the joy of reading
- To practise interpretation skills based on contextual clues
- To figure out the theme and purpose of the story
- To practise prediction skills
- To stimulate the imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading & Speaking Skills

Pre-Reading Questions

- **Show** the cover of the book and ask the children to read the title
- **Ask:** How many mice can you spot?
- **Ask:** Have you seen mice before?
- **Ask:** Do you like mice?

- **Turn** to next page
- **Ask:** What are the four mice doing? Reading
- **Ask:** Do you like reading?
- **Ask:** Do you read every night before you go to bed? Why?
- **Ask:** How many books do you think you have read?
- **Ask:** What do you think this story is about?

While-Reading Questions

- **Show** and read the first page
- **Ask:** Who lives in the cottage, deep in the forest? Four tiny mice
- **Ask:** What can you see on this page?
- **Show** flash cards: cottage, trees, insect, forest, moon, red door, four tiny mice, bicycle, chimney
- **Ask:** Would you like to live in such a cottage deep in the forest? Why or why not?

- **Read** the next page
- **Introduce** the four mice: Mitzi, Billy, Clementine, Oliver
- **Ask:** Do you know of anyone by these names?
- **Ask:** How do the mice feel at the end of the day?
- **Show** flash cards: weary, sleepy, teary, weepy, grizzly (tired and complaining)
- **Ask:** Do you feel the same way at the end of the day?

- **Read** the next page
- **Show** flash cards: yawns, twice, time, bed
- **Ask:** What do your parents say to you when you are tired and sleepy?

- **Read** the next page
- **Show** flash cards: snuffling, snoring, snoozing
- **Explain:** snuffling (breathing noisily due to cold or crying), snoozing (enjoying a short, light sleep), snoring (making loud breathing sounds while asleep)
- **Ask:** Does your grandfather snuffle, snooze and snore?
- **Show** flash cards: wriggling, giggling
- **Explain:** wriggling (twist and turn with quick movements), giggling (laugh lightly and repeatedly in a silly way)
- **Ask:** When do you wriggle and giggle?
- **Ask:** Have you ever sat on your grandfather's laps and woken him up from his sleep?

- **Read** the next page
- **Show** flash cards: kiss, grandpa, once, twice, sleep, tight
- **Ask:** Have you ever kissed your grandparents or parents?
- **Ask:** What does 'sleep tight' mean?

- **Read** the next page
- **Show** flash cards: jump, hop, rush up, race, climb up, slide down, fall, saved
- **Ask:** Do you know how to jump and hop? Have you ever rushed up a flight of stairs? Have you ever raced your friend? Have you climbed up a flight of stairs? Have you fallen down before? Have you saved anyone before?
- **Show** flash cards: stairs, banister, tail
- **Ask:** Who do you think fell off the banister? Oliver

- **Read** the next page
- **Ask:** What happens to the sleepy mice as they rushed up the stairs? They become wide-awake and ready to play again.
- **Ask:** How do mum and dad react? They sigh.
- **Ask:** Why do they sigh? They do not want the children to play again and get excited just before going to bed.
- **Ask:** What about you? Have you ever felt sleepy and then wide awake afterwards?

- **Read** the next page
- **Ask:** What are the mice doing? Taking a bath and playing at the same time

- **Ask:** What is Mitzi playing with? A sail boat
 - **Ask:** What is Billy playing with? A rubber octopus
 - **Ask:** What is Clementine playing with? A teapot and teacup
 - **Ask:** What is Oliver playing with? A rubber duck
 - **Show** flash cards: sailboat, octopus, teapot, teacup, duck
 - **Ask:** Which one of them is a female mouse? Clementine How do you know?
 - **Ask:** What is dad doing? Reading the newspapers
 - **Ask:** Does your dad or mum read the newspaper or google news on his iPad or computer?
-
- **Read** the next page
 - **Ask:** Why is there a stormy sea? The mice have played rough and sloshed the bath water about
 - Show flash card: stormy sea
-
- **Read** the next page
 - **Ask:** What is mum doing? Washing their whiskers and behind their ears
 - **Ask:** Do you wash your whiskers and behind your ears?
 - **Ask:** Does mum still wash you or can you wash yourself?
 - **Ask:** Who is a good mouse? Clementine
 - **Ask:** Why is she considered a good mouse? She sits still and quiet whilst mum washes her.
 - **Show** flash cards: wash, whiskers, ears, good, still, quiet
-
- **Read** the next page
 - **Ask:** Who else washes the mice? Dad
 - **Ask:** Who wants to wash on his own? Oliver
 - **Ask:** Could Oliver really wash himself? No
 - **Ask:** Why not? He ends up crying because soap gets into his eyes, nose and ear
 - **Show** flash cards: soap, eyes, nose, ears
 - **Ask:** Have you ever got soap in your eyes, ears and nose? Tell us what happens.
-
- **Read** the next page
 - **Ask:** What do the mice use to rub themselves dry? Towels
 - **Ask:** Who gets wet trying to dry the mice? Mum and dad

- **Show** flash cards: rub, dry, ears, elbows, tail, wrapped, towels
- **Read** next page
- **Ask:** What are the mice doing? Brushing their teeth
- **Ask:** What have they got on their chin, nose, whiskers and even toes?
Toothpaste
- **Ask:** Do you brush your teeth before you go to bed?
- **Ask:** Why do you brush your teeth? To keep them strong and healthy
- **Show** flash cards: toothpaste, nose, chin, toes, whiskers
- **Read** next 2 pages
- **Ask:** What do the mice do after brushing their teeth?
- **Show** flash cards and explain: skip, skitter up (move lightly and quickly), skid, slide, scamper, scramble, scurry
- **Read** the next page
- **Ask:** What do the mice put on before going to bed? Pyjamas
- **Ask:** Do you put on pyjamas too? Why?
- **Ask:** What do the mice look for before going to bed? The perfect bedtime book
- **Ask:** Do you look for your favourite book to read before going to bed? What is it?
- **Ask:** Can you describe the pyjamas the mice wear? Clementine has a pink spotty one, Oliver a yellow one, Mitzi a blue spotty one and Billy a stripy green one
- **Ask:** Do you need help to put on your pyjamas or can you do it yourself?
- **Show** flash cards: pyjamas, perfect, bedtime book, button, spotty, stripy, yellow
- **Ask:** What do the mice have in their bedroom? Lots of books
- **Ask:** Is that a good idea? Why?
- **Read** the next 2 pages
- **Ask:** Who read the story to them? Dad
- **Ask:** How many times does he read the story? Twice
- **Ask:** Does dad read it the third time? No
- **Ask:** How do you know? He says, "That's enough mice."
- **Show** flash cards: hop, read, story, once, twice, enough

- **Read** the next 2 pages
- **Ask:** What do mum and dad say after reading them stories? They say 'goodnight' and wish them 'sweet dreams'.
- **Ask:** What do mum and dad give them to help them sleep well? a hug and a kiss
- **Ask:** How does Oliver feel in bed? Warm and snug
- **Show** flash cards: pillows, time, goodnight, sweet dreams, hug, tight, furry, cuddly, little, warm, snug
- **Ask:** Is it a good idea to read before you go to bed? Why?

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Read the last page: "Turn out the lights and away we creep"
- Ask: Who does the 'we' refer to? The readers
- Do you believe that the mice have names such as Mitzi, Billy, Clementine and Oliver? Why or why not?
- Who do you think these mice represent? They represent children.
- Why does the author include Grandpa Mouse in the story? He wants us to know that sometimes grandpas do visit or live with the family. Maybe grandma has passed on and grandpa is lonely. So he lives with the mice family.
- Why do you think that there is no mention of Grandma Mouse? It could be that she has passed on. Or she has gone on a holiday.
- Why does the author show that Papa and Mama Mouse are involved in bathing the mice and reading to them? This is to show that both mum and dad do take care of the children.
- What have you learned about the four little mice in this story that you can apply to yourself? Get on well with brothers and sisters; Have fun washing yourself; Brush your teeth with toothpaste; Kiss and love your grandpa; Put on pyjamas; Read a book before going to bed

Writing Practice

Composing a story

If you were to write a story about mice, what would you write about?

- Mice going on a holiday
- Mice going to a party
- Mice learning how to swim
- Mice playing football
- Mice helping out in the home
- Mice playing computer games

Reinforce the use of adjectives and verbs because they are the building blocks of writing. For the elementary level, write the words down in the writing journal and for the advanced level, encourage them to make sentences with each word.

Making Sentences with Adjectives

- Weary: I feel weary after a long run.
- Sleepy: We become sleepy when we ride in a car.
- Teary: I become teary when I miss my grandma.
- Weepy: She is weepy because she has lost her dog.
- Grizzly: The children are grizzly as they are tired.

Making Sentences with Verbs

- Rush up: They rush up to see the clown.
- Jump: The cats jump out of the windows.
- Hop: The rabbits hop into the burrows.
- Race to: The children race to buy ice-cream.
- Climb up: The monkeys climb up the tree.
- Slide down: The firemen slide down the pole.
- Fall: The mice fall off the roof.
- Skip: We skip to school.
- Skitter up: The mice skitter up the stairs.
- Skid: The cyclists skid on the wet roads.
- Slide: The children slide into the pool.
- Scamper: The animals scamper away when the lion roars.
- Scramble: We scramble for our seats when the teacher walks in.
- Scurry: The ants scurry away to build their nests.

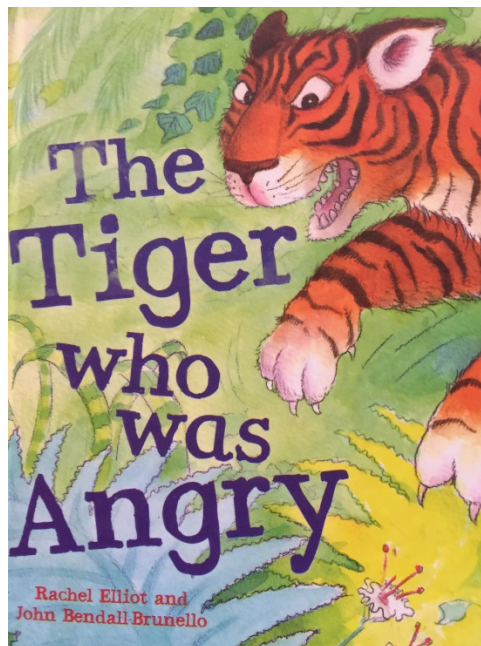
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to bring their favourite books and share them with the class. By encouraging the children to talk about the books they like, the teacher gets to know them better. This helps her in planning future lessons to further stimulate their interest. Additionally, the sharing of books will motivate the children to develop the reading habit.

Chapter 7: Understanding Social Values

Theme: Friendship

Learning to make friends is a key component of developing the EQ of children. It matters little to them if they top the class but have no friends. This story aims to impress upon the children the importance of being friendly rather than competitive in a friendly community event.



Objectives

The objectives of the fourth month are:

- To teach the children how to make friends
- To explain that different people have different attitudes and strengths
- To emphasize that making friends brings happiness and fun
- To stress that being friendly is important in community events
- To learn to make moral judgment
- To practise listening comprehension skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Show** front cover of the book to identify the animal
- **Show** flash card: tiger
- **Describe** the tiger: fierce, powerful
- **Show** flash cards: black stripes, orange fur, powerful claws, fierce eyes, large ears, huge jaws, sharp teeth
- **Ask:** Why do you think the tiger was angry?
He was made fun of by his friends; He was called silly names; He was hungry; He was scolded by his mummy; He was not allowed to go on a hunt
- **Ask:** When do you feel angry? When someone teases you; When you do not get what you want; When your friends accuse you unfairly; When someone scolds you; When you cannot get to go shopping or buy something you want
- **Ask:** Does it feel good to be angry? Why and why not?

- **Show** the next page and identify the elephant.
- **Show** flash card: elephant
- **Describe** the elephant: huge, heavy
- **Show** flash cards: huge ears, small eyes, heavy legs, sharp tusks
- **Ask:** What do you think the elephant is telling the tiger?
Comforting him; Telling him not to be angry; Explaining to him what he has done wrong; Teaching him to become a better tiger

- **Turn** to the next 2 pages
- **Ask:** Identify the three animals
- **Show** flash cards: rhinoceros, pangolin, ibis
- **Ask:** Who are these two animals? Friends of the tiger

While-Reading Questions

- **Turn** to the following two pages and ask the children to identify all the animals
- **Show** flash cards: bullock, monkey, toucan

- **Read** the next page

- **Ask:** Why have the animals gathered in the jungle? They are getting ready to take part in the Great Jungle Race.
- **Show** flash cards: Great Jungle Race
- **Ask:** Where are they supposed to race to? The big banyan tree
- **Show** flash cards: banyan tree

- **Read** the next page
- **Ask:** Which animal took the race seriously? Tiger
- **Ask:** Why does the tiger think that he is going to win? He thinks he is the fastest and the strongest
- **Show** flash cards: fastest, best
- **Ask:** Do you agree with the tiger? Why or why not?

- **Read** the next page
- **Ask:** Do the other animals agree with the tiger? Why?
Yes, because he is indeed the fastest and the strongest runner.
- **Ask:** Why is the tiger unhappy that the other animals do not take the race seriously? He wants them to care about winning as much as he does.
- **Ask:** Do you agree with the tiger's view? Why and why not?
Yes, because it is good to try our best and be competitive.
No, because it is just a friendly race and one should just relax and have fun. Also in a situation when the tiger is the strongest and is sure to win, he should not take it seriously as it will make the rest feel unhappy. Winning a race in friendly events is not important. Making friends in this situation is more important. However, if it is a serious race against other animals from another jungle, then the tiger is right to take it seriously as it will win honour for his fellow animals.
- **Ask:** What does the rhinoceros say? Racing is just for fun
- **Ask:** How does the tiger argue? He argues that it should be taken seriously.
- **Show** flash cards: care, winning, racing, fun

- **Read** the next page
- **Ask:** What does the mongoose say? "We don't all have to be the same."
- **Ask:** What does that mean? They don't want to be like the tiger to take the race seriously.
- **Ask:** What does the tiger say? "You're all wrong! You're being silly!"
- **Ask:** How does that make the other animals feel? They become upset.

