



# Integrated English Language

and

# Computer Literacy Syllabus

For Grade 1  
Classroom Program  
for Units 11-19

August 2004

A pilot  
program  
for village  
schools in  
the North East  
of Sri Lanka





This program has been designed on the basis that the principle resources are people, in particular students and teacher. It is highly dependent on teacher creativity and active learning. The requirement of material resources is kept to a minimum. While it could be said that ideally there would be at least one computer per every four students, research also suggests that at the early age of Grades 1 and 2, children should have limited access to computers for reasons of health and physical development. Hence, with flexible school policy, the encouragement of independent learning skills, and teacher imagination, this program can still work with a much larger student-computer ratio.

It is a pilot program and therefore should be reviewed for themes and content after three years, when the impact of the program in Grades 1 and 2 can be assessed by the performance of the students in, and their readiness for, the Grade 3 syllabus of Sri Lanka.





# Unit 11 - Food

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces the names of different types of food through a game	Teacher has a bag filled with pictures of different types of food. As the teacher pulls each picture out she/he says "I went shopping and I bought . . . . (whatever the picture is of)" Once the students start to remember the names of the foods they can join in.	Students can lead the game once they know the names of some of the food items.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Repeat the game from lesson one as a review of the names of different types of food.	Students can be given some different pictures of food. They can choose some to cut out and colour in and put in their shopping bags.	Students can play the game in groups.

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Food Bingo (see charts at end of unit).	Each student gets a bingo card and some counters to use. The teacher calls out the names of the different types of food displayed on the bingo cards. The first student to cover up all their food wins.	

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Using the food bingo charts, the students play a card game to test quick recognition of food items.	In pairs students can colour in their snap cards (using food bingo charts) and then play food snap. Instead of saying snap when they find a pair, students need to say the name of the food.	These cards can also be used to play Memory where all the cards are laid out face down. Students take turns to turn over a pair. They must remember the positions and then turn the cards face down again. The goal is to turn over a matching pair. When they find a pair they must call out the correct name to score a point.

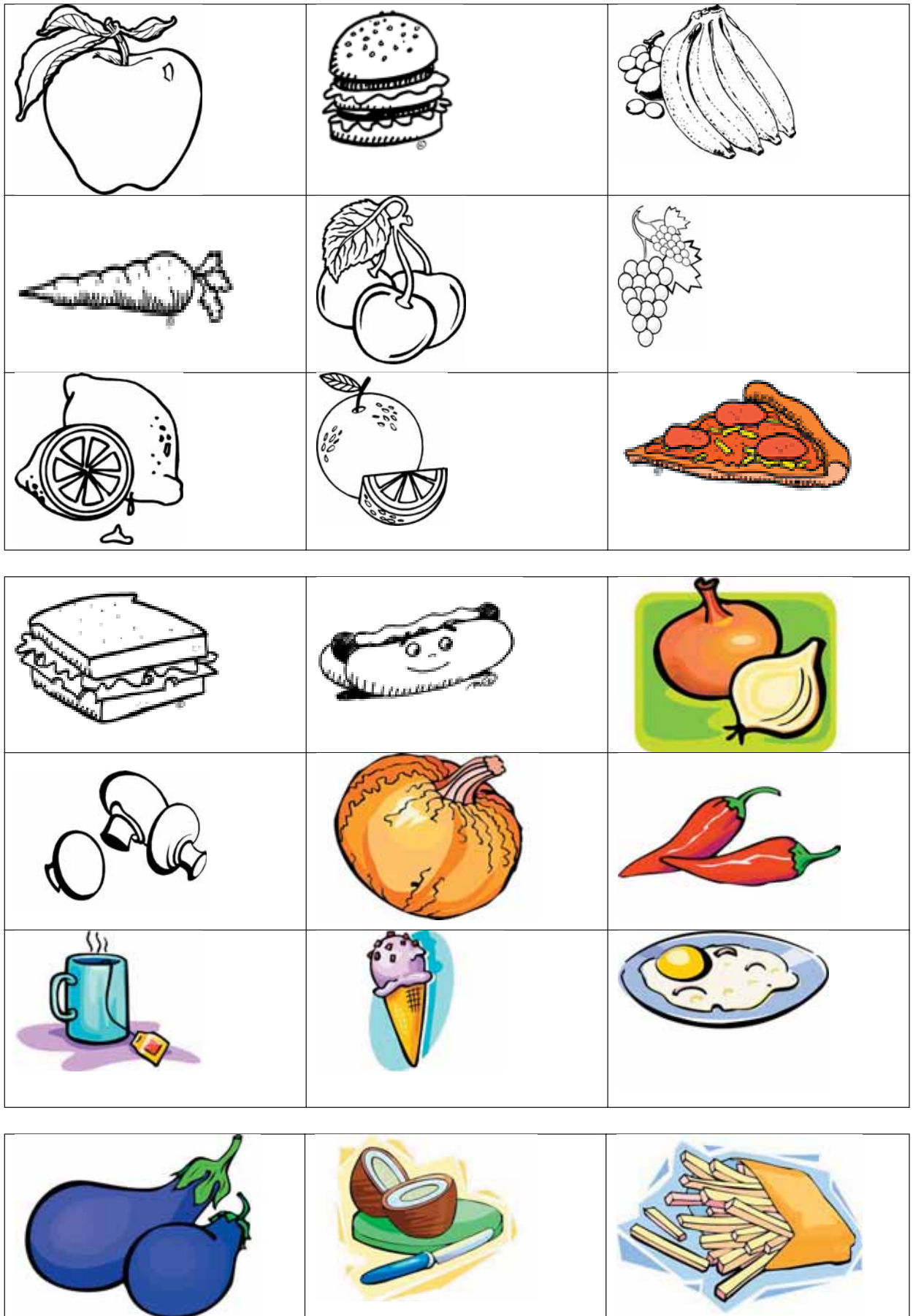
<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher introduces the phrases "I like to eat/drink" and "I don't like to eat/drink".	Teacher can demonstrate saying these using pictures of a smiley face and a frowning face. When the teacher says "I like to eat/drink" they can put a picture of that food/drink next to the smiley face. When they don't like it they put the picture next to the frowning face.	Students can take turns choosing things that they like and don't like.

