



## **Dear Parents,**

Mikids teaching and learning resources is committed to high quality preschool education.

To ensure English Language Proficiency in our learners we adopt the international teaching and learning practice of Listening, Speaking, Reading and Writing Skills in line with the **CEFR** benchmark.

In this time of global health crisis, we endeavour to assist parents and children to continue learning within the home environment. We are pleased to share with you and your child our learning resource.

In this segment you will see the Listening and Speaking Skill lessons.

Children need to develop effective listening skills for them to understand English text and be able to communicate in spoken and written language through appropriate vocabulary, grammar, pronunciation and intonation.

Mikids English Language is a systematic friendly learning resource that is engaging through a variety of learning activities.

# **Mikids English Language**

## **Age 5 years**

Part 1 : Level 1 - Lesson 8

Listening , Speaking skills and  
Writing Skills.

**Component : Phonics and Reader**





## Part 1

### A. Listening and Speaking Skills – Blending letter sounds - CVC

1. Open up the programme.
2. Component will auto run.
3. Parents please view the whole component first,
4. It is divided into 1) Word Letter blend 2) Reader text  
3) Reader sentences 4) Comprehension

### Working with your child: Learning to blend letters into 3 letter sound words.

5. Look and listen to the introduction of p/a/d/ pad. PAUSE
6. Replay this page.
7. Tell your child to point and sound the letters and say the word.
8. Look and listen to the introduction of /m/a/d/ mad. PAUSE
9. Replay this page.
10. Tell your child to point and sound the letters and say the word
11. Look and listen to the introduction of /d/o/t/ dot. PAUSE
12. Replay this page.
13. Tell your child to point and sound the letters and say the word
14. Write out the letter one at a time and tell your child to sound and say the word.
15. Do it for all the words a few times till your child is familiar.

## Part 2 B. Listening and Speaking Skills – Reading text

1. Forward the programme to the page of the book with sentences.
2. Tell your child to look and listen to the sentences.
3. Run the page twice.
4. Run the page again but turn off the sound.
5. Tell your child to read as the words change colour.



6. The final round tell your child to point to the words and read.
7. Do this for all the sentences in the book picture.
8. Now rewind the programme backward to the picture with the full text.
9. Tell your child to attempt to read with you prompting along.
10. Carry out skill activities with your child.
  1. Look at the words 'pad', 'mad' and 'dot'. Tell your child to sound blend the letters.
  2. Write the words that are in green on the screen on a paper and tell your child to look and read.
11. Forward the programme to the part with question and answers.
12. Pause at the first question .
13. Ask your child for the answer.
14. Check by playing the programme again.
15. Ensure that your child answer in a full text.
16. Continue the same method for question 2.

## **C. Listening and Writing Skills.**

1. Refer Mikids Text book L1 – Page 30 and 31  
Ask your School principal for a page copy if your child don't have the book.
2. Follow the instructions and do accordingly.

## The Letter

Dd

## The Sound

/d/

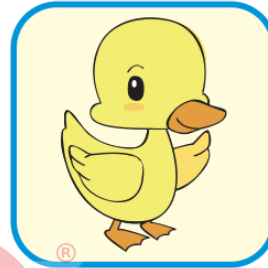
## The Word

duck

Say the /d/ sound and fill in the blank. Say the word.



\_\_\_\_ inosaur



\_\_\_\_ uck



\_\_\_\_ rum

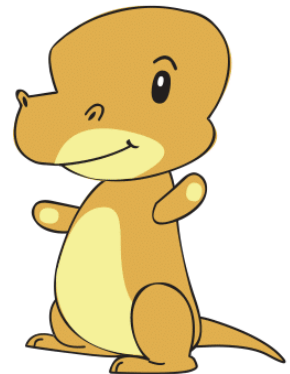


\_\_\_\_ oll

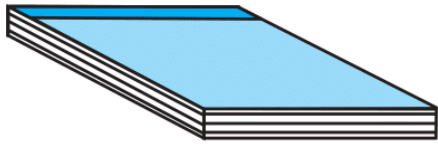


## Sing a song

Dancing dinosaur /d/ /d/ /d/  
 Dancing dinosaur /d/ /d/ /d/  
 Dancing dinosaur /d/ /d/ /d/  
 /d/ is the sound of d



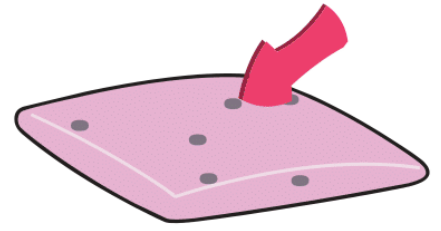




/p/ /a/ /d/  
pad



/m/ /a/ /d/  
mad



/d/ /o/ /t/  
dot

## Reader

- 1 Don **has** a pad.
- 2 He **sees some** dots **on his** pad.
- 3 He **is** mad.



Read high frequency words.

has

sees

some

on

his

Fill in the blank with the correct words.

Don has \_\_\_\_\_ pad. [ a ; an ]

He \_\_\_\_\_ mad. [ are ; is ]