



Reading & Writing Practice



Teacher's Guide

4

Prathomsuksa



Oh! My Grammar

Adjectives page 1

Objective

Students will be able to use simple adjectives to describe people, animals, and things.

Activity guide

1. Review students' prior knowledge about colours and shapes.
2. Show a picture of a cat and ask students to describe it. Guide them to use simple words like 'cute', 'small', and 'fluffy'.
3. Show flashcards with adjectives like 'big', 'small', 'happy', 'sad', 'hot', and 'cold'.
4. Use some real-life examples to illustrate the meaning of each adjective.
For example, "The sun is hot." or "The ice cream is cold."
5. Display some pictures of various things, animals, and people. Practise together in class how to describe the pictures using simple adjectives. For example, "The apple is red and round."
6. Divide students into pairs and have them describe the pictures to each other. Encourage them to use the adjectives they learned.
7. Lead them to play the game 'Adjective Charades'. Divide the class into two teams. One student from each team acts out an adjective using gestures and expressions. Other team members guess the adjective. The team with the most correct guesses wins.
8. Teacher wraps up class and reviews the adjectives learned.

Comparison of Adjectives

page 2

Objective

Students will be able to compare objects by using the comparative form of adjectives.

Activity guide

1. Start with a warm-up activity by quickly reviewing some simple adjectives.
2. Show two pictures, one of a big apple and the other one of a small apple. Ask students to compare the size of the apples. Guide them to say, "The big apple is bigger than the small apple."
3. Show flashcards with comparative adjectives. Explain the rules of forming comparative adjectives: add '-er' to the end of one-syllable adjectives (e.g. big >> bigger) and use 'more' before two or more syllables of adjectives (e.g. interesting >> more interesting).
4. Teacher should use some real-life examples to illustrate the use of comparative adjectives. For example, "A giraffe is taller than a horse."
5. Display pairs of pictures, such as a tall and a short building, an old and a new car, or a hot and a cold drink.
6. Model how to compare the objects using comparative adjectives. For example, "The tall building is taller than the short building."
7. Teacher can use the examples from page 2 to explain the comparative degree and the superlative degree.
8. Divide students into pairs and have them compare the pictures using comparative adjectives. Encourage them to use complete sentences.
9. Lead them to play game. Divide the class into two teams. One student from each team acts out a comparative adjective, such as 'bigger' or 'smaller'. Other team members guess the comparative adjective. The team with the most correct guesses wins.
10. Teacher wraps up class by reviewing the rules of forming comparative adjectives.

Present Continuous Tense

page 3

Objective

Students will be able to use the present continuous tense to talk about actions happening at that moment.

Activity guide

1. Start the lesson by quickly reviewing the present simple tense.
2. Show a picture of a student who is writing. Ask, "What is the student doing now?". Guide students to answer, "The student is writing."
3. Introduce the structure of the present continuous tense:
subject + am/is/are + verb + -ing
Use some real-life examples to illustrate the use of the present continuous tense. For example, "I am eating breakfast now.", "You are watching TV."
4. Drill the structure with the class, using different subjects and verbs.
5. Teacher uses the examples on page 3 or displays pictures of people doing various activities, such as playing, eating, reading, or swimming. Then, model how to describe the pictures using the present continuous tense. For example, "The girl is playing with a doll."
6. Divide students into pairs and have them describe the pictures to each other. Encourage them to use complete sentences.
7. Teacher can use 'Action Game' for them to practise more. Divide the class into two teams.
8. Choose one student from each team to act out an action, such as eating or running. Other team members describe the action using the present continuous tense. The team with the most correct descriptions wins.
9. Teacher wraps up class by quickly reviewing the structure and use of the present continuous tense.

Simple Past Tense

page 4

Objective

Students will be able to use the simple past tense to talk about actions that happened in the past.

Activity guide

1. Start the class by quickly reviewing the simple present tense.
2. Show a picture of a birthday party and ask, "What did they do at the party?". Guide students to answer, "They ate cake."
3. Introduce the simple past tense by using easy-to-understand words. Explain that we use the simple past tense to talk about actions that happened in the past. For example, "Yesterday, I played soccer". ; "Last week, we went to the park."
4. Explain how to change verb form by adding '-ed' to the base form.
5. Display some pictures of past events, such as a trip to the zoo, a family vacation, or the pictures from page 4.
6. Explain how to describe the pictures using the simple past tense. For example, "They went to the zoo yesterday."
7. Divide students into pairs and have them describe the pictures to each other. Encourage them to use simple sentences.
8. Lead them to play game. Teacher creates a set of cards with pictures and their corresponding past tense verbs.
9. Place the cards face down on a table. Students take turns to flip two cards. If they match, they keep the pair. If they don't match, they turn the cards back over. The player with the most pairs at the end of the game wins.
10. Explain and give some examples of irregular verbs. Refer to page 4.
11. Teacher wraps up class quickly by reviewing the simple past tense.