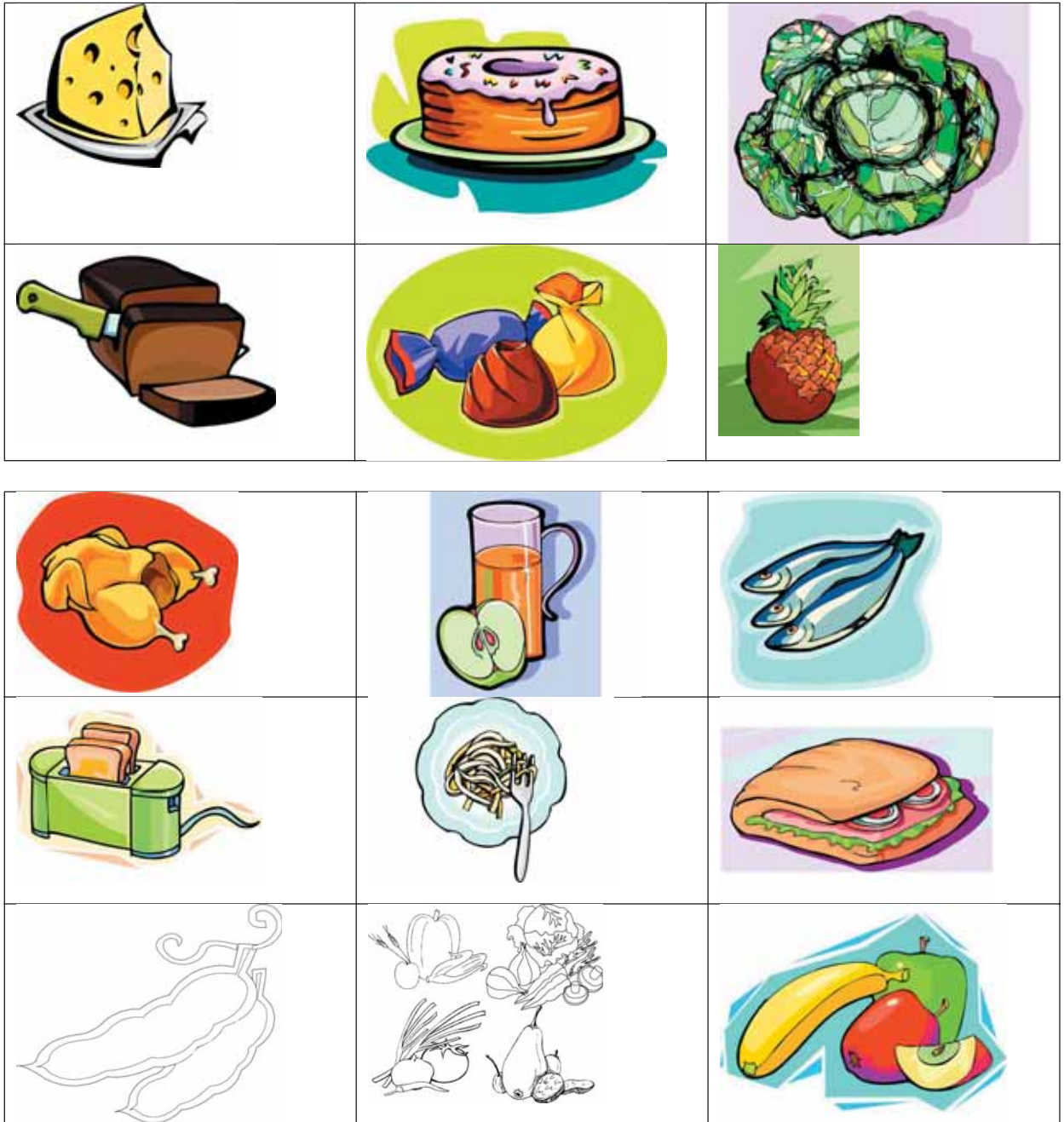
<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Using the same materials and set up as the last lesson the teacher introduces the question "Do you like to eat/drink?"	Students practice asking each other "Do you like eat/drink (name a food item)?" and then answering.	

