

Unit 15 Birthdays

About this unit

This unit is about birthdays. The pupils read about and discuss birthday food and traditions from other countries. The phonics and grammar focus is on *sn-* and *sm-* words and word games. Pupils draw a picture and write sentences about it. Throughout the unit, the pupils read, learn and revise blends and sight words, and record useful vocabulary.

Lesson 1

Lesson aims

- *Listening and speaking*: discussing birthday celebrations; asking and answering questions
- *Reading*: vocabulary (*rice, fish, sauce, celebrate, birthday, food, cake, candles, sandwiches, meat, tomatoes, onions, sweets, party, tasty*)
- *Writing*: filling in missing letters to form words

Resources

- Chalkboard
- Pupil's Book
- Flashcards with sight words: *has, your, make, put, said*
- Workbooks
- Skipping ropes
- Ask pupils each to bring one **small** object (or idea) for the theme, e.g., a candle, photograph, hat, song, game, wrapping paper, birthday card

Starting off

1. Teach this skipping rhyme:
*Jump, jump on both your feet
Say what birthday food you eat!*

Listening and speaking

(*Pupil's Book p. 63*)

Use these discussions to improve vocabulary and oral communication skills.

1. Refer to the pictures of the children in different countries on p. 63–64. Ask pupils to guess the theme for the unit.
2. Write the birthday vocabulary on the board.
3. Ask pupils what food they eat on their birthdays. What other ways do they celebrate – singing, cards, games, presents? Note: not all families are able to celebrate birthdays. Let them discuss in the home language and try to respond in English.
4. Guide pupils to the Listening and speaking text on p. 63. Read it to them slowly. Ask them to listen for kinds of food. Read the text again. Ask them if the food sounds tasty.
5. Pupils draw a picture of themselves eating the food they like on their birthday.
6. In pairs, pupils ask and answer questions about their pictures. *What are you eating? Who is with you? What are you doing?* Model these questions with one or two pupils before the class begins.

Reading (*Workbook p. 24*)

1. Use your flashcards to say and spell the sight words as a class: *has, your, make, put, said*
2. Write the sight words on the board with some letters missing. Let the pupils come to the board to write them correctly. The rest of the class checks the answer.
3. Pupils turn to p. 24 to consolidate food vocabulary. It is important that they make matching pictures. Explain the rules of the game and help them to get started.

Support

1. Use your alphabet wall chart to revise the sounds of the alphabet. Ask pupils to name foods that start with these letters.
2. Do pupils remember the vowel memory rhyme? **An Egg IOwe U** (*you*).

Extension

1. Play a clapping and skipping game outside. Two pupils turn the rope and say the rhyme from 'Starting off'. The pupil who is jumping calls out his or her birthday food. Then the next person has a turn.

Lesson 2

Lesson aims

- *Listening and speaking*: singing Happy Birthday, listen to instructions to play games such as *Pass the parcel*; discuss comprehension questions
- *Reading*: about birthday celebrations in different countries; vocabulary (*birthday, food, cake, candles, sandwiches, meat, rice, tomatoes, onions, sweets, noodles, party Egypt, Mexico, China, wrapping paper*)

Resources

- Chalkboard
- Pupil's Book
- A calendar
- Simple map of the world (Extension)
- Books which show birthday traditions in other countries (Extension)
- Flashcards with sight words – *has, your, make, put, said*
- Each child has his or her birthday object.

Starting off

1. Sing *Happy birthday*:
Happy birthday to you (x 2)
Happy birthday dear _____
Happy birthday to you.
2. Revise the months of the year using your calendar. Ask pupils to sing any song they know about the months of the year.
3. Revise birthday and food vocabulary

Reading (Pupil's Book pp. 63–64)

1. Discuss the kinds of foods that children

in different parts of the world eat on their birthdays. Emphasise that not all children in these countries celebrate their birthdays like this. Some people do not celebrate birthdays at all.