Reading Comprehension

Practices focus on vocabulary

Objective

Students will be able to enhance their reading comprehension by learning and applying new vocabulary words from a story.

Materials needed

- Short, age-appropriate story (e.g. The Lion and the Mouse)
- Vocabulary word cards (word, picture, definition, and sentence example)
- Vocabulary bingo cards or matching worksheets
- Whiteboard or chart paper
- Graphic organiser: vocabulary word + sentence creation

Activity guide

1. Start the class by using these example activities:

1.1 Guess the word:

- Display images or act out clues related to the story's key vocabulary (e.g. 'kindness', 'trap', 'rescue').
- Ask:
 - ⦿ "What word do you think this is?"
 - ⦿ "Have you heard this word before?"
- Write their guesses on the board.

2. Vocabulary introduction:

2.1 Present five to seven key vocabulary words with flashcards or on the board, including:

- Word
- Definition
- Picture/visual representation
- Sentence in context (from the story or everyday life)

3. Practice activity:
 - 3.1 Say a word, and students act it out or make gestures (e.g. pretend to set a 'trap' or show 'kindness').
 - 3.2 In pairs, students write their own sentence by using a word.
4. Teacher may practise vocabulary in different situations such as:
 - 4.1 Vocabulary in context:
 - Read a story aloud, pausing when vocabulary words appear.
 - Discuss each word in the sentence. Ask:
 - ⦿ "What does this word mean here?"
 - ⦿ "How does it help us understand the story?"
 - 4.2 Collaborative reading:
 - Students read in pairs and underline vocabulary words.
 - Have them guess the meanings by using context clues.
 - 4.3 Post-reading such as
 - Vocabulary review activity:
 - ⦿ Play the game 'Vocabulary bingo' by providing students with bingo cards containing the vocabulary words. Call out definitions or synonyms, and students mark the matching words.
 - ⦿ Do the matching activity by letting them pair words with pictures or definitions.
 - Graphic organiser by letting students choose three vocabulary words and complete the word.
 - ⦿ Write a sentence using the word.
 - ⦿ Draw a picture of the word.
 - ⦿ Discuss how students might encounter or use the new words in real life.

In addition, teacher may use technology-based activity integrated in different phases of teaching such as:

1. Digital flashcards include definitions, images, and audio pronunciation.
 - Use tools like Quizlet or Kahoot to create digital flashcards for the vocabulary words.
 - Play games like matching or timed challenges.
 - Students work in pairs on tablets or computers to review words.
 - Play a class-wide Quizlet Live or Kahoot game to test their understanding.
2. Interactive word mapping
 - Use a tool like Padlet or Popplet to create an interactive word map for each vocabulary word. (Word meaning, synonyms/antonyms, an example sentence, or a picture or drawing)
 - Students add their own sentences or drawings to the shared map.
3. Vocabulary games on apps such as Wordwall or Baamboozle which let you design customised vocabulary games (e.g. matching, fill-in-the-blanks, or spin-the-wheel games)
 - Project the games on a screen and have students play in teams.
 - Alternatively, allow each student to play on provided devices in a rotation.
4. Audio-visual integration such as Nearpod to integrate videos and interactive quizzes
 - Embed a video clip from a cartoon or story that uses the vocabulary words.
 - Pause to highlight words and have students answer quizzes about their meanings.

Practices focus on inference skills

Objective

Students will be able to enhance their ability to make inferences by using textual clues and prior knowledge to understand implicit meaning in a story.

Materials needed

- A short story and images from the story or related situations
- Graphic organiser: 'Clues + What I Know = Inference' chart
- Post-it notes or index cards
- Whiteboard or projector

Activity guide

1. Teacher may start the class by
 - asking students "What was happening in the picture?"
 - showing an image with a scenario, then ask:
 - ◉ "What do you think happened here?"
 - ◉ "Why do you think that?"
 - writing their responses on the board, highlighting how they used clues and prior knowledge.
2. Teach keywords from the story related to actions or emotions (e.g. 'clue', 'evidence', 'suspect', 'mystery').
3. Use images or gestures to reinforce meanings.
4. Discuss scenarios related to the story. For example:
 - If the story is about a missing lunch, ask:
 - ◉ "Has anyone ever lost something important?"
 - ◉ "What did you do to figure out what happened?"