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This is a written exercise to practice basic alphabet recognition.	Teacher prepares an activity sheet with food labels in English. Students trace over the words and draw the food.	Students share with the class what they have drawn.



# Food Bingo / Snap cards









## Unit 12 – Actions

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduction of everyday actions.	Teacher introduces English words for actions such as run, hop, jump, sit down, stand up.  A game of Simon says can be played to practice the actions and get the students familiar with the English terms.	Students can take turns at being Simon.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson involves repetition of everyday actions. Simon Says could be played at the start of the lesson just to remind students what the actions were.	The teacher can take students on an action expedition where students have to follow the teacher around the classroom or the school and do the actions that are being called out. The teacher might start out with walk, then after a little while call out jump and all the students have to jump, and so on.	Students can play the game together in their lunch break.

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Teacher links actions to a time of day, such as the morning routine.	The teacher will need to explain in Tamil that the students are about to act out their morning schedule. Then the teacher will start suggesting, in English, what they do in the morning.  E.g. First I woke up (teacher stretches and students copy), then I washed (teacher pretends to wash and students copy). The teacher can repeat the action word, e.g. "Then I brushed my teeth, - come on brush your teeth, yes brush your teeth."	Go through the same story a few times until the students are becoming familiar with the action words and then go through it again asking the students to tell you what you did next.

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson involves repetition of actions done in a morning routine.	Teacher can repeat the morning routine story from last lesson and then give the students a chance to perform it in groups.	The teacher repeats actions with words for actions which the students cannot easily remember.

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The teacher introduces language for actions carried out during the day. Encourage students to start thinking about joining words such as then, after as well as common actions words such as go, to, went.	Teacher tells another story about their day, bringing in language about common actions such as 'go to school', 'go to the market', 'go home'.	

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Now the teacher focuses on joining words such as then, and, after.	Students can try telling their stories of what they did during the day. Teacher can encourage the use of words such as 'then' and 'and' and 'after'.	Students may ask each other questions such as "What did you do after you went home?"

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This is a consolidation lesson which may combine several of the above ideas.	Simon says would be a good game to play as a way of letting the students hear the language again.	The students would probably also like to go on the action expedition again.

<i>Lesson 8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Further consolidation	All the students can sit in a circle. The first student starts off the story, "I wake up", then it is the next students turn to continue the story with a new action. The teacher needs to be encouraging the use of joining words as well as helping students who are unsure of using the language.	



## Unit 13 – Questions

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The teacher introduces the question "What is?" and answers such as "This is" "These are".	Using words that the students already know, such as animals and food, the teacher can lead a game of questions about what things are. Students should be encouraged to answer using complete sentences.	Students can be encouraged to remember other language that they have learnt in different units, such as colours, and saying whether they like something or not.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson involves repetition of the question "What is this?"	A student can be selected to act out a story. The story could go something like the following: "One day Ranjini went for a walk and she saw something on the road. What was it?" Then the students have to come up with words for things you would see on the road. The story can continue on like this as Amy continues her walk.	Students can be encouraged to think of what would come next in the story as a way of consolidating the vocabulary they have learnt in the previous units.