- **Ask:** Why do the animals feel upset? The tiger has lost its temper and call them 'silly'.
 - **Show** flash cards: same, seriously, wrong, silly, upset
 - **Ask:** Will you feel upset when you are called 'silly?' Why? It is not a nice feeling to be considered 'silly'.
-
- **Read** the next page
 - **Ask:** What does the rhino say? "Friends are more important than the race."
 - **Ask:** Do you agree? Yes. Friends can help us and cheer us up.
 - **Ask:** Does the tiger agree? No
 - **Show** flash cards: friends, important, race, snapped
-
- **Read** the next page
 - **Ask:** Why do the other animals stay away from the tiger? The tiger can not stop being angry.
 - **Show** flash cards: could not, stop, angry, stayed away
-
- **Read** next page
 - **Ask:** Does the tiger understand why no one wants to play with him? No
 - **Ask:** Do you know why? They are unhappy that the tiger is hot-tempered and he calls them 'silly'.
 - **Ask:** Does the tiger think that he is in the wrong? No
 - **Ask:** How does he blame the other animals? He shouts out that it is not fair of them to stay away from him.
 - **Show** flash cards: anyone, play, shouted, fair
 - **Ask:** Do you agree with the tiger? Why or why not? No, the tiger should not lose his temper and call his friends 'silly'.
-
- **Read** the next page
 - **Ask:** What does the elephant say to the tiger? "Different animals are good at different things"
 - **Ask:** Can you point out some differences between the tiger and the elephant?
 - **Show** flash cards: different, long, short, nose, fast, slow, runners
-
- **Read** the next page
 - **Ask:** What is the tiger really angry about? His friends won't play with him.

- **Ask:** What does the elephant explain? The tiger has scared his friends away and he has hurt himself by losing his temper.
- **Ask:** How does the tiger feel? Sad
- **Ask:** How do you know that the tiger accepts the elephant's explanation and learns a new lesson? He says, "I love being friends with Rhino and that is more important than winning".
- **Show** flash cards: scared, lose, temper, thought, sad, love, winning

- **Read** the next page
- **Ask:** Did the race take place? Yes
- **Ask:** How do you know? They lined up at the starting line and the elephant said, "Ready, set, GO!"
- **Ask:** Who was in the first place? Tiger
- **Ask:** How did he set off? In a blur of fur
- **Ask:** What does that mean? He was running so quickly that he looked like a blurry ball of fur
- **Show** flash cards: lined up, starting line, ready, first, blur, fur

- **Read** next page
- **Ask:** What did the Rhino do? He set off quickly but was soon plodding along slowly.
- **Ask:** Did the tiger mean it when he said being friends with the Rhino was more important than winning the race?
- **Ask:** No. He set off very quickly and left the Rhino to plod along slowly
- **Ask:** How did the other animals treat the race? They did not take it seriously. They were running and laughing together.
- **Show** flash cards: set off, quickly, plodding, slowly, running, laughing, together
- **Ask:** What would you do if you were taking part in the race? Be like the tiger or have fun like the rest? Why?

- **Read** next page
- **Ask:** How do we know that the tiger realised that he was not being friendly? He stopped running, turned around and ran back to find his best friend Rhino.
- **Show** flash card: stopped, turned around, ran back

- **Read** next page
- **Ask:** What did the tiger suggest to the Rhino? He asked the Rhino to run along with him.
- **Ask:** In what way did the tiger show that he was a friend to the Rhino? He told the Rhino that he was not a slow runner, that he was just right and that he was his best friend.
- **Show** flash cards: grin, right, best, friend

- **Read** next 2 pages
- **Ask:** How do we know that the Rhino and the Tiger had a fun time together? The Rhino told the Tiger jokes and made him laugh.
- **Ask:** Why didn't the Rhino and Tiger notice the pangolin walking past them? They were too busy having fun.
- **Show** flash cards: jokes, laughed, notice, busy, fun

- **Read** the next 2 pages
- **Ask:** Who were the last to reach the banyan tree? Rhino and Tiger
- **Ask:** How do you know that they were not bothered about coming in last? They were wearing the biggest smiles.
- **Ask:** How did the elephant show his approval for the way the Rhino and Tiger behaved? He gave them three cheers.
- **Ask:** What had the tiger realised after the race? It is not a good idea to lose his temper and be angry as he would scare away his friends and feel lonely. It is more fun being friendly than competitive
- **Show** flash cards: last, cheers, wise, alone

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Do you think this is a good story? Why or why not?
- Would you ask your friend to read this book? Why or why not?
- What do you like best about this book?
- Which animal do you like best and why?
- Who do you think is the wisest and why?
- Do you agree with the Tiger that it is more fun to be friendly than to be angry with your friends? Why?

- How would your friends react when you lose your temper and become angry?
- Who would you choose to be your best friend, Rhino or Tiger? Why? The Rhino can tell jokes and is funny. The Tiger realises his mistakes and is very kind to the Rhino.
- Do you think that it was totally wrong of the Tiger to want to do his best to win in a race? Why or why not? It was not because in a race the competitors are expected to do their best to win.
- Do you think it is fair to call it the Great Jungle Race when all the animals do is to plod along at their own pace, chatting and having a good time? Give reason. No, to call it a great jungle race means that the animals are expected to do their best to race against one another.
- What would be a more suitable name? The Friendly Jungle Walk

Writing Practice:

Composing a Story

If you were to write a story about a tiger, what would it be about?

- The tiger who was kind and rescued his friend
- The tiger who was lucky and escaped from the hunter
- The tiger who was clever and taught her cubs to hunt
- The tiger who was hungry and was trapped by the hunter
- The tiger who was strong and protected the weaker animals

Making Sentences with Adjectives

The children in the elementary level can write down the adjectives, whilst the more advanced ones should be encouraged to copy down these sentences in their journals. Read the sentences with them and encourage them to make their own sentences if they are capable.

- Great: The animals took part in the Great Jungle Race.
- First: The tiger was the first to reach the banyan tree.
- Big: They found the big cave in the jungle.
- Fastest: The tiger is not the fastest cat in the world.
- Best: The best thing to do now is to call for help.
- Same: We enjoy reading the same books.

- Wrong: It is wrong to get angry with your friends unfairly.
- Silly: It is silly to expect all your friends to be like you.
- Upset: We get upset when we lose our toys.
- Important: It is important to be nice to our friends.
- Angry: We must learn not to get angry too easily.
- Fair: It is fair to stay away from those who make us angry.
- Lonely: We do not feel lonely when we have friends.
- Different: Different people are good at different things.
- Good: It is good to be kind to your friends.
- Long: It takes a long time to learn to play the piano well.
- Short: Some dogs have very short legs.
- Fast: A tiger is a fast runner.
- Slow: A rhinoceros is a slow runner.
- Sad: We feel sad when make our parents angry.
- Wise: We should listen to the wise teacher.
- Right: It is right to help the little children.
- Busy: I was too busy doing homework to help my mother at home.
- Last: I was the last to reach home.
- Friendly: It is better to be friendly than angry.

Making Sentences with Verbs

- Get ready: We should get ready for school.
- Reach: We plan to reach home by 1 o'clock.
- Take: We should take some food to share with our friends.
- Go: I go to the shopping centre once a week.
- Win: I would like to win a prize.
- Agree: I agree to help my friends.
- Want: I want to do my best in school.
- Beat: The girls beat the boys in the race.
- Care: I do not care to eat chocolates.
- Shout: We were told not to shout in class.
- Argue: We argue that we should be given presents on our birthdays.
- Lost: We lost our temper and scolded the naughty children.
- Snapped: The teacher snapped when the children became too noisy.
- Stop: The children were told to stop playing in the rain.
- Stay away: We tried to stay away from the playground.
- Felt: We felt sad when we said goodbye to one another.

- Sat down: We sat down to drink some water.
- Scared away: The foxes scared the chickens away.
- Love: I love reading books.
- Lined up: We lined up to buy ice-cream.
- Set off: We set off for the airport quickly.
- Plod: We plod along the track as we are tired.
- Run: We run as fast as we can.
- Laugh: We laugh at their jokes.
- Turn around: We were told to turn around by the policeman.
- Pass: We pass our English tests.
- Notice: We notice that you are wearing a smile on your face.

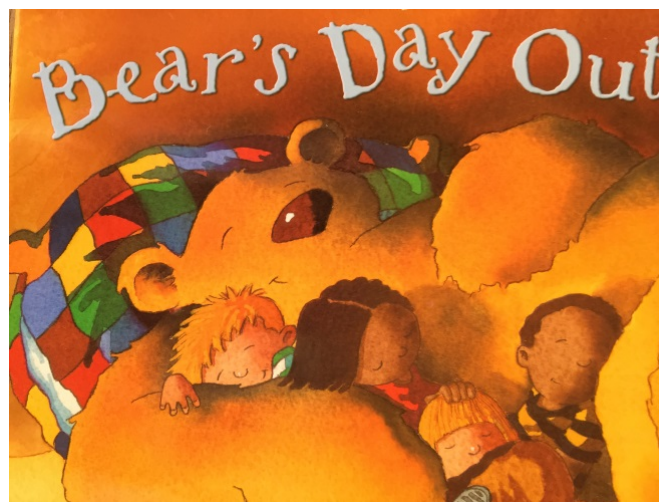
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the kids to describe their favourite animals. They can bring in a book, a picture or a drawing of their favourite animals. It is to stimulate the children's interest in animals and also to increase their awareness that we can derive much pleasure from learning about animals. They belong to the same world we live in. Understanding and appreciating animals is an important part of living. The sooner the children learn to appreciate the beauty of other species on this planet earth, the fuller their lives will be.

Chapter 8: Learning Listening Skills

Theme: Kindness

As the children grow, we want them to appreciate and adapt to the environment in which they live. This story illustrates the fears of and the ridicule suffered by the bear as he enters the unfamiliar world of the city. It ends with a positive affirmation of the importance of kindness in welcoming a stranger and making him feel happy in an unfamiliar place.



Objectives

The objectives of the fifth month are:

- To illustrate the experience of exploring the world
- To highlight the sights and sounds of the city
- To understand the fear of being laughed at
- To share the joy of being accepted as friends
- To practise interpretation skills using contextual clues
- To practise listening skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Show** the cover of the book
- **Describe** what is on the cover. Four children sleeping with a bear
- **Ask:** Would you like to sleep with a bear? Why or why not?
- **Ask:** Have ever slept with any other animals like a cat, a dog or even a rabbit?
- **Ask:** Do you enjoy the experience? Why or why not?
- **Ask:** What do you think happened to the bear on his day out?

While-Reading Activities

- **Read** the next 2 pages
 - **Ask:** Where is the bear? In a cave
 - **Ask:** How many people are with the bear? None, he is all alone.
 - **Ask:** What does the bear do all day long? Sing to himself
 - **Show** flash cards: bear, cave, alone, sing, myself, day
 - **Ask:** Where do you live?
 - **Ask:** What do you do all day long?
-
- **Read** the next 2 pages
 - **Ask:** Where does the bear walk? By the sea
 - **Ask:** What does the bear do all day long? He plays in the waves.
 - **Ask:** What does the bear hear? He hears a noise.
 - **Show** flash cards: walk, sea, play, waves, heard, noise
 - **Ask:** Have you ever played in the waves and do you like it?
-
- **Read** the next 2 pages
 - **Ask:** Where does the noise come from? Far away
 - **Ask:** What fills the ears of the bear? The sound of the city
 - **Show** flash cards: came, far away, sound, city, filled, ears
 - **Ask:** What kinds of sound fill your ears?
-
- **Read** the next 2 pages
 - **Ask:** Why does the bear buy a ticket? He wants to travel to the city far away.

- **Ask:** What do the expressions of the passengers tell you? They are surprised to see a bear in the train.
 - **Show** flash cards: ticket, travelled, train
 - **Ask:** How do you get to the city? By bus or train, in a taxi, in a car
- **Read** next 2 pages
 - **Ask:** What does the bear see in the city? He sees people rushing by.
 - **Ask:** Why do you think the people are rushing by? To go to work, to go shopping, to go for a walk
 - **Ask:** What does the bear see in the sky? Buildings
 - **Ask:** What fly by all day? Cars
 - **Ask:** What does 'flew by' mean? It means the cars were going at a high speed.
 - **Ask:** What do you see when you go to the city?
 - **Show** flash cards: people, rushing by, buildings, cars, flew by
- **Read** next 2 pages
 - **Ask:** Where does the bear go? He goes to the market.
 - **Ask:** What does he see at the market? Bananas, fish and shoes
 - **Ask:** What does he hear at the market? People shouting out to buy this and that.
 - **Show** flash cards: market, bananas, fish, shoes
- **Read** the next 2 pages
 - **Ask:** Where does the bear go after the market? The park?
 - **Ask:** What does he do at the park? He sits on a swing.
 - **Ask:** Why do the people laugh at him? They find it strange to see a bear sitting on a swing in the city park.
 - **Ask:** Why does the bear run down the street? He is scared.
 - **Ask:** What do you do in the park?
 - **Ask:** What would you do if people laughed at you?
 - **Show** flash cards: park, swing, ran down, street
- **Read** the next 2 pages
 - **Ask:** What does the bear do? He sits on a bench?
 - **Ask:** Why do you think the bear sat on the bench?
 - **Ask:** What does he hear? He hears people talking and saying, "It's a bear!"
 - **Ask:** What do they think had happened to the bear? It looks like it is lost.