5. Teacher may guide them to read the story aloud, pausing at key points to model inferencing.
6. Teacher may use in-pair activity by letting them take turns to read and identify clues in the text.
7. Teacher may use group discussion as a class after the lesson, such as “How did the character feel, even though it wasn’t directly stated?”.
8. Teacher may wrap up class by showing images or sentences on the board. Then, lead students to make inferences aloud.

Practices for understanding the story and improving reading comprehension

Objective

Students will be able to improve their ability to understand a story by identifying the main idea, sequence of events, and characters' actions and motivations.

Materials needed

- Stories from Practices 1-10
- Story sequencing cards or a timeline graphic organiser
- Question cards for comprehension (Who, What, When, Where, Why, How)
- Whiteboard and markers

Activity guide

1. Start a warm-up activity by using a story puzzle.
 - Show three to four unrelated images on the board and ask students to create a story using the pictures.
 - Guide them by asking:
 - ◉ “Who was in the story?”
 - ◉ “What was happening in the story?”
 - ◉ “What would happen next?”
2. Build background knowledge by asking and discussing the story's topic. For example, “What do you know about the story?”
3. In order to understand story easily, teacher may introduce five to seven keywords from the story and use some pictures or simple definitions to explain each word.
4. Lead students to read the story aloud, pausing to ask questions:
 - “Who are the main characters so far?”
 - “What do you think will happen next?”

5. Teacher may let students take turns to read aloud in pairs or small groups or encourage them to underline key sentences and unfamiliar words.
6. Assign students to do pair reading. For example,
 - Provide students with cards showing the events from the story.
 - In small groups, they arrange the events in the correct order.
7. Lead students to comprehension discussion by using question cards to guide a class discussion. For example,
 - “Who was the main character?”
 - “What was the problem in the story?”
 - “What lesson did the story teach?”
8. Teacher may use graphic organiser to summarise the main idea of the story.



Objective

Students will learn how to write a descriptive paragraph by focusing on sensory details.

Activity guide

1. Teacher starts with a warm-up activity by discussing the simple sentence structure (subject + verb + object).
2. Provide students with some sentence starters to complete. For example:
 - I like to...
 - My favourite food is...
3. Then, ask students to share their sentences with the class.
4. In order to practise how to write a simple sentence for better understanding, students can practise rearranging the sentences.
5. To enhance students' skills of writing sentences, giving them some words or keywords and pictures to form sentences. Refer to pages 40 and 46.
6. Let students practise more about writing sentences by
 - 6.1 Using a picture
 - Show them a picture (e.g. a park, a beach).
 - Discuss what they see and provide them some starter sentences.
 - Encourage them to write sentences for describing the picture. Refer to pages 42 and 44.
 - 6.2 Using 5W's techniques
 - Provide students with a simple scenario and ask them to answer the 5W's (Who, What, Where, When, Why).
 - Then, ask them to write a short paragraph using their answers. Refer to page 44.

6.3 Forming a simple paragraph

- Discuss the sentence of a simple paragraph (topic sentence, supporting details, concluding sentence).
- Then, ask students to write a paragraph about celebrating Mother's Day on page 50.
- Pair students up to read their paragraphs to each other.

6.4 Using graphic organisers

- Mind maps can be used.
- Provide a blank template for students to fill out.
- Demonstrate how to use the graphic organiser with a sample topic.
- Have students complete their own graphic organisers based on the brainstorming session.
- Teacher should walk around the room to offer guidance and support as needed.
- When they finish, teacher should encourage students to share their graphic organisers and outlines with a partner for feedback.
- Lead them to reflect on the pre-writing process and how it helped them organise their thoughts.

6.5 Practising email writing

- Show students a well-structured email, highlighting the key parts such as
 - ◉ Greeting: 'Dear [Name],' or 'Hi [Name],'
 - ◉ Body: Main message, clear and concise
 - ◉ Closing: 'Best,' 'Sincerely,' or 'Yours truly,'
 - ◉ Signature: [Your name]
- Provide templates and ask them to do fill-in-the-blank sections for key parts like greetings, body, and closing.
- Start with simple templates and gradually increase complexity as students gain confidence.
- Use the role-play scenarios on page 56 or real-life situations to create realistic scenarios.

- Encourage students to act out the email exchange.
- Assign them to exchange emails and provide feedback on content, grammar, and punctuation.
- Facilitate group discussions to analyse different email styles and identify strengths and weaknesses.