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson involves repetition of the question "Who is this?" from Unit 3- Family. The teacher may need to run through the names for family members first, before the activity.	The teacher selects three or four students to represent a family. The question can be asked "Who is this?" and then the teacher can model answering for the first family member – "This is the father" - then students can try to answer for the next family member.	The teacher can rephrase the question to "Is this the father?" and the students respond yes or no.

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This is a continuation of lesson 3.	Students can get together in groups and come up with their own family descriptions to present to the class.  They may combine like and dislike with food, e.g. "This is the father. He likes coconut."	

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson builds on the question "Where is . . ." from Unit 2.	<p>Teacher reintroduces the question "Where is ...?" and the answers 'here' and 'there' by placing objects throughout the classroom. The teacher may name the items with the students while placing them around the room.</p> <p>The teacher then asks 'Where is ____?' and the students are asked to find the object and answer the question.</p>	Students can be given turns to ask the questions once they have remembered some of the language.

<i>Lesson 6</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson builds on the question "Where is" from Unit 2.	<p>The teacher and students can put together a poster, drawing or sticking pictures on, placing things in odd places such as a pile of coconuts in the wash basin.</p> <p>While the pictures are being stuck on the teacher could be making comments such as "the bird is in the tree" to get the students familiar again with the language.</p> <p>When the picture is complete the teacher can start asking questions such as "Where are the coconuts?" Students can take over the questioning and answering.</p>	Students move items to different places on the poster and say where the item is going.

<i>Lesson 7</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson continues to build on the question "Where is" from Unit 2.	<p>The teacher can read out the following sentences or ones similar to it and the students must draw what they hear.</p> <p>The bird is in the tree.</p> <p>The dog is on the chair.</p> <p>The snake is under the table.</p> <p>The clouds are next to the sun.</p>	Students draw a picture first and then describe it.