- **Ask:** What do they suggest? To take the bear home
- **Ask:** What do they tell the bear? To follow them home.
- **Show** flash cards: bench, coming, lost, home, follow
- **Read** the next 6 pages
- **Ask:** Where do they have to walk through to get home? Through the park, the market
- **Ask:** What do they walk past? The cars
- **Ask:** How do they get home? On a train
- **Ask:** What do they hear in their ears? The noise of the city
- **Ask:** What do the bear and the children do when they get home? They play in the waves and sing together all day

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Why do you think the bear was all alone in the cave? It has been abandoned by its parents. Or it has run away from home.
- Would you like to be all alone at home? Why or why not?
- What do you like to do most of the day? Why?
- Do you think playing in the waves by the sea is fun? Why or why not?
- Why do you think the bear runs away from the city? It does not like to be with the crowd; It does not like the look of the tall buildings; It does not like to see the cars flying by; It does not like the people in the market shouting out for customers to buy their things.
- Would you run away if people laughed at you? Why? It is embarrassing and I would feel very sad.
- Should we laugh at people? No. Why?
- Did the children do the right thing by taking the bear home with them? Why? They were kind to make the bear feel at home.
- Would you have taken the bear home if you had found him? Why or why not?
- Do you like the story? Why or why not?
- Do you think the story is real? Why or why not?
- Why does the writer write such a story? It is used to tell children to be kind to people or animals who get lost in the city.

- Would you do the same thing to the bear if you and your friends had found it?

Writing Practice

Composing a Story

If you were to write a story about a bear, what would it be about?

- The bear fishing for salmon
- The bear exploring Singapore
- The bear making friends in a school
- The bear taking part in a race

Making Sentences with Verb Phrases

The children have practised making sentences using adjectives and verbs. In this chapter, let them learn how to make sentences with the following verb phrases:

- lives in a cave: The bear lives in a cave.
- sing to myself: I sing to himself.
- walk by the sea: The children walk by the sea every Sunday morning.
- play in the waves: It is fun to play in the waves.
- filled my ears: The city noises filled my ears.
- got a ticket: I got a ticket to ride on the bus.
- travelled to the city: I travelled to the city with my mother.
- saw people rushing by: We saw people rushing by in the train station.
- saw buildings in the sky: We saw buildings in the city when we visited China.
- went to the market: Mother went to the market this morning.
- heard people shouting: We heard people shouting in the market.
- ran to the park: My dog ran to the park yesterday.
- Sat on the swing: My sister sat on the swing.
- Laughed at me: The stranger laughed at me.
- Ran down the street: The children ran down the street.
- Sat on a bench: We sat on a bench to enjoy the view.
- Heard some people coming near: They heard some people coming and they ran away.

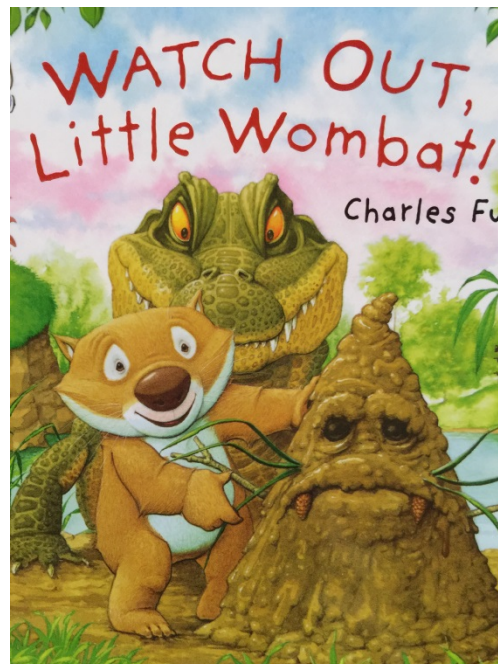
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to bring in a photo or picture of anything they would like to talk about. It could be a photo of themselves and their families. Or it could be about animals, toys, gadgets, and even holiday photographs of the places they have visited. Talking about happy memories is important for fortifying the positivity of children. The more happy memories they can recall, the more positive they would be towards life in general. We are a sum total of the past, present and future. So the more positivity we encourage in the children, the more resilient they will become in facing the ups and downs of living.

Chapter 9: Practising Prediction Skills

Theme: Hoax

Children enjoy playing a hoax on others just to have a laugh. This story demonstrates the consequences of fooling friends. The story about the aboriginal monster called the 'bunyip' is a teaser. It is meant to amuse children and not to be taken seriously.



Objectives

The objectives of the sixth month are:

- To discuss the consequence of trying to fool others
- To illustrate the unpredictability of the unknown
- To highlight a lucky escape
- To practise interpretation skills using contextual clues
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Show** the book cover
- **Ask:** Can you identify the three creatures you see on the cover?
Crocodile, wombat and bunyip (aboriginal name for a monster)
- **Show** flash cards: crocodile, wombat, bunyip
- **Ask:** Have you seen a wombat, a crocodile and a bunyip before?
What is a bunyip? Show images of a bunyip on the book cover.
- **Ask:** What do you think this story is all about? Is it about the wombat or the crocodile?
- **Ask:** What do you think the wombat has to watch out for? Encourage the children to predict so that they get excited to know what really happened to little wombat.

While-Reading Questions

- **Read** next page
- **Ask:** What did the wombat suggest to the rabbit and the koala? To go to the creek to hunt for the Bunyip
- **Ask:** What is a creek?
- Show images from the book
- Show flash cards: rabbit, koala, creek

- **Read** next page
- **Ask:** What did the rabbit and koala say to the wombat? "There is no such thing as a bunyip."
- **Ask:** Why did they laugh at the wombat? They thought it was being silly.
- **Ask:** Why did the wombat march off to the creek all by himself? He wanted to find the bunyip to prove to his friend that he was right.
- Show flash cards: laughed, marched off

- **Read** next page
- **Ask:** What did wombat do? He wandered up and down the creek.
- **Ask:** What did he find? He found no sign of the bunyip.
- **Ask:** What did he have? He had an idea.
- **Ask:** What is an idea? A thought
- **Show** flash cards: wandered, sign, idea

- **Read** next 2 pages
 - **Ask:** What did he decide to do? He would make his own bunyip to fool the rabbit and the koala.
 - **Ask:** What did he use to make the bunyip? He used mud, twigs, pebbles, pine cones and reeds.
 - **Ask:** What did the bunyip look like? Its body was made of mud. It had old twigs for its arms, black pebbles for its eyes, pine cones for its tusk and reeds for its whiskers.
 - **Show** flash cards: mud, twigs, arms, black, pebbles, eyes, pine cones, tusks, reeds, whiskers
-
- **Read** next page
 - **Ask:** How did the rabbit and koala feel exploring without wombat? They felt bored.
 - **Ask:** What did koala suggest? It suggested sneaking up to wombat.
 - **Ask:** What does sneak up mean? To walk up to someone quietly
 - **Ask:** What did rabbit suggest? It was to roar like a bunyip to scare the wombat.
 - **Ask:** What did they do? They crept quietly down the creek and hid in the bushes.
-
- **Show** the next page
 - **Ask:** What did they see? They saw wombat looking at a muddy monster
 - **Show** flash cards: bored, exploring, sneak up, suggested, roar, crept, hid, bushes
-
- **Read** next 2 pages
 - **Ask:** What happened to the wombat when the rabbit and koala roared at him? He had such a fright that he fell, head first, into his muddy monster.
 - **Ask:** Why was the wombat relieved when he spun around? He saw his friends.
 - **Ask:** What does relieved mean? Glad
 - **Ask:** Why weren't the rabbit and koala laughing? They were frightened.
 - **Ask:** How do you know? Their eyes were wide with terror (fear).
 - **Show** flash cards: whispered, jumped up, booming, head-first, relieved, wide, terror

- **Read** next 3 pages
- **Ask:** What did the rabbit and koala squeal? Crocodile!
- **Ask:** What did all three of them do? They ran off as quickly as possible.
- **Ask:** What had they seen? An enormous crocodile
- **Ask:** What is the meaning of 'enormous?' Very huge.
- **Ask:** What did the wombat look like to the crocodile? A muddy monster
- **Ask:** Why did the crocodile shriek when he saw the muddy monster? He thought he has seen a bunyip (monster).
- **Show** flash cards: squealed, spun around, enormous, shrieked, disappeared

- **Read** next page
- **Ask:** What happened to the crocodile and the wombat? They both ran away from each other.
- **Ask:** Where did all the animals rush back to? They rushed back to the burrow of the wombat.
- **Ask:** Who did they see? Mrs Wombat, mother of little wombat.
- **Ask:** Why did Mrs Wombat say, "You look as though you've seen a Bunyip!" They all looked so frightened.

- **Read** next page
- **Ask:** Why did Wombat laugh with his friends? He thought it was a silly idea to believe that there is such a thing as a bunyip
- **Show** flash card: sitting, outside, burrow, clung, as though, grinned
- **Ask:** Is there such a thing as a bunyip? Why or why not?

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Did you guess that the wombat had to watch out for the crocodile?
- Did you find it funny that the crocodile should be frightened of the wombat? Why?
- Is this an interesting story? Why?
- Why did Wombat laugh with his friends? They were relieved that there was no such thing as a bunyip.
- Why does the author write "Or is it?" She has drawn a scary looking bunyip standing behind the tree waiting to scare the animals. She wants to suggest

the possibility that there is such a monster called a Bunyip to excite the children. It is to make the reader think that there could be such a thing as a bunyip and the friends should not be laughing.

- What have you learned from this story? It is not a good idea to fool your friends. You can get yourself into trouble.

Writing Practice

Composing a Story

If you were to write a story about fooling your friends, what would you write about?

- Trying to fool friends that you caught a big fish, which you had bought from a market
- Trying to fool friends that you have baked a cake, which your sister has baked
- Trying to fool your parents that you have done your homework, which you copied from your friends
- Trying to fool the teacher that you have written the story, which you have cut and pasted from the Internet

Making Sentences with Verbs

- Hunt: Let us hunt for the rabbits.
- Laughed: The rabbit and koala laughed at the wombat for wanting to look for a monster called the 'Bunyip'.
- Marched: The wombat marched towards the river.
- Wandered: The rabbit wandered up the river to look for the wombat.
- Giggled: The wombat giggled when it thought of an idea to fool his friends.
- Piled: The wombat piled up mud to shape it into a scary-looking monster.
- Gathered: He gathered twigs to make the monster's arms.
- Suggested: The koala suggested looking for the wombat as he missed him.
- Crept: The koala crept quietly and roared at the wombat.
- Hid: The crocodile hid behind the bushes.
- Whispered: The koala whispered to his friends to run away from the crocodile.
- Fell: The animals got so frightened that they fell into the river.
- Squealed: The crocodile squealed and swam away when it saw a monster.
- Spun: The animals spun around and ran back home.

- Covered: The animals were covered with mud.
- Shrieked: Little wombat shrieked when it saw a crocodile swish its tail about.
- Rushed: The animals rushed home to their mothers.
- Clung: The animals clung tightly to their mothers as they were scared.
- Grinned: Mother wombat grinned as she told the children that there was no such thing as a wombat.

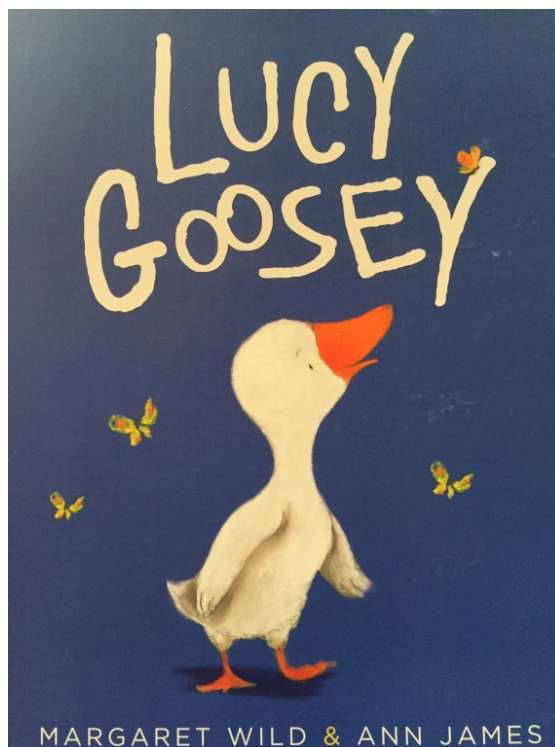
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to talk about their favourite cartoon characters and the silly tricks they played on their friends. It could be Garfield the Cat, Mickey the Mouse, Donald the Duck or even Tom and Gerry, the cat and mouse team. Invite them to bring a picture or drawing of the cartoon characters and share a particular funny story. Having a good laugh is good for relieving stress and letting the children relive the funny moments.

Chapter 10: Using Contextual Clues

Theme: Challenges

As the children grow, they will be expected to take on new challenges that they are fearful of. This story assures the children that their parents will be there to see them through all difficulties that come their way. There is also an emphasis on reciprocity, where children return the love that they receive from their parents.



Objectives

The objectives of the seventh month are:

- To illustrate the natural fears of taking on a new unfamiliar task
- To give assurance of a mother's total devotion in times of difficulties
- To practise interpretation skills based on contextual clues
- To practise prediction skills
- To stimulate imagination through composing stories
- To learn grammar through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Show** book cover
- **Ask:** What is this animal? Goose
- **Describe** this animal
- **Show** flash cards: White feathers, webbed feet, orange bill
- **Ask:** Have you seen a goose before?
- **Ask:** Do you like this animal? Why or why not?
- **Ask:** What is the name of this goose?
- **Ask:** Do you like this name? Why or why not?
- **Ask:** Do you think this is a male or female animal? How can you tell?
- **Ask:** What do you we are going to learn about Lucy Goosey?