2. Read the text for picture 1 (PB p. 63) and discuss. Ask pupils what they notice. Point out the smaller cakes and fruit. Write the vocabulary on the board.
3. Follow the same procedure with picture 2. Point out the food – rice, meat and vegetables and explain that the children are about to play a game called *Pass the parcel*. Can anyone in the class tell you how to play it? (While music is playing, the parcel, which has many layers of paper, is passed from child to child. When the music stops the child who has the parcel takes off one layer. The music starts again and the child passes it on, until there is only one layer left. The child who has the parcel at that point takes off the last layer and keeps the small gift inside the parcel.) Ask pupils to tell you about any other party games.
4. Follow the same procedure for picture 3. Point out the blindfolds that are used in the game. The child who gets the sack down shares what is inside.
5. Follow the same procedure for picture 4. Explain what is meant by *long life*.
6. Read through and explain the comprehension questions on p. 64. Let pupils discuss the answers in pairs.
7. In groups, pupils take turns to talk about the birthday object or idea they have brought to school.

Answers (Pupil's Book p. 64)

1. Two cakes are used. 2. They eat long noodles in China. 3. Nigerians use parties, games and nice food to celebrate birthdays. 4. In Mexico, they keep sweets, toys and money in a sack for birthday celebrations.

Reading and writing

1. Introduce the sight words *has* and *your*.

- Write these sentences on the board:
She has seven candles on her cake.
Did you enjoy your birthday party?

Support

Discuss if loved ones want gifts or if they just want to feel loved and special? Help pupils to think of ways to make presents. Compile a list, e.g.: *make a card; give your mum three wishes that you can grant (make her a cup of tea, wash the dishes, help with the baby); write a poem*, etc.

Extension

- Help pupils to find the countries in the story on a world map.
- Pupils look at your reference books about other countries and their celebrations.

Lesson 3

Lesson aims

- Phonics*: words starting with the blends *sn-* and *sm-*
- Reading*: a story about quantity; *sn-* and *sm-* words (*snail, snake, snore, snow, snack, sneeze small, smile, Smarties, smoke, smell*); vocabulary (*decide, cater, every, satisfied, how much, how many*).

Resources

- Chalkboard
- Pupil's Book
- Reader
- Word and picture cards for *sm-* and *sn-* words
- Personal dictionaries.

Starting off

- Ask pupils to share birthday songs from their home language.
- Practise months of the year by compiling a class birthday list: *Who has a birthday in March? How many children have a birthday in September? Put up your hand*

if your birthday is in August. Which month comes before November? etc. Keep the list up so that you can sing to pupils on their birthdays.

Phonics

(Pupil's Book p. 65)

- Put your *sn-* word cards on one side of the board and your *sn-* picture cards muddled up on the other side.
- Ask pupils to come up and match the pictures to the words. As each word and picture is matched, pronounce the word together as a class. Point out how *sn-* and *sm-* sounds are nasal (through the nose). Be sure pupils can differentiate between the two sounds.
- Turn to Phonics (PB p. 65), sound out and say each word in the table. Pupils repeat after you. Ask pupils to use the words in sentences for the class to repeat.
- Read the incomplete sentences in Question 1 while pupils follow in their books. Now ask pairs to read them, choosing the missing word for each sentence from the words at the top.
- Check the answers orally as a class and then ask pupils to copy and complete the sentences in their note books.
- Ask pupils to write three more *sm-* and three *sn-* words in their note books. They draw a picture for each.
- Pupils write any new words in their personal dictionaries.

Answers:

1a) snack b) snore c) snow d) sneeze

Reading

(Reader pp. 32–33)

- Guide pupils through new words in *Birthday* (RD p. 32), especially quantity words: *how much, how many, every child* etc. Use them in example sentences.
- Read out the story as the children listen. Explain difficult concepts, especially *cater* (see new word feature).
- Read the story again and ask pupils to

follow in their books as you read.

- Read again slowly and let them read after you. Now let them read silently.
- Ask pairs the comprehension questions. Point out the irregular plural of loaf - loaves. Help pairs with the quantity questions, as well as with writing the list; e.g.: *Party food*. Check answers.

Answers (Reader p. 33)

1. They must buy 10 cool drinks. 2. They must buy 20 sweets. 3. They must buy 10 red sweets and 10 pink sweets. 4. They must buy one loaf of bread. 5. Answers will vary.

 **Support**

- Ask individuals to come to the board and match *sm-* blend words to their pictures.
- Revise *sn-* blends with word cards and pictures. Say the words *snack* and *snake* aloud so that the pupils hear how the *e* at the end of *snake* makes a long *a* sound.