## Units 14, 15, 16 – Keyboard skills

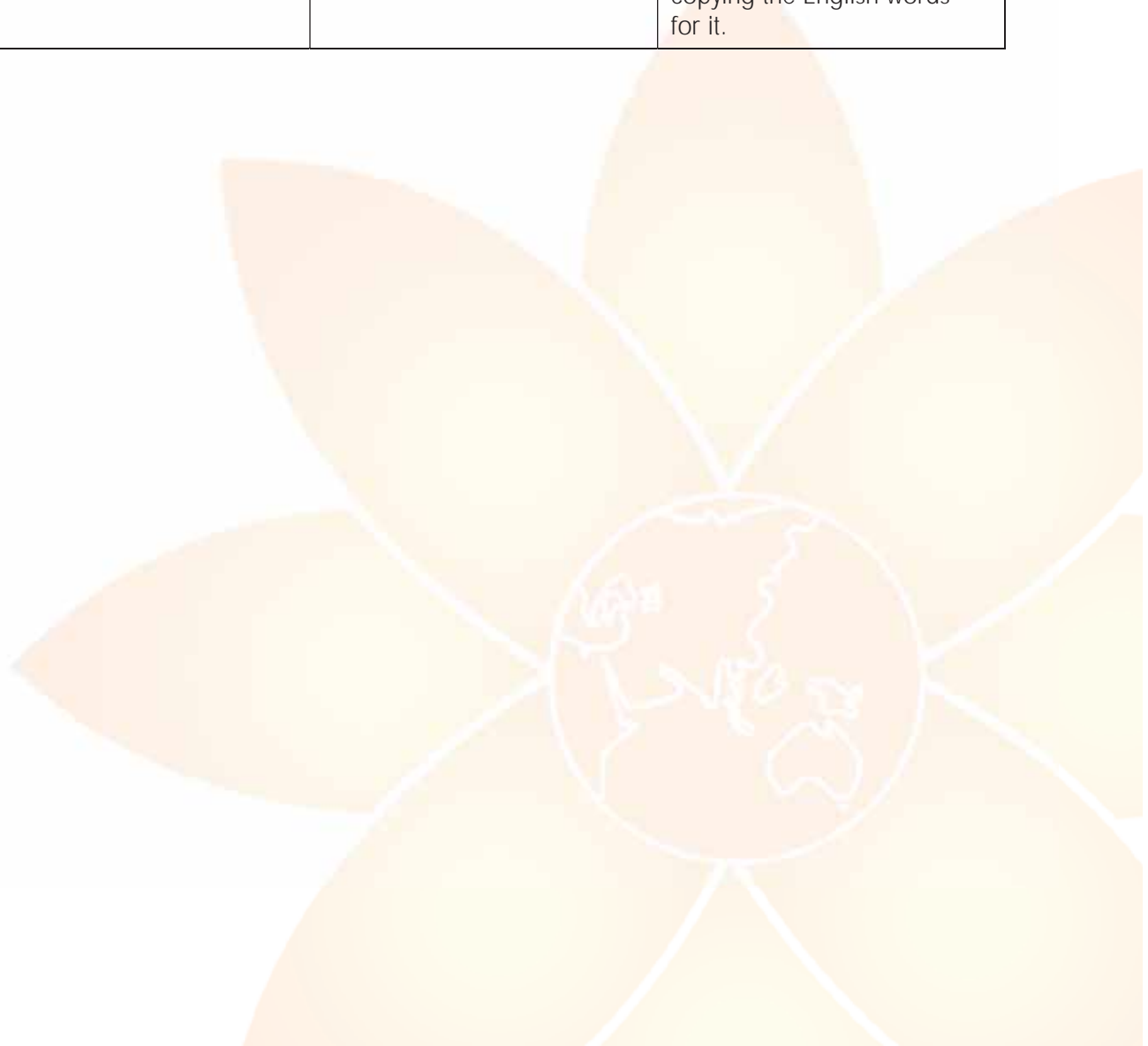
<i>Approach</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The teacher introduces the keyboard (Tamil or English – whichever is available) layout to the students in stages, that is row by row, over several lessons.</p>	<p>At the start of each lesson the teacher uses a large poster of a keyboard (may be hand-drawn by the teacher) and explains the layout and symbols to the students in Tamil.</p> <p>The lessons should be structured around the typing software so that the teacher explains only what the students need to know to progress through the software exercises.</p> <p>The students then take turns using the computer and the typing software. The teacher observes and corrects them.</p>	<p>As there may only be one or two computers, not all students will be able to use the computers in a lesson so the teacher can carry out a more in depth lesson explaining the keyboard for the other students.</p> <p>These students can practice posture and position at their desks, perhaps drawing their own paper keyboard to use at the desk.</p> <p>They could paint each finger a different colour and ‘stamp’ the paper keyboard with the correct finger/colour. The teacher can correct the keyboard charts.</p>
<p>These units can also be used to build on all other units by linking the vocabulary and sentence skills with computer skills.</p> <p>If English alphabet keyboards are used, it may be necessary to include some alphabet lessons. Refer to Grade 2 program.</p>	<p>Using lessons from other units as a base, encourage students to work together in teams (taking turns at the keyboard) to compose stories, make greeting cards using for example Draw or Kidpix, etc.</p>	<p>Students take turns to ensure everyone has a go at the keyboard. Students can also correct each other.</p>

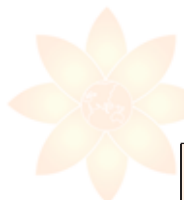
<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce left-hand/right hand development . Sit straight and centre the keyboard.</p>	<p>Divide keyboard diagonally with a red pen between 5/ 6. t/y, g/h, b/n keys. Allow students to type with one finger of each hand or more if they wish. This can be done on a worksheet with a picture of the keyboard.</p> <p>Develop the concept that the left hand is responsible for certain keys (keep to home row only at this point) while the right hand is responsible for the rest. F and J are home keys for index fingers.</p> <p>Teacher should indicate correct distance from the keyboard (thumb to outstretched little finger).</p>	<p>Students could take turns to sit at the computer and place their hands correctly on the keyboard.</p>

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce home row keys.</p>	<p>Teacher explains the different fingers (index, ring, middle, little, thumb) using Tamil and English. Teacher illustrates correct position of fingers on her chart and has students place their fingers on their paper (students could paint each finger a different colour and then make fingerprints on their keyboard worksheet placing the fingers in the correct position. Teacher demonstrates how the index fingers also stretch to cover the g and h keys as well as the little finger stretching to the “/’ key.</p>	<p>The rest of the lesson can be given to English conversation but throughout the days the students should be using the computer program to develop skills in home-row keys (no more than 5 minutes a day for each student).</p> <p>Teacher could give each student a turn at the computer to type short words that use only home row keys, e.g. sad, lad, had, fad, jag, add, lags, fads, fall.</p>

<i>Lesson 3 -5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Introduce top row keys in a similar way to home row keys.	As above.	Again students need to develop skills in these outside of class time. Class time can be given to news in English, story building, developing vocabulary around themes such as weather or dinosaurs.