- **Show** the next page
- **Ask:** How many geese can you find? 8
- **Ask:** Who is the big goose perched on the tree branch: Mother Goose
- **Ask:** How many cousins does Lucy Goosey have? 6
- **Ask:** What do they think they are doing? Two of them with their heads down are probably looking for fish to catch. The others seem to be listening to what their mother has to say.
- **Ask:** Which one do you think is Lucy Goosey? The one sitting on the mound
- **Ask:** Do you think she looks happy? Why or why not?

While-Reading Questions

- **Read** next page
- **Ask:** Where has Lucy Goosey lived all her life? In a pond
- **Ask:** What kind of a gosling was she? She was fluffy and had flippy flappy feet
- **Ask:** What is a gosling? Baby goose
- **Ask:** What does fluffy mean? Light and soft
- **Ask:** Why are her feet described as flippy flappy? She has webbed feet and she flips and flaps around as she walks.
- **Ask:** Do you have webbed feet like Lucy? Why not? We walk on land and do not need webbed feet to paddle on the water.
- **Show** flash cards: pond, fluffy, gosling, feet, lived

- **Read** next 2 pages
- **Ask:** What had Lucy done in that pond? She had jumped off that branch sticking out of the water. She had sat on that rock. She had played hide-and-seek in those bushes
- **Ask:** Do you think the pond is special to Lucy? Why or why not?
- **Show** flash cards: rock, big, cow, played, hide-and-seek, bushes, dark, caves

- **Read** next 2 pages
- **Ask:** What happened to Lucy Goosey when she was nearly grown? She had proper feathers and she had even learned to whiffle (to quickly descend with a zig-zagging, side slipping motion) her wings as she landed on the pond.
- **Ask:** What do we have instead of wings? Arms
- **Ask:** How do we use them? We can swing our arms.
- **Ask:** Why was mother goose happy that Lucy Goosey could whiffle her wings? It would help her land on the water when they start on their long flight during winter to warmer places and to look for food.
- **Show** flash cards: useful, grown, proper feathers, learned, whiffle, help, land, water

- **Read** next 2 pages
- **Ask:** What was her mother really saying when she praised Lucy? She was telling her that soon all the geese – Lucy Goosey’s cousins, aunties and uncles would have to fly away from the pond to another country
- **Ask:** When were they going to fly off? That very night as soon as the sun went down
- **Ask:** What did Lucy Goosey do on thinking about flying away that night? She stared up at the sky.
- **Ask:** What did the sky look to her? It was vast and never-ending
- **Show** flash cards: cousins, aunties, uncles, sun, went down, sky, stared up, vast, never-ending

- **Read** next 2 pages
- **Ask:** What did Lucy say to her mother? “I’m not going!”
- **Ask:** What did she do? She ran off on her flippy flappy feet
- **Ask:** What did her mother advise her? To come back and fly away with the family or she would be left behind
- **Ask:** Did Lucy listen to her mother? No. She said she did not care.

- **Ask:** Why didn't Lucy care? She was too young to care or to know what it means to be left behind.
 - **Show** flash cards: called, left behind, don't care, honked, going, left behind,
- **Read** next page
 - **Ask:** Where did Lucy Goosey hide? She hid among the twigs and leaves in the bushes.
 - **Ask:** What was it like? Dark as caves
 - **Ask:** Why did she tuck her head under her wings? So that she could not hear or see a thing.
 - **Ask:** What does tuck mean? To push under something so that it is hidden
 - **Show** flash cards: crept, bushes, dark, caves, among twigs, leaves, tucked, head, wind, hear, see
- **Read** next page
 - **Ask:** What happened to her in the bushes? She fell asleep.
 - **Ask:** What did she realise when she squeezed out of the bushes? It was night time and very quiet
 - **Show** flash cards: fell asleep, squeezed out, night time, quiet
- **Read** next page
 - **Ask:** What did she do? She hurried down the pond.
 - **Ask:** What did she realise? The pond was empty and all the geese, even her mother had gone
 - **Show** flash card: mother, hurried down, pond, empty, geese, gone
- **Read** next 2 pages
 - **Ask:** How did Lucy cope being left behind? She swam around in little circles.
 - **Ask:** What did she do next? She huddled in the reeds.
 - **Ask:** What does huddle mean? To hold arms and legs close to your body
 - **Ask:** What did she hear? Leaves rustling, twigs cracking, things slithering
 - **Ask:** Who did she call out to? Her mum
 - **Show** flash card: swam, little, circles, huddled, reeds, leaves, rustling, twigs, cracking, things, slithering
- **Read** next 2 pages

- **Ask:** Who made the sound of wings whiffling and gave a long sad honking?
Mother goose
- **Ask:** How do you know that Lucy was happy? She sped out of the reeds faster than a flying fish to meet her mum.
- **Show** flash cards: sound, sad, honking, sped out, reeds, flying fish

- **Read** the next 2 pages
- **Ask:** What did Mother goose do? She held Lucy Goosey close and asked her why she did not want to leave the pond
- **Ask:** How did Lucy Goosey respond? She said nothing but stared up at the sky.
- **Ask:** Why do you think Lucy Goosey did not want to leave the pond? She was afraid of losing her way during the flight.
- **Ask:** If you were Lucy Goosey, would you be scared too? Why?
- **Ask:** What did the sky look like to her? It was dark, mysterious and never-ending
- **Ask:** Have you looked up the sky at night?
- **Ask:** What does it look like to you?
- **Show** flash cards: close, matter, want, leave, stared up, sky, dark, mysterious, never-ending

- **Read** the next 2 pages
- **Ask:** What was Lucy Goosey afraid of? Losing her way in the misty moisty clouds.
- **Ask:** What does misty, moisty clouds mean? Wet clouds
- **Ask:** How did her mother comfort her? She will search the clouds until she finds Lucy
- **Ask:** Have you ever feared losing your way?
- **Ask:** What do you think your mother will do?
- **Show** flash cards: lose, way, misty, moist, clouds, happens, search, find

- **Read** the next 2 pages
- **Ask:** What else was Lucy afraid of? Being caught in a storm and getting tossed into the tree tops.
- **Ask:** How did her mother comfort her? She will search every tree top until she finds her
- **Show** flash cards: caught, storm, tossed, tree tops

- **Read** the next 2 pages
- **Ask:** What was Lucy afraid of too? She was afraid of getting tired flying and falling into the cold dark sea.
- **Ask:** What did her mother say to comfort her? She said she would search the cold dark sea until she found her.

- **Read** the next 2 pages
- **Ask:** What did Lucy want to hear from her mother? That even when she became old, she would always search for her
- **Ask:** What was Lucy afraid of when her mother became old? Her mother might lose her way.
- **Ask:** What did Lucy promise her mother? She would look everywhere – in the sky, on the land, in the sea until she found her mother.
- **Show** flash cards: sky, sea, land, search, always, old, scared,
- **Ask:** What did Mother goose think of Lucy? Lucy was very brave.
- **Ask:** Was Lucy ready to fly off after this little chat with her mother? Yes
- **Ask:** Why do you think Lucy was ready to fly off? She was sure that her mother would always look for her should she lose her way during the flight.
- **Show** flash cards: brave, ready

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Do you think it is natural for Lucy Goosey to be scared of flying for the first time? Why or why not?
- Would you be scared if you were told that you have to walk to another country which you have never been to before? Why or why not?
- Would you feel sad like Lucy Goosey if you had to leave home? Why?
- Do you like Mother Goose? Why?
- Do you like the story? Why or why not?
- What does this story tell you about the fears that children may have? They are afraid of doing new things, of leaving the familiar places. They need the assurances of their parents that all will be well and that they will be looked after should they get lost.
- What does this story tell you mothers? They love their children and they will always look after them.

Writing Practice

Composing a Story

If you were to write a story about a goose, what would you write about?

- A goose learning to catch fish for food
- A goose enjoying life in a pond
- A goose feeling sad in a new country
- A goose getting caught in a fisherman's net and trying to escape

Making Sentences with Adjectives

- Fluffy: I like the fluffy cat.
- Flappy: The ducks have flappy feet
- Dark: I am scared to wander into dark caves.
- Useful: It is useful to learn how to swim.
- Vast: The sky is vast.
- Never-ending: The universe is never ending.
- Empty: The house was empty when I got home.
- Lonely: I felt lonely when no one was home.
- Mysterious: The jungle looks like a mysterious place.
- Cold: I am afraid of falling into the cold sea.
- Old: It is never too old to learn how to swim.
- Brave: It is important to learn to be brave.
- Ready: We are ready to go to school.

Making Sentences with Verbs

- Lived: We have lived in this flat since I was born.
- Jumped off: The monkey jumped off the tree branch.
- Sat: We sat on the beach to enjoy the sea breeze.
- Played: We played hide-and-seek all day long.
- Learned: We have learned how to read and think better.
- Find: We find it fun to read every night at bed time.
- Want: I want to learn as many new words as possible.
- Fly away: The birds fly away as soon the dogs bark at them.
- Went down: The sun went down very quickly.
- Stared up: We stared up at the sky admiring the twinkling night sky.
- Left behind: You will be left behind if you turn up late.

- Crept into: The fox crept into the bush to hide from the hunter.
- Hid among: We hid among the bushes when we saw a tiger.
- Tucked: She tucked her head under her pillow as she was sad.
- Hear: I could hear her crying softly.
- Fallen asleep: We had fallen asleep at midnight.
- Squeezed out: The chickens squeezed out of the cage to find some food.
- Hurried down: They hurried down to the shopping centre to buy the discounted computers.
- Swam around: We swam around the pool in the afternoon.
- Huddled: We huddled in the cave waiting for the rain to stop.
- Whispered: I whispered to my mother that I was feeling sick.
- Sped out: He sped out of the house to greet his grandparents.
- Held: She held my hand as we walked to the park.
- Lose: I am sure I will not lose my way.
- Search: My mother will search for me if I lost my way.
- Caught: The boys were caught in the rain as they were walking home.
- Tossed; The strong winds tossed the cars onto the roof tops.
- Happens: Today happens to be my birthday.
- Fall into: Be careful so you will not fall into the river.
- Look: Please look into the mirror to see that you have combed your hair.

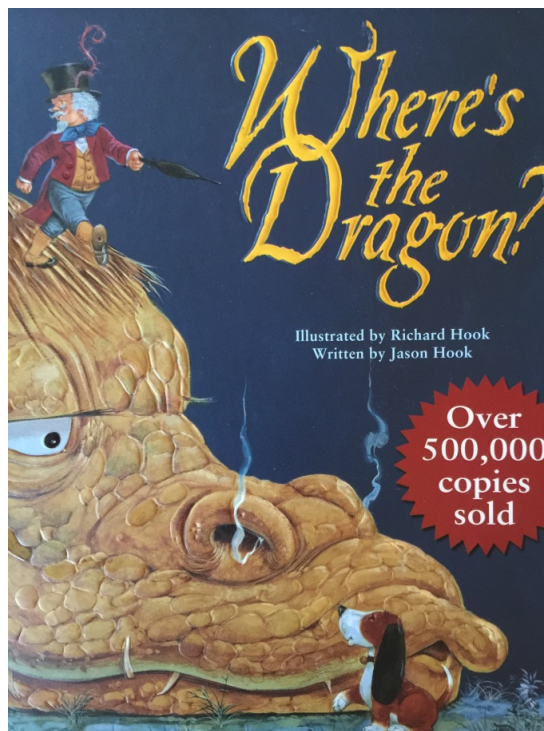
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to bring their favourite flowers or pictures of their favourite flowers. Better still, ask them to draw a picture of their favourite flowers and bring them to class to share with the others. Ask them to explain what makes their flowers special.

Chapter 11: Suspending Disbelief

Theme: Wonderment

The beauty of being a child is to be imbued with a sense of wonderment. The world of fantasy gives relief to the pressure of having to do the mundane and practical things all the time. This story shares a wonderful tale of the friendship between George and his grandfather in uncovering the legend of a dragon. It shows the subtle understanding and maturity that a child has to overlook the blind spot of his grandfather.



Objectives

The objectives of the eight month are:

- To highlight a happy relationship with grandfather
- To share the excitement of uncovering a legend
- To practise interpretation skills based on contextual clues
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Module 1: Listening, Reading & Speaking Skills

Pre-Reading Questions

- **Show** cover of book
- **Ask:** What can you see? A dragon, a dog, a little boy and an old man
- **Describe** these four characters
- **Show** flash cards:
Dragon: bulgy eyes, flaring nostrils, huge mouth, pointy teeth
Boy: baggy hat, bow tie, white shirt, black waistcoat, mustard trousers, black boots
Old Man: top hat, blue bow tie, umbrella, spectacles, blue shirt, brown waist coat, burgundy coat, blue trousers, brown boots, moustache, goatee, white hair, feather on his hat
Dog: beagle, long black ears, brown and white coat of fur, pointy tail, dog collar, name tag
- **Ask:** What do you think this story is all about?
- **Turn** to the next page and help the children describe the village scene.
- **Show** flash cards and point out the following: Boy walking on the stone bridge; Timber houses with chimneys; Thatched windows; Window pane; Decoration of dragon on roof top; Towers with steeples and wind vane; Woodlands; Mountain; River; Steps; Rockery; Attic; Dormer windows
- **Ask:** What is the difference between this village and your estate? Ask children to describe what they find in their neighbourhood

While-Reading Questions

- **Read** next page
- **Ask:** Spot the dragon on every page
- **Ask:** What did George do on the first day of summer? He visited his grandfather.
- **Ask:** What was the name of the dog? Meg
- **Ask:** What has his grandfather crafted in his workshop?
- **Show** flash cards: kites, clocks, flutes, fiddles, guitars and wooden dragon

- **Show** the next page and point out the various objects in the workshop.
 - **Show** flash cards: kite, saw, chisel, hammer, book, fiddle, aeroplane, brush, nails, flower pot, puppet, clock, lamp, train, rats, dog, wooden boards and planks
 - **Ask:** What story did Grandfather tell George? He told him amazing tales of old dragons who lived in the mountains.
 - **Ask:** Did George believe the tales? Yes, it sounded so real that he felt he could almost see the dragon.
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- **Read** next 2 pages
 - **Ask:** Can you identify the things you spot on these pages?
 - **Show** flash cards: cottage, windows, door, fencing, lantern, house no. 76, trees, mountain, river, sailing boat with a blue and white sail, owl, Meg, two ducks, umbrella, map, spectacles, hat, cap, bottle, lantern, a string bag
 - **Ask:** What did Grandfather suggest that they do when he hinted that George was too old to believe in dragons? He suggested that they go on a dragon hunt.
 - **Ask:** Do you believe in dragons? Why or why not?
 - **Ask:** Have you seen a dragon before?
 - **Ask:** What did they load onto their sailing boat to go on the dragon hunt?
 - **Show** flash cards: telescope, umbrella, magnifying glass, ancient yellow map.
 - **Ask:** Why do you think Grandfather wanted these things?
Telescope – to spot the dragon from afar; Umbrella – to keep them dry in case it rained; Magnifying glass – to read the map; Map – to help them find the dragon
 - **Ask:** What hat did Grandfather put on to go on the hunt? He put on his dragon hunting top that had a long, fluffy feather.
 - **Ask:** Why do you think he has to put on such a hat? To bring him luck so that he can find the dragon
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- **Read** the next 2 pages
 - **Ask:** Identify the objects
 - **Show** flash cards: dragon, flag, sail, heron, pelicans, bird, anchor, waterfall
 - **Ask:** What was George curious about? He wanted to know if the dragon was big.
 - **Ask:** What did his Grandfather say? The dragon was as big as the sky.

