



Reading & Writing Practice

Teacher's Guide

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Practice 1: Introduce Yourself

Exercises A-C

Objective

Students will be able to identify and articulate the letters A-Z, both in uppercase and lowercase.

Activities

- Begin with the poem about the alphabets in Exercise A to engage students.
- Ask students, “Can you tell me what your favourite letter is and why?” to encourage students’ engagement and discussion.
- Introduce a fun, interactive letter chart for students to explore.
- For Exercise B, show the alphabet chart and point out each letter while saying its name and sound.
- Discuss the difference between the uppercase and the lowercase letters, using visual aids.
- Have students work in pairs to identify letters on the chart.
- Model a few examples, like “What letter comes after F?” and guide students to respond.
- Monitor students when they practise, provide support and explain what they do not understand.
- Let students do Exercise C.

Exercises D-F

Objective

Students will be able to ask and answer simple wh-questions with their friends.

Activities

- Show the picture of Exercise D to the class.

- Ask wh-questions based on the picture, such as:
 - “Who is this?”
 - “What is this?”
 - “Where is this?”
- Explain how to introduce oneself easily.
- Tell students how to answer and do Exercise D.
- Let them take turns to ask and answer by following the Exercise D.
- Explain about wh-questions in Oh! My Grammar.
- Let them do Exercises E and F.



Practice 2: Meet My Friends

Exercise A

Objective

Students will be able to understand simple and short story.

Activities

- Prepare a set of simple sentences and related pictures.
- Read the sentences out and emphasise the keywords.
- Have students match the sentences with the correct pictures.
- Practise them to read on Exercise A.
- Ask them about the story.
- Practise them to answer the questions on page 12.

Exercises B-C

Objectives

Students will be able to

- practise using 'can' and 'can't' to express ability.
- develop vocabulary related to actions and activities.
- have fun and engage in practices actively.

Activities

- Prepare materials by writing various words related to actions on small pieces of paper, such as read, run, sing, swim, etc. and then, put all cards in a box.
- Divide the class into two teams.
- A student from one team picks a slip of paper from the box without showing it to the others.
- The student then acts out the action without speaking.
- Their teammates try to guess the action and say a sentence by using 'can' or 'can't'.

- For example, if the action is 'swim', a teammate might say, "You can swim."
- If the guess is correct, the team earns a point.
- If the guess is incorrect, the other team gets a chance to guess.
- After a set time or a certain number of rounds, the team with the most points wins.
- Explain more about 'can' and 'cannot' from Oh! My Grammar.
- Let students do Exercises B and C.

Exercises D-E

Objectives

Students will be able to

- practise using and answering wh-questions in context.
- formulate sentences by using wh-questions.

Activities

- Revise their understanding of wh-questions from Practice 1 Introduce Yourself.
- Prepare a set of simple sentences and related pictures.
- Read the sentences out and emphasise the keywords.
- Have students match the sentences with the correct pictures.
- Let students do Exercise D.
- Prepare a short passage with a few simple wh-questions (who, what, where, when, why).
- Read the passage aloud, and then ask the wh-questions.
- Encourage students to find the answers from the passage they have heard.
- Let them do Exercise E.



Practice 3: What's in My Classroom?

Exercises A-F

Objective

Students will be able to identify and describe general classroom items by using vocabularies they learn.

Activities

- Begin with a question: "What do you see around you in our classroom?"
- Show a short video or slideshow of different classroom items to draw their interest.
- Ask students to share their favourite classroom item and the reason why they like it.
- Practise them to read and answer on Exercise A.
- Introduce words by displaying pictures of each item and say each word aloud.
- Have students repeat the words after you to practise pronunciation.
- Let them do Exercises B and C.
- Use the following sentence structures: 'It is a _____. ' / 'It is an _____. ' to help them connect the word to its function.
- Let them do Exercises D and E.
- Prepare a table and classroom items. Ask students to choose and put those items on the table. Then switch and turn some students to do.
- Teacher can divide students into small groups and give each group to practise in their small group.
- Let students do Exercise F.



Practice 4: Follow My Instructions

Exercises A-F

Objective

Students will be able to follow simple instructions both in class and at home.

Activities

- Play the game 'Simon says'. Explain the rules of Simon says to students.
- Remind them that they should only follow the instructions if you say 'Simon says'.
- If you give an instruction without saying 'Simon says', they should not do it.
- Give simple instructions, such as:
 - "Simon says, touch your nose."
 - "Simon says, jump up and down."
 - "Simon says, clap your hands."
 - "Wave your hands." (Without saying 'Simon says')
 - "Touch your toes." (Without saying 'Simon says')
- Gradually increase the complexity of the instructions and the speed of delivery.
- You can also use actions that require movement around the classroom, such as:
 - "Simon says, walk to the door."
 - "Simon says, run to the window."
 - "Simon says, wipe the desk."
 - "Simon says, clean the board."
 - "Simon says, pick up the pencils."
- Let them do Exercises A-C.
- Prepare a set of simple instructions and related pictures.
- Read the sentences out and emphasise the keywords.
- Have students match the sentences with the correct pictures.
- Let them do Exercises D-F.



Practice 5: My Favourite Things

Exercises A-C

Objectives

Students will be able to

- practise using simple adjectives to describe toys.
- develop vocabulary related to colours, sizes, and places.
- encourage imaginative and creative thinking.