<i>Lesson 6-8</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
In a similar fashion introduce bottom row keys.	As above.	Stories that have been developed can be written in English by the teacher. Students can then take turns to type a few words of the story into the computer. While this is happening, students can be drawing on paper an illustration of the story and copying the English words for it.





## Unit 17 – Descriptive words

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The teacher introduces descriptive words.	The teacher collects a range of objects that illustrate descriptive words such as tall, short, fat, skinny. These items can be displayed in front of the children and the descriptive words repeated until the students are familiar with them.	The children take turns to form a sentence which uses the descriptive words about other items in the classroom or school yard or their life.

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson practices recognition of descriptive words.	Students can each choose a descriptive word and draw a picture to go with it. The teacher can write in English the descriptive word on the picture.	Students exchange pictures and must identify the word by looking at the picture.

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The students learn to use descriptive words in full sentences, together with joining words such as 'and', 'also'.	The pictures that the students have drawn can now be used to get the students talking about them. Each picture can be looked at and the students can describe it in English.  Students should use the focus descriptive words, as well as colour and location.	Expand the exercise by using as much language as possible from other units.

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
The students now progress further by making a short story using descriptive words.	Students can now make up a class story using the language they have learned so far.  The teacher should start with an idea, i.e. a cat going looking for some dinner. Then see where the students take it.  The story needs to be written down in English. Then let the students illustrate the story.	This story making will take a few lessons. When they have completed it get the students to read the story to another class.





## Unit 18 – Sport

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>In this lesson students learn language that goes with playing sport or a game involving physical activity. This is done through students actually playing games and using the language as they play.</p>	<p>Set the students up into four teams. Each team is in a line behind the starting line. At the other end is sporting / game equipment such as a bat and ball, or a bouncing ball.</p> <p>One student from each team goes forward at a time. The teacher must call out either “hit it”, where the student will pick up the bat and hit the ball back to their team, or “bounce it”, where student will bounce a ball back to their team, or “kick it”, where the student will kick the ball to their team.</p> <p>Once the first student has successfully completed the instructions from the teacher, she/he runs back to their team, and the next student comes forward . When they get to the other end the teacher will call out the next instruction. The winner is the first team to correctly complete all instructions.</p>	

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>The students use their vocabulary to link actions to sport.</p>	<p>The teacher helps the students to brainstorm the words that they used while playing the relay game in lesson 1. If there are words the students wanted to use the teacher translates them into English, e.g. faster, hurry up etc.</p>	

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson reinforces the English vocabulary for sport.	Get the students to do the relay again. This time make the rule that only English is allowed to be used. Teams that call out in Tamil get points taken off.	

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson helps students build a vocabulary that is useful to them in their everyday physical activities in the playground so that they can use English in the playground.	<p>The students now need to decide what is their favourite sport or playground activity and find out all the English words they need to play it.</p> <p>Perhaps play a game and then sit down and brainstorm all the words they used and translate them into English.</p> <p>Then let the students play but they are only allowed to use English. You could make up a point system where the team using Tamil loses points.</p>	Spend a few lessons brainstorming and playing the games. If there is time try and play a different game and see what new language is needed.



# Unit 19 – Celebrations

<i>Lesson 1</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson introduces language for familiar celebrations.	<p>Teacher and students look at a calendar and discuss celebrations throughout the year. The teacher then writes some of the celebrations onto the calendar in English.</p> <p>If you don't have a calendar just write the months on the board and then list the celebrations under the months.</p>	Students ask the teacher to explain words they don't understand. For example – Deepavali is a harvest festival – what does harvest mean ?