- **Ask:** What did George assume? That it was easy to see the dragon since it was as big as the sky.
 - **Ask:** What was his Grandfather's reply? That it was not easy to see the dragon and that they must hunt high and low, and always believe hard enough.
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- **Read** the next 2 pages
 - **Ask:** At nightfall, what did they do? They settled down on the riverbank, tied up their boat and stared up at the dark sky.
 - **Ask:** What did George see? He saw something twinkling in the sky
 - **Ask:** What did his Grandfather think? It was a beautiful moon.
 - **Ask:** What do you think George saw? The right eye of the dragon
 - **Show** flash cards: night fell, tied up, found, nice, place, sleep, settled down, riverbank, pointing up, winking, sighed, beautiful moon
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- **Read** the next page
 - **Ask:** What did they dream of when they slept? They dreamed of dragons.
 - **Ask:** What made the ground seemed to shake and shudder? The snoring of Meg, the dog
 - **Ask:** Do you know of anyone else who snores?
 - **Show** flash cards: slept, well, dreamed, snored, ground, shake, shudder
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- **Read** next page
 - **Ask:** What happened in the morning? Their sailing boat had disappeared.
 - **Ask:** What did George think could have happened? The dragon had crunched up the boat.
 - **Ask:** What did Grandfather say? It could not have been the dragons.
 - **Ask:** Why did he say that? He was short-sighted and could not see the dragon's footprints.
 - **Ask:** What does short-sighted mean? Cannot see things in the distance
 - **Ask:** What do you think? I agree with George
 - **Ask:** Can you see the footprint of the dragon? Yes
 - **Show** flash cards: morning, vanished, thin air, grumbled, short-sighted, footprints
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- **Read** next page
 - **Ask:** Why did Grandfather stride up what he thought was a path that led to the mountain top? He believed that dragons always lived on mountain tops.

- **Ask:** Why did George shout “A tail! A Tail”? He thought they were striding on the dragon’s tail.
- **Ask:** Could George walk as fast as his Grandfather? No
- **Ask:** How do you know? He was trying to catch up with the old man.
- **Ask:** What was Meg distracted by? A pair of eagles
- **Show** flash cards: mountain tops, striding off, catch up

- **Read** next page
- **Ask:** What can you see? A dragon breathing out smoke through his nostrils and surrounded by a ring of fire
- **Ask:** How did Grandfather feel? He was wheezing and feeling very hot.
- **Ask:** Was George right to ask about the dragon breathing fire? Yes
- **Show** flash cards: breather, fire, wheezed, mopping, brow, today

- **Read** next page
- **Ask:** Why was George sure about believing in dragons when he reached the mountain top? He saw the eye of a dragon.
- **Ask:** What did his Grandfather think he said? It is high.
- **Ask:** Why was he mistaken? He was hard of hearing
- **Show** flash cards: reached, top, sure, pointed, shouted, believed, high, hard of hearing

- **Read** next page
- **Ask:** Why did George shriek? He had seen the mouth of a dragon.
- **Ask:** What did his Grandfather think? It was the entrance to a cave.
- **Ask:** What did he do? He leapt into the dragon’s mouth and waved his umbrella about.
- **Show** flash cards: mouth, shrieked, shouted, hiding, leapt, waving, darkness, yelled out, barked

- **Read** next page
- **Ask:** What happened to the dragon? It sneezed
- **Ask:** What happened to Grandfather? The dragon had blown him out of its mouth as it sneezed.
- **Ask:** What had caused the dragon to sneeze? Hayfever, cold or the long fluffy feather of his hat or the umbrella that tickled the dragon?

- **Ask:** What did Grandfather think it was? A strong breeze had blown him off the mountain top
- **Show** flash cards and explain: hayfever, cold, fluffy feathers, sneeze, somersaulted
- **Read** next page
- **Ask:** Did Grandfather know that he had entered the mouth of the dragon and been sneezed out by the dragon? No
- **Ask:** Why did George say, “Seeing is believing”? He believed in dragons because he had seen one.
- **Show** flash cards: chuckled, holding, seeing, believing

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Did Grandfather know what had happened to him? No
- Why not? He could not hear or see well and he appeared confused.
- Did George think that he saw the dragon? Yes
- What made him think so? He walked on the dragon’s tail, saw the dragon’s eyes and saw his grandfather walking into the dragon’s mouth. Luckily the dragon sneezed his grandfather out of its mouth
- Do you think George really saw the dragon?
- Is this story believable?
- If not, why does the author write such a story? It is to amuse the readers and to teach us to stretch our imagination
- Do you like such stories? Why?
- Would you be brave like George and go on a dragon hunt? Why or why not?

Writing Practice:

Composing a Story

If you were to write a story about hunting an animal to look at them and not kill them, what would you write about?

- Hunting wild pigs at the MacRitchie Reservoir

- Hunting for kingfishers at the Seletar Reservoir
- Hunting for monkeys at the Bukit Timah Reserve
- Hunting for crocodiles in the Punggol River

Making Sentences with Nouns

- Kite: I would like to learn how to fly a kite.
- Clock: It is rare to see a clock in a house now.
- Flute: A flute produces beautiful music when it is played well.
- Fiddle: A fiddle, also known as a violin, is a string instrument.
- Dragon: I have never seen a dragon before.
- Hunt: I would like to hunt for wild pigs in the woodlands.
- Boat: We need a boat to go fishing.
- Telescope: We use a telescope to study the stars in the night sky.
- Umbrella: We need to carry an umbrella to keep dry when it rains.
- Magnifying glass: A magnifying glass enables us to study small insects.
- Map: Travellers use maps to help them go from place to place.
- Feather: We can use a feather to tickle someone who is asleep.
- Question: May I ask you a question?
- Sky: The sky is huge and never-ending.
- Riverbank: We fished by the riverbank and caught a big trout.
- Ground: It will be a new experience to sleep on the ground.
- Footprints: The giant left huge footprints on the muddy ground.
- Mountain: You can get a very good view from the mountain top.
- Brow: I mop my brow when I feel hot and sweaty.
- Cave: We can explore the cave with a torch light.

Making Sentences with Adjectives

- Each and every: Each and every year we visit the zoo on Christmas Day.
- First: On the first day of the New Year we hold a party.
- Little: We had very little to eat at breakfast.
- Old: The old man is very clever.
- Wonderful: We listen to wonderful stories every week.
- Amazing: It is amazing that some people keep snakes as pets.
- Real: We enjoy reading about the real adventures of brave men and women.
- Strange: We saw many strange objects when we visited the museum.
- Ancient: The kings and queens in England lived in those ancient castles.
- Long: We take a long walking stick with us to frighten off snakes.

- Fluffy: We stuck fluffy feathers on our hats to make us look like birds.
- Full: The children were full of joy when they went sailing.
- Easy: It is easy to fall asleep after a big meal.
- High and low: We looked high and low for our missing dog.
- Enough: I have had enough to do during the holidays.
- Hard: It is hard to learn rock climbing.
- Beautiful: The full moon looks simply beautiful.
- Short-sighted: I am short-sighted but I can read books without spectacles.
- Always: I always study for all my tests.
- Hot: It is a hot day and we are going swimming.
- Late: It is too late to go shopping.

Making Sentences with Verbs

- Carry: We carry our bags to school.
- Chuckle: We chuckle when we hear a funny joke.
- Sail: George had to sail down the river to hunt the dragon.
- Believe: It is hard to believe that we can see a dragon.
- Found: I found a teddy bear in class yesterday.
- Settled down: We settled down by the riverside to enjoy our sandwiches.
- Whispered: They whispered so as not to wake the baby up.
- Wink: The stars seem to wink at night.
- Sigh: We sigh when we are sad.
- Shake: It is polite to shake hands with friends.
- Shudder: We shudder when we think of all the work we have to do.
- Vanished: The boat vanished into thin air.
- Grumbled: I grumbled that I had too much to do.
- Stride up: We had to stride up a narrow path to get to Grandma's house.
- Puffed: We puffed as we became tired walking up the steps.
- Panted: George panted after walking for an hour.
- Wheezed: Grandfather wheezed as he had caught a cold.
- Mop: We had to mop our brows as it became so hot.
- Reached: When we reached the mountain top, we saw a goat.
- Pointed: I pointed the goat out to my friends.
- Shouted: George shouted to warn his friends to keep off the river.
- Shrieked: I shrieked when I saw a crocodile with sharp teeth.
- Leapt: I leapt to safety when a snake appeared before my eyes.
- Yelled out: I yelled out in fright when I found a spider in my hat.

- Sneezed: The dragon sneezed so hard that the ground shook.
- Somersaulted: The gymnast somersaulted to show off his skills.
- Bellowed: The bull bellowed when it was angry.
- Cried: We cried on seeing our chicken collapse and die.

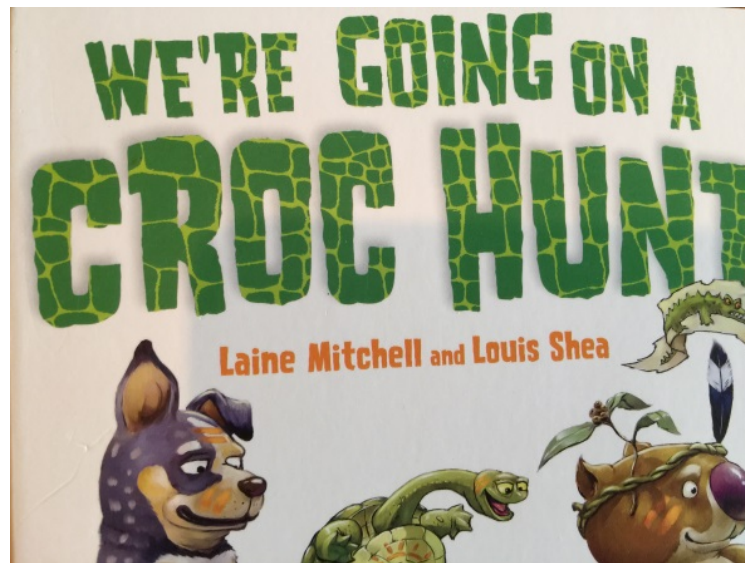
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to draw or bring pictures or figurines of the funniest, oddest or ugliest creatures they have ever seen. Invite them to talk about these creatures: how they got to know them, what they like or dislike about them. It will certainly amuse the rest of the class.

Chapter 12: Introducing Unexpected Endings

Theme: Obstacles

Assuring children of their ability to overcome obstacles builds resilience. It is the foundation upon which they develop the social and emotional intelligence to relate to others. This story illustrates the importance of leadership and team spirit in hunting down a crocodile. The unexpected ending stimulates the imagination.



Objectives

The objectives of the ninth month are:

- To illustrate that overcoming obstacles requires a positive attitude
- To show that it is acceptable to be held back by fears
- To share the suspense of a narrow escape
- To sharpen interpretation skills based on contextual clues
- To experience the unexpected twist in a story and suspense disbelief
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions:

- **Show** cover of the book
- **Ask:** Who do you think are going for the crocodile hunt?
- **Show** flash cards: dingo, tortoise, wombat
- **Ask:** What can we say about the tortoise? He stretches out his neck and jumps about in excitement.
- **Ask:** What can we say about the dingo? He is walking upright. He is spotted and looks like he is wearing an eye patch.
- **Ask:** What can we say about the Tasmanian devil? He has dressed up as if he is going for war. He paints his face and wears a Red Indian headgear with grasses and feather.
- **Ask:** Why is the Tasmanian devil wears war paint on his face? It is probably to scare away the crocodile.
- **Ask:** What can we say about the snake? It has sharp fangs, a long body, huge eyes and he is wearing a helmet.
- **Ask:** What can we say about the bush turkey? She seems ready for the hunt as she has sharp claws, big eyes and strong pointy beak.
- **Ask:** What can we say about the wombat? He looks calm and steady, ready to lead the group on with his walking stick with a flag of a crocodile fastened onto the stick
- **Ask:** Can you see that all three animals have something in common? Yes
- **Ask:** What is it? They all painted their faces or body with an orange war paint.
- **Ask:** Why do they do that? It is to give them courage that they are going to do something dangerous together. It is also to show togetherness. They are in it together as a group to do something that needed courage.