Activities

- Pretend your classroom is a toy shop.
- Show pictures of different toys and ask students to describe them by using simple adjectives. For example, "This is a big, red car." or "That is a small, blue ball."
- Divide students into pairs or small groups.
- Give each group a set of toy pictures and adjective cards.
- Have them match the correct adjectives to the toys.
- Let them do Exercise A.
- Start to do some role play by setting classroom as a toy shop. Then, assign students roles: a shopkeeper and a customer.
- The shopkeeper describes the toys by using adjectives.
- The customer asks some questions and chooses toys based on their descriptions according to the story on Exercise B.
- Let them do Exercise B.
- Let them practise in pairs based on Exercise C, then answer the questions.

Exercise D

Objectives

Students will be able to

- practise using the possessive adjectives 'his' and 'her'.
- develop understanding of ownership.

Activities

- Show students some pictures of people with their belongings.
- Ask questions like, "Whose car is this?" or "Whose doll is that?"
- Guide students to answer, using 'his' or 'her'.
- Let them do Exercise D.



Practice 6: Animal Show

Exercise A

Objectives

Students will be able to

- practise counting the numbers 1-10.
- develop number recognition and sequencing skills.

Activities

- Lead a simple counting chant, clapping or snapping your fingers with each number.
- Encourage students to repeat after you.
- Place number cards face down on a table.
- Ask students to take turns to flip over the cards and say the number aloud.
- Match the number card to the correct number of objects.
- Let them do Exercise A.

Exercises B-D

Objectives

Students will be able to

- practise recognising and naming different animals.
- develop vocabulary related to animals.

Activities

- Pretend your classroom is a zoo.
- Show pictures of different animals and say their names clearly.
- Encourage students to repeat the animal names after you.
- Lead students to play Animal Matching Game.

- Divide students into pairs or small groups.
- Give each group a set of animal flashcards.
- Have them match the pictures to the correct animal names.
- Let them do Exercises B-D.

Exercise E

Objectives

Students will be able to

- practise using prepositions: in, on, under, next to.
- develop spatial awareness.

Activities

- Show pictures of objects in various positions.
- Ask questions like, “Where is the ball?” or “Where is the cat?”
- Guide students to answer by using prepositions.
- Lead them play Hide and Seek:
 - Hide objects around the classroom.
 - Give students clues by using prepositions. For example, “The toy car is under the table.”
 - Have students find the hidden objects.
- Preposition Sentence Building:
 - Provide sentence starters and preposition cards.
 - Students choose a preposition card and complete the sentence. For example:
 - The book is _____ the table.
 - The cat is _____ the chair.
- Assign them do Exercise E.

Exercises F-G

Objectives

Students will be able to

- practise using 'like' and 'don't like' to express preferences.
- develop vocabulary related to likes and dislikes.

Activities

- Ask students about their likes and dislikes. For example, "Do you like pizza?" or "Do you like playing soccer?"
- Encourage students to answer the questions by using the following sentence structure: 'I like ...' or 'I don't like ...'.
- Lead them to do picture sorting.
- Show students pictures of different objects and activities.
- Give each student two sets of stickers: one for 'like' and the other one for 'don't like'.
- Have students attach the appropriate sticker on each picture to show their preference.
- Assign them to do Exercise F.
- Assign them to choose a picture of pet that they like and let them explain to the class.
- Let them do Exercise G.



Practice 7: Shopping List

Exercise A

Objective

Students will be able to practise recognising and naming different food.

Activities

- Pretend your classroom is a food court.
- Show pictures of different kinds of food and say their names clearly.
- Encourage students to repeat the food names after you.
- Divide students into pairs or small groups.
- Give each group a set of food flashcards.
- Have them match the pictures to the correct food names.
- Let them do Exercise A.

Exercises B-D

Objectives

Students will be able to

- recognise and say the names of numbers 11-20.
- use the numbers 11-20 in simple sentences.

Activities

- Review the numbers 1-10 by
 - asking students to review the numbers 1-10 to make sure that they have strong background knowledge in mathematics.
 - using flashcards to quickly review number names and numerals.
 - counting objects together as a class.
- Introduce the numbers 11-20 by displaying the number flashcards for 11-20, then point to each number and say the name clearly. Encourage students to repeat.
- Teacher can use a number line to show the sequence of numbers.

- Assign students to do Exercise B.
- Relate numbers to everyday objects (e.g. 10 fingers and toes, 12 months in a year).
- Use real objects to count and represent numbers, such as items in shopping list.
- Assign them to do Exercises C-D.

Exercise E

Objective

Students will be able to use like and dislike.

Activities

- Review how to use like and don't like.
- Relate like and dislike to everyday objects. (e.g. fruit, food, objects).
- Assign them to do Exercise E.

Exercise F

Objective

Students will be able to understand how to count from their shopping list.

Activities

- Review numbers by using flashcards to quickly review number names and numerals.
- Pretend your classroom is a supermarket, and each group of students hold a shopping list.
- Ask them to pick up food flashcard as shown in the shopping list.
- Let them do Exercise F.



Practice 8: Eat healthily

Exercise A

Objectives

Students will be able to

- differentiate between healthy food and unhealthy food.
- be informed to eat healthy food.

Activities

- Show students pictures of various kinds of foods and ask them what kind of food they like and don't like.
- Pretend a classroom as TV show. Assign some students to be nutritionists who suggest about healthy food.
- Suggest some food that we should eat even though we don't like (e.g. vegetable).
- Let them do Exercise A.

Exercise B

Objective

Student will be able to use like and dislike.

Activities

- Review students about how to use like and don't like.
- Assign them to do Exercise B.

Exercises C-E

Objectives

Students will be able to

- name a variety of foods in their daily life.
- use have got and haven't got.

Activities

- Ask students if they have to set a picnic lunch this coming weekend, what they will prepare.
- Show them pictures of food boxes from page 68, and then ask them what food is in the box.
- Explain them how to use have got and haven't got.
- Let them do Exercises C-E.