<i>Lesson 2</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
This lesson looks at a common celebration - Birthdays.	The teacher discusses with students language used when a birthday is celebrated. The class then looks at a calendar and marks on it when each of the student's birthdays are. They can then pick out the student whose birthday is closest to that day and learn to sing 'happy birthday' to them.	<p>If you don't have a calendar just write up the children's birthdays on the board or somewhere that is permanent.</p> <p>Students can sing Happy Birthday every time a birthday appears on the calendar.</p>

<i>Lesson 3</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
Still using birthday as the celebration, introduce related language such as "For my birthday I want . . ."	Get the students to each come up with something that they would like for their birthdays – in English. Go around the class and everyone can say what they would like for their birthday.	Students can ask the English word for a gift in Tamil and practice using the new vocabulary. They should ask the question in English e.g. "How do you say (Tamil word) in English ?"

<i>Lesson 4</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>This lesson introduces a new celebration. We have used Christmas but any local celebration can be used which has characters and songs associated with it.</p>	<p>Teach the students the song 'We Wish you a Merry Christmas' or song related to the chosen festival.</p> <p>Then talk about Santa (or the festival characters) who brings presents to the children on Christmas Eve. Go around the class and let the students say, "For Christmas I want . . . ."</p>	

<i>Lesson 5</i>		
<i>Introduction</i>	<i>Core Lesson</i>	<i>Recapitulation</i>
<p>Introduce the song to go with the festival chosen for lesson 4, e.g. 'We Wish you a Merry Christmas'</p>	<p>Practice singing the song in English.</p> <p>Then students make greeting cards for each other based on the festival. The teacher can write the English words for a greeting on the blackboard and the students can copy them down.</p>	<p>Students exchange cards and wish each other a greeting appropriate to the festival e.g. "Happy Christmas".</p>



# Introduction to Selected Educational Software

## *Software Overview : ESL*

- Phonics Alive is a program specifically for use in Units 15 to 17 in Grade 2. It does not have wide application beyond these units. Other programs such as Edmark and JumpStart also have components that assist in phonics learning but are not as structured in their approach. Phonic Alive is the main resource for ESL.
- Story World 1 and 2 and Vocabulary Builder are specifically designed for young ESL learners. Where they are indicated in the above table it signifies that they have stories or vocabulary related to that unit. However, their use could be constant throughout the course and students, once they discover these programs will explore the entire program. The table above indicates minimum applicability. These programs have voice prompts.

## *Software Overview : Computer Literacy*

- Paintbrush is part of Microsoft Windows operating system which is on all computers. With this program students can draw pictures and use colour. In doing this they will learn to use the mouse, space bar, enter, left click and right click, click and drag. They will enjoy making pictures and develop motor skills. For this reason, the program is indicated as appropriate throughout the course. Students can create pictures and save them at each stage. However, there are no voice or written prompts with this program. It will enhance computing skills and create enjoyment. It will not develop English skills unless the teacher asks the student questions about their picture, e.g. What shape is this? What colour is this? Another use of this program could be specifically during Grade 1 Unit 10 when the teacher asks the students to use the program to draw a happy face, or a sad face. If students have been using the program throughout the year, they should be able to complete such a task quickly and so a number of students, not all, could take a turn at the computer during the lesson to draw a face as directed by the teacher.
- KidPix is a more sophisticated style of program. Students will enjoy hours of fun creating many pictures with this program. However, it does not have any voice or written prompts either. For language development, it will rely on the teacher's questioning and directions.
- Kids' Typing 2 is an interactive keyboard typing program that drills students in correct finger use of the keyboard. The directions are written in English. The teacher would need to provide instructions in Tamil until students developed an understanding of what the program requires them to do. Some students will guess what is required of them without instructions. However, the program develops use of the keyboard with English script as no appropriate software could be found for Tamil script. Therefore, teachers may decide to delay this unit until Grade 2 when students are confident in Tamil script and are ready to learn the English alphabet together with the English script. Supplementary units are suggested if teachers decide to delay typing skills until Grade 2.

## *Software Overview : Cross-curriculum / English Immersion*

- Edmark and JumpStart Series are general tuition programs with voice prompts. Their application is across the entire school curriculum. They are not specifically written for ESL learners. Therefore the language level develops fairly quickly in these programs. These programs can be used continuously throughout the course, not just in the units indicated. They are intended to be used as a supplement for immersion, offering students tuition in all their subjects via English medium. It is envisaged that students, as they become comfortable responding to English voice prompts will develop all their skills interacting with these programs at every opportunity available to them. JumpStart2, while the general curriculum skills are those of Grade 2, may be better used in Grade 3 due to the language level of English required to respond to voice prompts within the program. For this reason it is indicated for use only in the latter part of Grade 2. However, this should not prohibit its use earlier if students can respond to the level of English use required.