While-Reading Questions

- **Read** next page
- **Ask:** Who is the leader of the croc hunt? Wombat
- **Ask:** How do you know? He carries a pole with the flag bearing the photo of a crocodile and is leading the group.
- **Ask:** Why does the wombat carry a pole with a flag and wears a feather and a wattle branch? It is to guide the rest of the group and to make him look brave.
- **Ask:** Who are going on the Croc Hunt?

- **Show** flash cards: bush turkey, snake, dingo, wombat, Tasmanian devil, tortoise
- **Ask:** Are the white mice going for the hunt too? No
- **Ask:** Why not? They do not wear any war paint.
- **Ask:** What did they have to remind themselves as they go on a croc hunt? They are not afraid and are as brave as can be.
- **Ask:** Would you be afraid if you were going on a crocodile hunt? Yes
- **Ask:** What would you say to yourself to prepare to take on the crocodile? We are not afraid and we are as brave as can be?
- **Ask:** Why do we have to do that? This is to give us courage. We need to be prepared in our minds whenever we want to do something difficult.
- **Show** flash cards: hunt, crocodile, big, afraid, brave

- **Read** next page

- **Describe** what you can see on this page

There are lobsters and a platypus swimming in the waterhole, and a kingfisher perched on a branch.

The tortoise gives the snake a ride on its back.

The dingo is swimming.

The wombat has come face to face with the platypus as he sinks to the bottom of the waterhole, lobsters, platypus, kingfisher

The Tasmanian devil is yelping in pain as one lobster has pinched its foot and another its tail.

The bush turkey clings onto to the reeds, afraid to swim.

- **Ask:** What do you think the animals are feeling? Scared but they have no choice and to struggle to swim across the waterhole, except the bush turkey
- **Show** flash cards: watch out, waterhole, wet, reedy, over, under, through

- **Read** next page

- **Ask:** What keeps giving them courage as they struggle through another obstacle? Their positive attitude

- **Ask:** What do they have to watch out for now? Hot, trickly sand

- **Ask:** What is the snake doing? Curled up on the tree branch, afraid to slither over the very hot sand.

- **Ask:** Do you think the snake will stay curled up the tree and not go on the croc hunt? Not sure

- **Ask:** Who is missing? The bush turkey

- **Ask:** What other creatures can you see in this page? lizards
 - **Show** flash cards: hot, trickly, sand, lizards
-
- **Read** next page
 - **Ask:** What do they have to watch out next? Red, rickety (shaky, unsteady) rocks
 - **Ask:** What other animals did they meet? White cockatoo, kangaroos
 - **Ask:** Who seems to be struggling? Wombat, Tasmanian devil and tortoise
 - **Ask:** Who is missing? Snake
 - **Ask:** Wonder where he is? Gone back home
 - **Show** flash cards: red, rickety, rocks, cockatoo, kangaroos
-
- **Read** next page
 - **Ask:** What do they have to watch out for next? Spiky, brown scrub
 - **Ask:** What other animals do they meet? Bush mouse, kookaburra, spider, lizards, birds
 - **Ask:** Who is missing? The tortoise
 - **Show** flash cards: spiky, brown scrub, kookaburra, spider
-
- **Read** next page
 - **Ask:** What do they have to look out for next? A dark, spooky, swamp
 - **Ask:** What other creatures have they met? Fireflies and toads
 - **Ask:** Who is missing? The dingo
 - **Show** flash cards: dark, spooky, swamp
-
- **Read** next page
 - **Ask:** What did the wombat see? A crocodile
 - **Show** flash cards: two round glowing eyes, great big jagged scales, sharp pointy teeth
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- **Read** next page
 - **Ask:** What does the wombat say? Everybody run!
 - **Ask:** Why? He has spotted several crocodiles in the swamp and one of them has clenched his walking stick between its jaws

- **Read** next three pages
- **Ask:** Where do the animals have to hurry through? The scrub, the rocks, the sand and the waterhole
- **Ask:** Who is chasing them: a crocodile
- **Show** flash cards: hurry, scurry, race, swim
- **Ask:** Who is the first to swim across the waterhole? The wombat

- **Read** the last page
- **Ask:** Where are the animals? At home in a big hole under a big tree
- **Ask:** Can you spot a new friend? Crocodile
- **Ask:** What do you think happened to the crocodile? He has decided to become friends with the other animals.
- **Ask:** Why is the wombat applying war paint on the face of the crocodile? To show that he belongs to the hunting group.
- **Ask:** 'Now, what will we play?' Who asked this? Probably the leader.
- **Ask:** Why does he do that? Hunting for crocodile is part of fun and games for the animals and they appear to have nothing else to do but play.

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Do you like the story? Why?
- Do you notice that the story has an unexpected ending?
- What is the unexpected ending? The crocodile becoming their friends
- Do you like unexpected endings? Why or why not?
- Why does the author give such a happy ending?
She is trying to say that an enemy can become a friend so that everyone can live together happily.

Writing Practice

Composing a story

If you were to write a story about a crocodile, wombat, snake, bush turkey, Tasmanian devil, what would you write about?

- The animals trying to climb to the top of the highest mountain in the world

- The animals trying to find treasure in the darkest cave in the world
- The animals trying to build a house for all of them to live together
- The animals having a picnic by the sea

Making sentences with Adjectives

- Afraid: I am not afraid of animals.
- Brave: We can learn to be brave.
- Wet: We will get wet if we walk in the rain.
- Hot: It is too hot a day to go for a walk.
- Rickety: Do not walk up those rickety stairs.
- Spiky: We walked through the spiky and muddy tracks.
- Dark: We sleep in the dark cave.
- Spooky: We did not dare visit that spooky house.
- Sneaky: The rats are sneaky as they have eaten up all the food.
- Round: Owls have big round eyes.
- Glowing: We saw some flies glowing in the dark.
- Great: We had a great day by the beach.
- Jagged: The crocodiles have jagged scales.
- Sharp: Tigers have sharp claws.
- Pointy: I have a pair of pointy shoes.
- Safe: We feel safe when we are home.

Making Sentences with Verbs

- Hunt: We are going to hunt down the crocodiles.
- Find: We will find a big crocodile.
- Watch out: Please watch out for the poisonous spiders.
- Go over: We cannot go over or under the waterhole.
- Go through: We have to go through the hot sand and get our feet burnt.
- Run back through: When we saw the snake, we had to run back home.
- Hurry through: Please hurry through the scrub before it gets dark.
- Race through: We had to race through the sandy beach to get home.

Module 3: Developing Self-Confidence

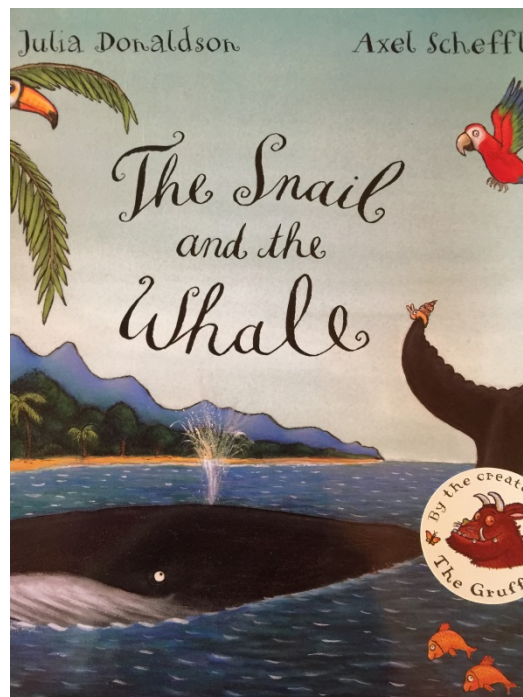
In this 'Show and Tell' segment, ask the children to bring in something related to their favourite sport or hobby. They could bring in a soccer ball, a tennis racket,

figurines of Spiderman and Batman, Barbie dolls, soft toys, stickers, games.
Encourage them to talk about their favourite sport and ask them why they enjoy playing such sport.

Chapter 13

Theme: Exploration

Fulfilling one's dream through exploring the world is one of life's greatest joys. It requires one to take initiative and to seize opportunities when they arise. This heart-warming story takes the children on an exhilarating journey to explore the deepest seas and the widest world through the adventures shared by a whale and a snail.



Objectives

The objectives of the tenth month are:

- To share the excitement of fulfilling the dream of seeing the world
- To appreciate the friendship between the snail and the whale
- To thrill in the kindness of the people in helping the beached whale
- To practise interpretation skills using contextual clues
- To practise listening comprehension
- To stimulate the imagination through composing stories
- To learn grammar and expand vocabulary through making sentences

Module 1: Listening, Reading and Speaking Skills

Pre-Reading Questions

- **Show** cover of book
- **Ask:** What creatures can you see on the cover?
- **Show** flash cards: whale, toucan, parrot, snail, fish, crab
- **Ask:** What sort of a country is it? Looks like a tropical country
- **Ask:** How can you tell? Coconut trees, green vegetation, mountain range, clear sky
- **Ask:** What do you think the story is all about?

While-Reading Questions

- **Read** next page
- **Ask:** What do we know about the snail? It has an itchy foot.
- **Ask:** What does that mean? It likes to travel.
- **Ask:** Do you have itchy feet too?
- **Show** flash cards: itchy foot
- **Ask:** Where would you like to travel to?
- **Ask:** What did the snail do on the rock? It slithered all over the rock.
- **Show** flash card: slithered
- **Ask:** Why did she sniff and sigh when she gazed at the sea and the ships in the dock? She would like to sail on the ships to explore the sea and the world.
- **Show** flash cards and explain: sniff, sigh, gaze
- **Show** flash cards: deep sea, wide world
- **Ask:** What can you see on this page?
- **Show** flash cards: crane, ship named Green Queen, cat, sea gulls, another ship called Ros, a cottage, a lighthouse, drums, bottles, litter on the beach, a snail on a rock

- **Read** next page
- **Ask:** What did the other snails tell the snail with the itchy foot? To be quiet, not to wriggle, to stay still and stay put
- **Show** flash cards and explain: quiet, wriggle, stay still, stay put
- **Ask:** What idea did the itchy foot snail have? To hitch a lift to see the world
- **Ask:** What does hitching a lift mean? To sit in someone's car to get to a place
- **Ask:** What did the snail leave behind as it moves? A silvery trail
- **Show** flash cards: hitch, lift, silvery trail, looped, curled

- **Ask:** What did the snail do with its silvery trail: She wrote a message on the black rock: 'Lift wanted around the world'
 - **Ask:** Do you think that is a clever idea?
 - **Ask:** Do you think she had any idea which creature would give her a lift?
- **Read** next page
 - **Ask:** When did the whale appear? It appeared one night when the tide was high and the stars were bright
 - **Show** flash cards: night, tide, high, stars, bright
 - **Describe** the whale: It was an immensely long humpback whale
 - **Ask:** What did the whale do? Sang a wonderful song to the snail
 - **Ask:** Have you sung a wonderful song to anyone?
 - **Show** flash cards and explain: shimmering (shining) ice, coral waves, shooting stars, enormous (huge) waves
 - **Ask:** How did the whale offer the snail a lift? He held his tail out to the snail for it to clamber aboard to sail the sea with him.
- **Read** next page and show the picture
 - **Ask:** Where did they sail to? The artic
 - **Describe** what you see in the artic
 - **Show** flash cards: sea, wild, free, towering icebergs, far-off lands
- **Read** next page and show picture
 - **Ask:** Where did they sail to next? A tropical island
 - **Describe** what you can see
 - **Show** flash cards: mountains, a volcano erupting, coconut palms, parrot, dolphins, flying fish, turtles, monkey
- **Read** next page and show picture
 - **Ask:** What did the waves do to the snail?
 - **Show** flash cards and explain: They arched, crashed, foamed, frolicked, sprayed and splashed on the snail and whale
- **Read** next page and show picture
 - **Ask:** What did they see in the ocean?
 - **Show** flash cards and explain: caves, stripy fish, feathery fins, sharks with hideous (ugly) toothy grins, octopus, lobsters, sea urchins, corals, starfish

- **Read** next page and show picture
 - **Ask:** What did they see and experience when they looked at the sky?
 - **Show** flash cards and explain: vast, high, sunny, blue, warm waters, thunderstorm, zigzag lightning
- **Read** next 2 pages and show picture
 - **Ask:** What happened to the whale one day? It lost its way
 - **Ask:** What was happening in the sea? There was a speedboat race.
 - **Ask:** Why did the whale swim too close to shore? He was upset by the ear-splitting roar of the speedboats zigging and zooming all over the place.
 - **Ask:** What happened to the whale when the tide went down? It was beached and could not swim out into the ocean.
 - **Show** flash cards and explain: lost, speedboats, zigging, zooming, upsetting, place, ear-splitting roar, close, shore
- **Read** the next page and show picture
 - **Ask:** Why couldn't the whale move on land? It was too big and heavy to move without the support of water.
 - **Ask:** How did the snail feel?
 - **Show** flash cards: helpless, small
 - **Ask:** What do you think the snail was going to do next?
- **Read** the next page and show picture
 - **Ask:** What do you see on this page? Children playing on the sand in the bay
 - **Ask:** Why did the teacher ring the bell? To ring in the children from their play
 - **Ask:** What did the teacher tell the students to do?
 - **Show** flash cards and explain: sit straight, don't talk, bell, ringing, school, bay, play
- **Read** next page and show the picture
 - **Ask:** What did the children find in the classroom clinging to the blackboard?
A snail
 - **Ask:** Why would you consider the snail clever? She had left a message on the board to save the whale using her silvery trail
 - **Ask:** How did the teacher and pupils react? The teacher went pale as she was scared of the snail and the pupils looked surprised that a snail could write a message.