 **Extension**

In groups, plan a party.

- How many people will be there?
- What will they eat and drink?
- Make a shopping list of what to buy. Give your list a heading, e.g.: Party food
2 big bottles of orange juice
6 small meat pies
6 apples

Lesson 4

 **Lesson aims**

- Listening and speaking*: pronunciation
- Reading*: *sm-* and *sn-* words; complete a word puzzle
- Writing*: sentences using sight words

 **Resources**

- Chalkboard
- Pupil's Book
- Flashcards with sight words *make*, *put*
- sn-* and *sm-* work and picture cards.

 **Starting off**

Play the shopping memory game.

 **Grammar**

(Pupil's Book p. 66; Workbook p. 25)

- Revise phonics using your word and picture cards for *sn-* and *sm-* blends
- Ask individuals to come to the board and match *sm-* and *sn-* blend words to their pictures.
- Invite sentence ideas from the class. Correct grammar, then write it on the board. Ask a different pupil to identify the *sn-* or *sm-* word, underline it and circle the beginning sound.
- Pupils copy three of the sentences into their note books. Walk around to check for correct copying. Ask various individuals to read a sentence aloud to you. Listen for correct pronunciation.
- Pupils complete the word search puzzle (PB p. 66). Demonstrate on the board how words can be written across, down, up and diagonally.

Answer (Pupil's Book p. 66)

s	n	a	p	s	e	l	l
n	m	s	l	m	k	i	a
o	s	a	l	i	a	k	p
r	n	p	l	l	n	e	e
s	a	a	l	l	s	n	z
m	c	s	m	i	l	e	e
e	k	l	q	l	g	y	e
l	n	s	n	o	r	e	n
l	s	m	o	k	e	s	s
y	s	m	a	s	h	d	o

- Pupils find words in the puzzle that start with *sm-* (Exercise 3 WB p. 35). The words are all written horizontally and from left to right.

Answers

(Workbook p. 25)

small, smoke, smart, smell, smile



Reading and writing

1. Introduce the two sight words *make* and *put* by writing these sentences on the board: *I often make tea. I put the cups on the tray.* Ask pupils to write their own sentences, using these two sight words.



Support

1. In pairs, pupils practise spelling vocabulary words from this unit: *cake, rice, meat, sweets, happy, birthday.*
2. Give a short dictation. *She has two cakes. He eats rice and meat. We all like sweets. Happy birthday to me.*



Extension

Confident pupils can learn this rhyme:

How many days?

30 days has September,

April, June and November.

All the rest have 31,

Except for February alone,

Which has just 28 days clear.

And 29 in each leap year.

Lesson 5



Lesson aims

- *Listening and speaking:* talking about their favourite food
- *Reading:* vocabulary favourite, *like / don't like*; food vocabulary
- *Writing:* using sentence frames



Resources

- Chalkboard
- Pupil's Book
- Flashcard with sight word *said*
- Flashcards from previous lessons showing various foods
- Personal dictionary for each pupil.



Starting off

1. Look at the food flashcards and revise the vocabulary.
2. Pupils write down any words they do not know in their personal dictionaries.



Writing

(Pupil's Book p. 66)

1. Ask pupils to tell a partner about their favourite/most disliked food. *What is it? When do they eat it?* They can use these sentence frames on the board to help them: *I like/ don't like... My favourite food is... I eat it when...*
2. Pupils turn to Writing on p. 66 and draw a picture of their favourite food.
3. Read through the Questions a–c. Ask them to write answers to the questions in full sentences. They may use the frames you wrote up earlier.
4. Check work for use of full sentences as well as punctuation and spelling.



Reading and writing

1. Introduce the sight word *said*.
2. Write this sentence on the board: *Our teacher said we must bring fruit.*
3. Pupils should make up their own sentences using this word.



Support

Pupils make oral sentences with the sight words and play a matching game with the playing cards.



Extension

1. Sing the finger rhyme (*I won, I'm first ...*) from Teacher Guide Unit 14.
2. Take a vote to find the class' first, second, third, fourth and fifth favourite foods. Pupils rank the top five: First: *peaches*; Second: *spaghetti* etc.