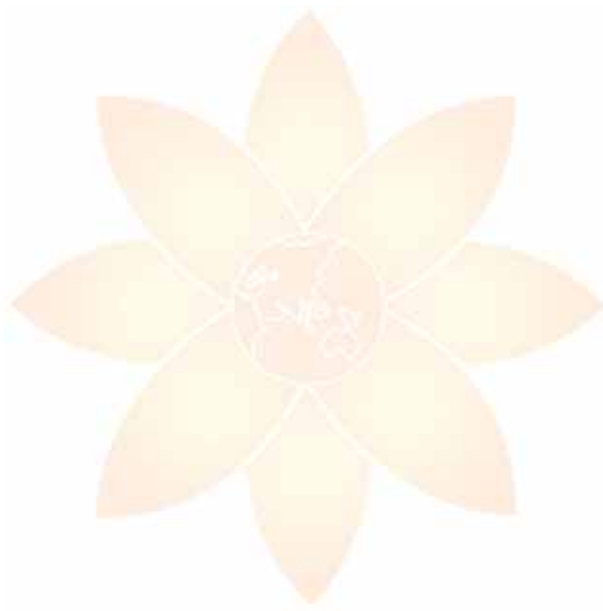
## INTEGRATION OF COMPUTER SOFTWARE INTO THE SYLLABUS – GRADE 1

	Paint Brush (Non-audio)	Story World 1	Story World 2	Vocabulary Builder	Phonics Alive	Kids' Typing Skills 2	Jump Start - Kindergarten	Jump Start – Grade 1 (Sing Along)	KidPix (Non-audio)	Edmark (IBM)
Unit 1										
Unit 2										
Unit 3										
Unit 4	Y	Y	Y	Y			Y		Y	Y
Unit 5	Y			Y					Y	
Unit 6	Y	Y	Y	Y			Y	Y learn to sing "Old McDonald had a farm"	Y	Y
Unit 7	Y		Y	Y				Y	Y	
Unit 8	Y							Y	Y	Y
Unit 9	Y								Y	Y
Unit 10	Y	Y					Y		Y	
Unit 11	Y								Y	
Unit 12	Y		Y Audio CD	Y					Y	
Unit 13	Y								Y	
Unit 14	Y					Y			Y	
Unit 15	Y					Y			Y	
Unit 16	Y					Y			Y	
Unit 17	Y	Y							Y	Y
Unit 18	Y								Y	
Unit 19	Y							Y Learn to sing "If you are happy.."	Y	
Unit 20	Y								Y	

## INTEGRATION OF COMPUTER SOFTWARE INTO THE SYLLABUS – GRADE 2

	Paint Brush	Story World 1	Story World 2	Vocabulary Builder	Phonics Alive	Jump Start - Kindergarten	Jump Start – Grade 1	KidPix	IBM - Edmark	Jump Start Grade 2
Unit 1	Y							Y		
Unit 2	Y		Y			Y	Y	Y	Y	
Unit 3	Y		Y					Y	Y	
Unit 4	Y						Y Sing Along CD – "Alphabet Song"	Y	Y	
Unit 5	Y		Y			Y		Y	Y	
Unit 6	Y	Y				Y		Y	Y	
Unit 7	Y							Y		
Unit 8	Y			Y				Y		
Unit 9	Y						Y	Y		
Unit 10	Y						Y	Y	Y	
Unit 11	Y							Y	Y	Y
Unit 12	Y			Y				Y		Y
Unit 13	Y							Y		Y
Unit 14	Y	Y				Y	Y	Y	Y	Y
Unit 15	Y				Y	Y	Y	Y	Y	Y
Unit 16	Y				Y	Y	Y	Y	Y	Y
Unit 17	Y				Y	Y	Y	Y	Y	Y
Unit 18	Y							Y		Y
Unit 19	Y							Y		Y
Unit 20	Y							Y		Y





## Contact Us:

Partners In Micro-Development Inc.

PO Box 165, Gladesville

NSW 2111 Australia

Phone: 61-2-9816 1540

Fax: 61-2-9816 1542

Email: [info@microdevpartners.org](mailto:info@microdevpartners.org)

[www.microdevpartners.org](http://www.microdevpartners.org)