- **Show** flash cards and explain: pale, save
 - **Ask:** How would you have reacted?
-
- **Read** next 2 pages and show picture
 - **Ask:** What do you think the children were going to do? Running to the beach to save the whale
 - **Ask:** Who did the teacher call for help? The firemen
 - **Ask:** What were the firemen supposed to do? To dig a pool, fill it up with water and help to float the whale so that it could swim back to sea
 - **Ask:** What did the children do? They helped the firemen to dig the pool.
 - **Ask:** What else did the firemen do? Squirting and spraying the whale with seawater to keep it cool
 - **Show** flash cards and explain: firemen, digging pool, squirting and spraying
-
- **Read** the next page and show the picture
 - **Ask:** Why did the villagers shout 'Hooray?' They were happy to see the tide come into the bay and the whale was able to swim back to sea safely with the snail.
 - **Ask:** Have you seen anyone rescuing anybody or any animal before?
 - **Ask:** Would you be as happy as the villagers? Why?
-
- **Read** the next page and show picture
 - **Ask:** What did the other snails say when they swam back to the dock? The time had flown so fast and the snail had grown
 - **Show** flash cards and explain: back, dock, flock, rock, flown, grown
-
- **Read** the next page
 - **Ask:** What did the whale and snail tell the flock of snails? Their wonderful tale of shimmering ice and coral caves, shooting stars and enormous waves and how the snail saved the whale
 - **Ask:** Why did the flock of snails crawl onto the whale's tail? They wanted a lift to explore the world.
-
- **Read** the next page
 - **Ask:** What time was it when they set sail? Night time
 - **Ask:** What did they do as they set sail? They sang to the sea.

- **Ask:** Would you like to clamber onto the whale's tail and set sail with the snails to explore the sea and the land? Why or why not?

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Do you like the story? Why?
- What have you learned from the story?
Friendship between whale and snail
Excitement of seeing the world and ocean
Cleverness of the snail to use her silvery trail to write two messages: to get a lift and to save the whale
Kindness of the villagers in rescuing the whale

Writing Practice

Composing a story

If you were to write another story on exploring the world by two creatures, what would your story be about?

- The eagle and the ladybird exploring the desert
- The dolphin and the turtle exploring the undersea world
- The snake and the lizard slithering up the Great Wall of China
- The chimpanzee and the dragonfly trekking in the jungle

Making Sentences with Adjectives

- Great: This is a great humpback whale
- Grey-blue: It is a lovely grey-blue shirt
- Black: I have a black dog.
- Deep: I swim in the deep sea.
- Wide: The world is wide.
- Tiny: The snail is tiny.
- Itchy: I scratched my itchy back and it bled.
- Quiet: We were told to be quiet.
- Silvery: My grandmother has silvery hair
- Bright: The moon was bright last night.
- Wonderful: The teacher read us a wonderful story.

- Shimmering: We saw the shimmering stars at night.
- Enormous: We were surprised to see the enormous bears.
- Starlit: We enjoyed the starlit night.
- Wild: The wild animals like to roam free.
- Towering: The visitors were happy to see the towering icebergs.
- Fiery: We were shocked to see the fiery volcano.
- Stripy: I wore a stripy shirt.
- Feathery: She wears a feathery cap.
- Hideous: The sharks have hideous teeth.
- Vast: The sky is vast and high.
- Sunny: We like playing on sunny days.
- Warm: We swim in the warm sea.
- Golden: We walked on the golden sand.
- Amazed: We were amazed that the snail could write a message.
- Ear-splitting: The ear-splitting roar of the traffic woke me up.
- Helpless: The snail felt helpless when the whale beached in a bay.
- Straight: We have to sit straight in class.
- Pale: The children turned pale when they saw a snake.
- Cool: The firemen kept the whale cool by spraying it with water.

Making Sentences with Verbs

- Slithered: The snail slithered all over the rock.
- Gazed: The whale gazed at the deep sea and felt homesick.
- Sighed: She sighed because she was not allowed to play.
- Sniffed: He sniffed a little when he was scolded.
- Wriggle: The teacher told the children not to wriggle during the concert.
- Hitch: We tried to hitch a ride to school.
- Looped: The snake looped itself onto the tree trunk.
- Curled: The cat curled itself up into a ball.
- Sang: The whale sang a lovely song to the snail.
- Held: The mother held the baby close to her chest.
- Carried: The waves carried the whale up to the shore.
- Arched: The branches arched as if trying to catch the sun's ray.
- Crashed: The ball crashed into the window pane.
- Foamed: The bathwater foamed as we slid into the tub.
- Frolicked: The children frolicked in the waves.
- Sprayed: The elephant sprayed water on the visitors.

- Splashed: The dolphins splashed in the pool and made the children laugh.
- Swam: The gosling swam in circles.
- Filled: The garden is filled with lovely roses.
- Lost: The whale lost its way.
- Upset: The noise upset the whale and made it lose its way.
- Beached: We found the whale beached in the bay.
- Moaned: We moaned when we had to clean the toilet.
- Fail: The snail did not fail to save the whale.
- Ring: We rang the door bell.
- Turn: We turn pale when we see a spider.
- Fetch: We had to fetch the firemen to save the whale.
- Squirt: We squirt water on the whale to keep it cool.
- Travel: The whale and the snail travel safely home.
- Saved: The villagers saved the whale.
- Crawled: The flock of snails crawled onto the tail of the whale.
- Sang: They sang a beautiful song to the moon.

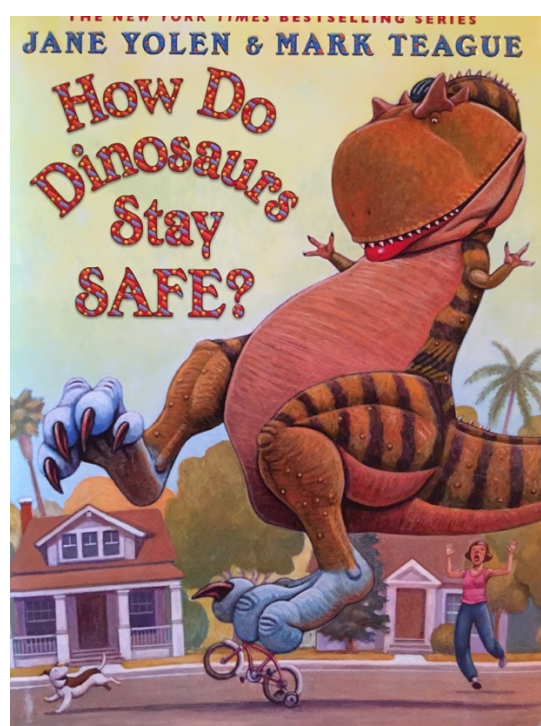
Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children bring objects to class which they can use to rescue others: whistle, mobile phone, torch light, walking stick, umbrella, spade, pail, tub, bucket, gloves, scissors, rope, string, needles or a bat. They have to explain how to use the objects they bring to class in an emergency.

Chapter Fourteen

Theme: Safety

Most children have no concept of danger and the importance of safety. Their instinct is to get as much fun and laughter out of their daily encounters. This story brings the message home in an amusing and friendly way. In this reading session, the children get to assume authority over the dinosaur and tell him what dangerous behaviour to avoid.



Objectives

The objectives of the eleventh month are:

- To introduce the concept of personification in story telling
- To highlight the importance of playing safe
- To emphasise what is acceptable and unacceptable behaviour
- To reinforce safety by learning to compose safety rules
- To learn to give reasons for the suggested rules
- To learn grammar and expand vocabulary by making sentences

Module 1: Listening, Reading & Speaking Skills

Pre-Reading Questions

- **Show** cover of book
- **Ask:** Do you like dinosaurs? Why?
- **Ask:** Can you describe a dinosaur?
- **Show** flash cards and explain: huge teeth, sharp claws, small eyes, vertebrates (backbones), muscular legs, protruding jaws, thorny horns, massive tail, bipedal (two-legged), quadrupedal (four-legged)
- **Ask:** What do you think this story is all about?

While-Reading Questions

- **Read** next page
- **Ask:** Should the dinosaur climb on a ladder? Why not?
- **Ask:** Should you climb on a ladder? Why not? You may fall and break your bones
- **Show** flash cards: climb, ladder

- **Read** next page
- **Ask:** Should the dinosaur jump on his bed? Why not? He may break his neck.
- **Show** flash cards: jump, bed

- **Read** next page
- **Ask:** Should the dinosaur ride a bike without a helmet? Why? He may break his skull when he falls off his bike and hits the ground.
- **Ask:** Do you ride a bike with a helmet? Why?
- **Show** flash cards: ride, bike, helmet

- **Read** next page
- **Ask:** Should the dinosaur treat a cat roughly by threatening to cut off its tail with a pair of scissors or to stand up on chairs? No, it is cruel and he can hurt himself when he falls off the chair.
- **Show** flash cards: cut off, tail, pair, scissors

- **Read** the next page
- **Ask:** Should the dinosaur run down the stairs? No, he may trip and break his legs.

- **Show** flash cards: run down, stairs

- **Read** next page
- **Ask:** Should the dinosaur jump from the rooftop as if he could fly? No, he may kill himself.
- **Show** flash cards: jump, roof top

- **Read** next page
- **Ask:** What should the dinosaur do when he crosses the street with mummy? Hold Mummy's hand

- **Read** next page
- **Ask:** How should you handle sharp knives, forks and spoons when you eat? Bring a set of cutlery to class: knife, fork and spoon. Demonstrate the proper handling of the cutlery.
- **Explain** the safety rules:
 - Do not pierce lips with fork
 - Do not slurp from spoon
 - Do not wave knife, fork and spoon around when eating and talking
 - Do not talk with your mouth full
 - Do not stick knife into mouth
 - Do not jab food with fork
- **Ask:** Should you walk off with strangers if you were given treats like sweets and chocolates? No, they may kidnap you and take you away from your parents

- **Read** next page
- **Ask:** Should you swim unsupervised? No, you may experience leg cramp and struggle in the water.

Module 2: Thinking and Writing Skills

Post-Reading Thinking Questions

- Should you wear a good helmet when riding? Why? It is to protect your head when you fall.
- Should you take bottles of water when you go for a walk or on a long hike? Yes. You will feel thirsty and need water.
- What emergency number should you dial when you or someone else in the family fall very sick? 999
- Should you swim unsupervised? No. You may face breathing difficulty and need help.
- Should you stick a knife into your mouth? No. You can cut your lips.
- Should you talk with your mouth full? No. You may get choked.
- Do you like the story? Why or why not?
- What have you learned from the story?

Writing Practice

Composing Rules

Imagine you are helping other little children to play and stay safe. What 5 important rules would you tell them? Explain the reasons for the rules.

- Children should not play with fire. This is because they can get burnt.
- Children should not play on the escalator. They may fall and hurt themselves.
- Children should not leave the house without telling their parents. They may lose their way.
- Children should not turn on the stove. They may set their house on fire.
- Children should not leave the tap running. It will flood the house.

Making Sentences with Verbs

- Hold: The teacher reminds Alice to hold her mummy's hand when she crosses the street.
- Obey: The drivers should obey the traffic lights.
- Cross: Obey the traffic signs when you cross the roads.
- Stick: Do not stick a knife into your mouth:

Do not jab food with a fork:
It is rude to jab food with a fork.

Do not pierce lips with a fork:
We must never pierce our lips with a fork.

Do not slurp from spoon:
To slurp from a spoon is considered rude by the Westerners.

Do not wave knife, fork and spoon around when talking:
It is considered bad manners to wave our knives, forks and spoons around when we are talking.

Do not talk with your mouth full:
We must not talk with our mouth full or we might get choked.

TIP:

In the story, I have introduced the concept of personification. It is a technique in which the writer gives human qualities to the dinosaur in order to make teaching more interesting. Children love talking about dinosaurs. Using the dinosaur to teach safety rules is a much more enjoyable way of ensuring that children understand the reality of danger and importance of safety. We avoid telling children off: Joe, do not jump on the bed. In general, no one likes to be told what not to do. However, if we tell the dinosaur to obey safety rules and get the children to assume the role of the parents in telling the dinosaurs what to do and what not to do, it becomes rather interesting to the kids. They love such an approach. We drive home the point by allowing the child to tell the dinosaur what it should do and should not do. Then we can turn around and ask the children what they have taught the dinosaurs and they would have noted such rules happily for their own application. Indirect ways of teaching rules are generally more effective as it is not confronting, and we are enabling the children to think for themselves the reasons for behaving with caution.

Chapter 15

Twelfth Month: Learning Arithmetic

Theme: Time Keeping

The earlier the children are exposed to the notion of numbers and time, the better. The basics of arithmetic and time are cleverly delivered through the lively exchanges between Charlie and his sister Lola. Desirable qualities of obedience and time-keeping are subtly woven throughout the story. Children will find this account enlightening and engaging.



Objectives

The objective of the twelfth month are:

- To introduce the concept of arithmetic: addition, division, subtraction, multiplication and the notion of time
- To emphasise the importance of good time management, obedience, consideration, patience, generosity and firmness
- To learn grammar and expand vocabulary through sentence making

Module 1: Listening, Reading & Speaking Skills

Pre-Reading Questions

- **Show** cover of the book
- **Ask:** How many figures can you see? 2
- **Ask:** How many apples are there? 3
- **Ask:** How many dolls are there? 3
- **Ask:** How many pencils are there? 3
- **Ask:** How many numbers are there? 5
- **Ask:** Have you learned addition?
- **Show** flash cards: $2 + 3 + 3 + 3 + 5 = 16$
- **Ask:** What do you think you will learn from this book?

- **Show** next page
- **Ask:** Can anyone read the numbers?
- **Ask:** Do you enjoy learning arithmetic?
- **Ask:** Is arithmetic important in everyday life? How? When we go shopping and pay the cashier, we want to be sure that they have given us the right change.

- Read next page
- Describe Lola: She is the little sister of Charlie. She is small and very funny.
- **Show** flash cards: little, sister, small, funny
- **Ask:** How many treats can Lola and Charlie get? One treat per person.
- **Ask:** What does 'one thing between two' mean? One treat for two people to share

- Read next page
- **Ask:** What is Lola doing? She is playing with some red dolls, a toy rabbit and planning to eat an apple.
- **Ask:** What does Charlie say to Lola when she asks if they were to share one treat? He says one treat each, so there are two things to be divided by two and that makes one treat per person.
- **Show** flash cards: $1 + 1 = 2$

- Read next 2 pages
- **Ask:** How much time does mum give them to get ready? 10 minutes

- **Ask:** Do you know how long is 10 minutes?
 - **Show** flash cards: 10 minutes
 - **Ask:** How long does Lola take to brush her teeth? 3 minutes
 - **Ask:** How long does she take to remember that she has forgotten to eat breakfast? 1 minute
 - **Ask:** How long does Lola take to eat her puffa pops? 4 minutes
 - **Ask:** How long does Charlie take to brush his teeth? 4 minutes
 - **Ask:** How long does it take to find Lola's left shoe? 8 minutes
 - **Ask:** In total how much time do the children need to get ready?
 - **Show** flash cards: $3 + 1 + 4 + 4 = 8 = 20$ minutes
 - **Ask:** Since mum wants them to be ready in 10 minutes' time, how late are they going to be? 10 minutes late
 - **Ask:** If Lola and Charlie could brush their teeth at the same time, how much time would they save? 4 minutes
 - **Ask:** How late will they be then?
 - **Show** flash cards: $10 - 4 = 6$ minutes late
-
- Read next page
 - **Ask:** What does Lola mean by half of a second? Very quickly
 - **Ask:** Why does Charlie look cross-eyed and there is a question mark on his watch face? It is to indicate that he does not believe Lola. The question mark is to say that there is no such thing as half a second on the face of the watch
 - **Ask:** Is it possible to do anything in half a second? No
 - **Ask:** So why does Lola say that? She is just trying to assure Charlies that she takes no time at all so that he will not be fed up with her.
-
- Read next page
 - **Ask:** What is this? The face of a wrist watch
 - **Ask:** Do you wear watches? Why or why not?
 - **Ask:** Can you read time?
 - **Ask:** How many numbers can we see on the watch face? 12
 - **Ask:** What does one little line mean? 1 minute
 - **Show** the watch face again
 - **Ask:** How many minutes are there between each number from 12 to 12? 5 minutes
 - **Ask:** Does anyone know multiplication?
 - **Ask:** How many minutes are there from 12 to 12?

- **Show** flash cards: $5 \times 12 = 60$ minutes
 - **Ask:** How long did Charlie wait before he went into the room to look for Lola? 2 minutes
 - **Explain:** There are 60 seconds to 1 minute and 60 minutes to 1 hour
 - **Show** flash cards: 60 seconds = 1 minute, 60 minutes = 1 hour
 - **Ask:** Lola has taken 2 minutes. So how many seconds is that?
 - **Show** flash cards: $2 \times 60 = 120$ seconds
-
- **Read** next page
 - **Ask:** What has Lola been doing for the last 2 minutes? She has been trying to count the number of dots on her dress.
 - **Ask:** What problem does she face? She cannot count beyond the number 12.
 - **Ask:** Can you help Lola count up to 20?
-
- **Read** next page
 - **Ask:** What does Charlie mean when he says “Missing going to the shops comes after twelve!”?
 - **Explain:** He is asking Lola to hurry up and not telling her what comes after 12.
-
- **Read** next page
 - **Ask:** Why is Charlie running like mad? They are already 6 minutes late
 - **Ask:** Is Lola worried about being late? No
 - **Ask:** How do we know? She is counting the number of shoes ladybirds need.
 - **Ask:** What does Lola mean when she says “There are at least fifty...”
 - **Explain:** If one ladybird has 6 legs, then 12 ladybirds would have 50 legs
 - **Show** flash cards: $6 \times 12 = 50$
-
- **Read** next page
 - **Ask:** Do you agree with Charlie that ladybirds wear no shoes or socks? Why?
 - **Ask:** What does ‘ouchy’ mean? It is not a real word but something we say when we feel pain or discomfort.
 - **Ask:** Do you agree with Lola that the ladybirds will feel ‘ouchy’ without socks and shoes? Why?
-
- **Read** next page
 - **Ask:** How many ducks follow them as they walk past the water meadow? 3
 - **Show** the picture

- **Ask:** How many animals can you see? 22
- **Read** next page
- **Ask:** Why does the number of animals following Lola increase from 3 to 22? She has been feeding them biscuits so more and more animals follow them.
- **Ask:** So how many more animals follow them from the first 3 animals?
- **Show** flash cards: $22 - 3 = 19$
- **Ask:** How many ducks, pigeons, wading birds, swans, geese and flapping birds are there?
- **Show** flash cards: 3 ducks, 7 pigeons, 5 wading birds, 4 swans, 2 geese, 1 flapping bird
- **Show** flash cards: $3 + 7 + 5 + 4 + 2 + 1 = 22$
- **Show** the picture
- **Ask:** Read out the numbers you can see on the animals
- **Read** next 2 pages
- **Ask:** Can Lola count? No
- **Ask:** How many birds are singing on the overhead pole? 9
- **Read** next 2 pages
- **Ask:** Why do they say that there are more than a hundred and more than a thousand leaves on that tree? There are too many to count.
- **Ask:** Can you count up to 100? 1000?
- **Show** flash cards: $10 \times 10 = 100$, $10 \times 100 = 1000$
- **Read** next 2 pages
- **Explain:** It is easy to count up to 100 but when there are too many to count we use the following expressions
- **Show** flash cards: thousand, million, billion, trillion, squillion
- **Read** next 2 pages
- **Ask:** How many steps did they take to walk to the shops? 156
- **Ask:** Why does Lola say 3 things? She wants to negotiate with mum to let her buy 3 things instead of one thing.
- **Ask:** Is Lola's mum firm? Yes, she sticks to her promise of one thing.

- **Read** next 2 pages
 - **Ask:** What made Lola settle for one thing? When her mother says that she can buy no things
-
- **Read** the next page
 - **Ask:** How many minutes does Charlie take to look at the comics, and badges?
 - **Show** flash cards: $3 + 2 = 5$
 - **Ask:** How long does he take to make up his mind? 5 seconds.
 - **Ask:** How long is 5 seconds? Count from 1 up to 5
 - **Ask:** What does he choose? One set of 6 badges
 - **Ask:** What would you have chosen? Comics or badges? Why?
 - **Ask:** What can we say about Charlie when he can make up his mind so fast?
 - **Show** flash card: decisive
-
- **Read** next page
 - **Ask:** How long has Lola taken to choose her treat? 11 minutes
 - **Ask:** How much longer than Charlie has Lola taken?
 - **Show** flash card: $11 - 5 = 6$
 - **Ask:** What does Lola choose? A set of 12 stickers
 - **Ask:** Name the things that Lola looks at
 - **Show** flash cards: skipping rope, a set of paint and brush, dice, cat, dinosaur, mushroom, pencil, book
 - **Ask:** What would you have chosen? Why?
-
- **Read** next 2 pages
 - **Ask:** What does Lola do on her way home? She uses up all her 12 stickers
 - **Show** flash cards: 5 stickers on pavement, 3 stickers on tree, 2 stickers on shoes, 1 sticker on Charlie, 1 sticker on dog
 - **Show** flash cards: $12 - 5 = 7$, $7 - 3 = 4$, $4 - 2 = 2$, $2 - 1 = 1$, $1 - 1 = 0$
-
- **Read** next page
 - **Ask:** Why does Lola ask Charlie to give her one badge? She has used up all her stickers and has nothing to play with.
 - **Ask:** What does Charlie say? He agrees to give her one
 - **Ask:** What trick does Lola play on Charlie? She tries to negotiate for more stickers.

- **Ask:** Why does she get only one sticker? Charlie is firm and threatens to give her nothing.

Module 2: Thinking and Writing Skills

Post-Reading Questions

- Do you like the story?
- What do you like about the story?
- What does the story tell you about Lola?
 Poor time keeping – late to get to the shop
 Gets distracted - counting the dots on her dress when she is supposed to change into a dress to go shopping, and feeding the ducks along the way
 Unable to count – cannot count the number of birds
 Gets distracted easily
 Does not stick to the bargain
 Tries to be tricky
 Wastes all her stickers
- What does the story tell you about Charlie?
 Time conscious – does not want to be late for mum
 Obedient – does not bargain with mum
 Patient – does not get annoyed with Lola for being late
 Generous - agrees to give Lola one sticker
 Firm – is not tricked by Lola
- Who do you like better? Lola or Charlie? Why?
- Which of Charlie's 5 good qualities do you think you have or would like to have?
- Do you think the writer is fair in portraying a girl and a younger child as having all the bad qualities? No? Why not?
- Do you think the writer is fair in portraying a boy and an older child as having all the good qualities? Why not?
- Explain: All boys and girls, young and old have some good and bad qualities as we are all not born perfect. We all can develop good qualities and habits.

Writing Practice

Composing a story

If you were to write a story, who would you like to write about?

- A pair of twins – boy and girl/ girl and girl/ boy and boy
- A younger brother and an older sister
- A younger sister and an older brother
- Two brothers
- Two sisters

If you were to write a story to teach your friends arithmetic, what story would you choose? Make the following suggestions:

- Going shopping and telling readers the number of shops you have been to, the number of things you bought, the amount of money you spent and the experience of paying cash at each shop and getting the right change
- Going to the zoo and telling your readers how long it took your father to drive to the zoo, the number of minutes you had to wait before you got your tickets, the price of the tickets, the number of people who queued up to buy food, the amount of money you spent on food and drinks, the time you spent at the zoo and the time it took you to get home.
- Going to the cinema and telling your readers how many times you have been to the cinema, how much money you usually spend buying snacks to eat at the cinema, how long it took you and your parents to take a train to the cinema, what time the show started and ended and how long the whole show was, the time you started out from home and the time you got home, the total number of hours you spent the whole day outside the house.

If you were to teach your friends some five good qualities, what would they be?

- Kindness – tell your friends how kind the shopkeepers were to you when your brother left the mobile phone in the shop, they returned it to him.
- Patience – tell your friends about how patient your parents were when they had to queue up for tickets at the zoo, they did not complain but bought you all some ice-cream to keep you happy

- Generosity – tell your friends how generous your sister and brother were to you when they shared their chocolates with you when you dropped yours.
- Decisiveness – tell your friends how easily you made your choice when you were told to order your food at the food court, you knew exactly what you wanted and took no more than 1 minute
- Thankfulness – tell your friends how you thanked your parents for taking you to enjoy a day shopping, to the zoo or to the cinema

Making Sentences with the Concept of Time and Numbers

- Each: Each person was allowed to have one stick of ice-cream only.
- Minutes: It took us thirty minutes to walk to school.
- Seconds: It takes only a few seconds to tie up my shoe laces.
- Hours: My mother takes four hours to clean the house.
- Ten: He has ten pairs of shoes.
- Hundred: I spent one hundred dollars on my school books.
- Thousand: There are five thousand people at the parade
- Million: Some people have a million dollars in their bank accounts.
- Billion: It costs more than a billion dollars to build an airport.
- Squillions: The government has spent squillions of dollars to make Singapore a garden city.

Module 3: Developing Self-Confidence

In this 'Show and Tell' segment, ask the children to bring a photo or to draw a picture of their sibling and ask them to describe what makes that person special. Ask them if they have learnt any good qualities from their siblings or taught them any good qualities. Ask them to describe the age of their sibling, how often they play together, how many hours they spend studying together and the number of times they have gone out together or visited their grandparents, how long it takes for them to get to their grandparents' house, the address of their grandparents' house, their own address and postcode. This session is most useful as it helps the children to start thinking quantitatively.

Final Thoughts



There is nothing more rewarding than touching the lives of children, assuring them of love and providing the foundation upon which they can find their place in society. There is so much good and beauty in this world that we want our children to enjoy. Yet, there is also so much grief and danger that we want to shield our children from.

When I started my Little Bluestockings Academy, my deepest wish is to equip as many nurturers as possible with skills to provide the foundation upon which children of all backgrounds can build upon to achieve their latent potential, and be the best they can be. By this, I do not mean striving to score the highest marks possible in all examinations. What counts most is enabling the children to develop their IQ and EQ so that they can learn to interact with others and succeed in whatever fields they choose. By success, I do not mean making lots of money or becoming famous. Rather, it means to gain a sense of self-fulfilment in pursuing one's life passion, a kind of quiet contentment to live life as best as one can.

I would like to leave you with 10 tips to encourage you to start this beautiful journey with your children. I look forward to hearing from you on how you get on with this

programme. Let us start a conversation and please post your comments on the littlebluestockingsacademy.wordpress.com blog. You can contact me at drrosdrake@gmail.com. Or text me 61-449882888.

1. Set Goals
2. Hone skills
3. Follow intuition
4. Start a Nurturing Intelligence group
5. Work with other nurturers
6. Share your experiences
7. Build a communal library
8. Maintain the momentum
9. Make happy memories
10. Celebrate the joy of learning

List of Recommended Books

Mad about Mini-Beasts: Giles Andreae, Orchard Books, Euston Road, London (2011)

Monkey Found a Baby: Jeanne Willis, Walker Books Ltd, London, 2013

Goodnight Mice!: Frances Watts, HarperCollins Publishers, Australia, 2011

The Tiger who was Angry: Rachel Elliot, QED Publishing, 2012

Bear's Day Out: Michael Rosen, Bloomsbury Publishing, 2007

Watch out Little Wombat: Charles Fuge, Sterling Publisher Co, Inc., 2009

Lucy Goosey: Margaret Wild, Publisher: Little Hare Books, 2010

Where's the Dragon?: Jason Hook, Cat's Pyjamas Books, 2003

We're Going on a Croc Hunt: Laine Mitchell, Scholastic Australia, 2012

The Snail and the Whale: Julia Donaldson, Macmillan Children's Book

How Do Dinosaurs Stay Safe?: Jane Yolen, The Blue Sky Press, Scholastic Inc., New York, 2015

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