

A stylized, light gray globe is positioned in the background, centered behind the main title text. The globe shows the outlines of continents and is partially obscured by the text.

**A TO M**  
and **N TO Z**  
**Alphabet Fun**  
Nursery

**Teaching Guide (Combined)**

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# Introduction

In the Nursery Student Books of the series *Alphabet Fun*, students learn to recognize and write the capital letters, to match words, to identify initial and final letters of words and begin to read and write simple words.

Familiar teaching and learning routines introduced in the previous teaching guide have been continued in these books because students of this age feel confident when they know what to expect and what is expected of them as learners. At the same time, songs, stories, games and activities have also been included to add extra interest and fun, and to broaden the learning experience.

No times are given for the lessons; assess your students' progress and take as many periods as necessary to ensure that they are confident with the new material before moving on.

I hope that you will find this series of Student Books and the accompanying Teaching Guides easy and enjoyable to use.

Before you begin it may be helpful to read the sections below.

## Kinaesthetic learning

Kinaesthetic learning is learning by doing. This means that the brain not only remembers information that has been learned, it also remembers a physical action or sensation associated with it, and this reinforces the learning and the recall of the information.

Some simple kinaesthetic learning techniques which can be applied to learning to write letters are suggested below:

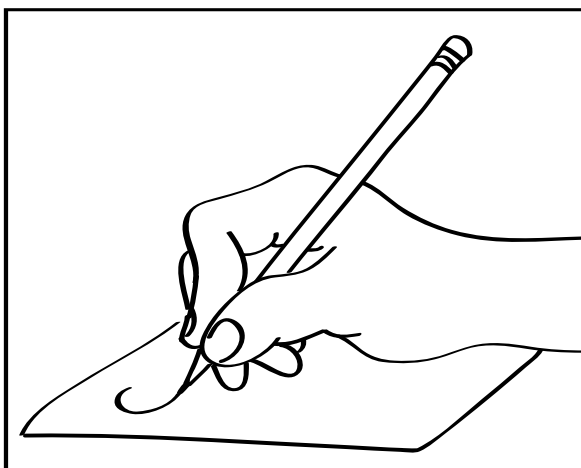
1. Write the letter as large as possible on the board or on a large sheet of card.

Ask the students to trace your letter in the air. It is important that this is done using *the whole arm, moving from the shoulder*.

2. Supply each student with a 10 x 10cm square of sandpaper and ask them to use their finger to trace the target letter on the surface of the sandpaper.
3. Supply each student with a 10 x 10 cm square of velvet and ask them to use their finger to trace the target letter on the surface of the velvet.
4. Ask the students to use their right forefinger (if right-handed) to write the letter in the palm of their left hand (adapt instruction for left-handed students).
5. If finger paints are available, students can write the target letter using finger paint on old sheets of newspaper.

## Learning to write

Bad writing habits are difficult to overcome, so please ensure that the students are sitting correctly when they write, that their exercise book or sheet of paper is straight in front of them, and that they are using the correct pencil grip.



correct pencil grip



Correct sitting position

Note: feet should not be dangling

At this stage it is easier for them to use thicker pencils. If possible, supply them with triangular (prism) shaped pencils which are easier to hold, and rubber pencil grips are also very useful in ensuring that the pencil is held correctly.

Developing the fine motor control skills needed for writing, is linked to the development of the gross motor skills, so before students attempt to write with pencils, give them sheets of old newspaper and wax crayons to practise writing large letters.

You can also supply each student with a mini-whiteboard made by inserting a sheet of plain white A4 paper into a plastic envelope. Each student will also require a board marker and an eraser made from a small piece of sponge, some tissues or kitchen roll. The student can practise writing the letters on the plastic surface and then erase them.

## **Making mistakes**

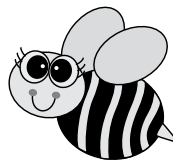
We all make mistakes, but there are some children who are unduly worried about doing so. To help them overcome this fear, make some 'mistakes' your self. For example, write a letter the wrong way round, misspell a word or mismatch a picture and letter. The students will enjoy pointing out your error and you will be able to ask them to help you correct it. Seeing teacher make a mistake and correct it easily will be reassuring for less confident students.

Section I : Resource Sheet A to M

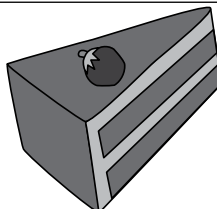
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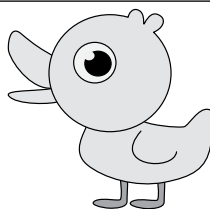
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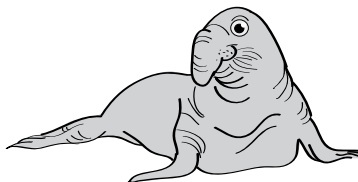
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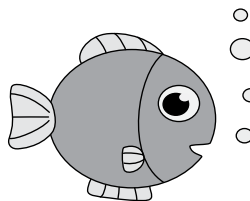
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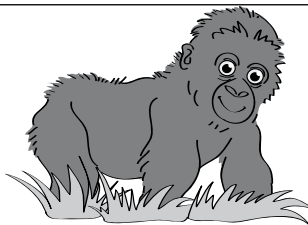
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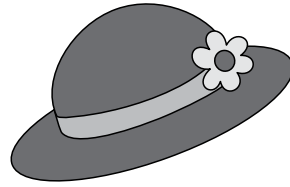


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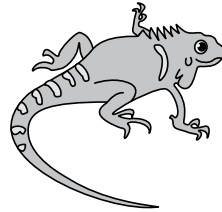




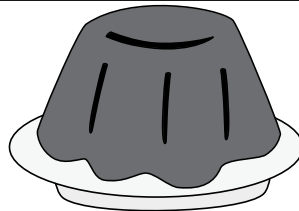
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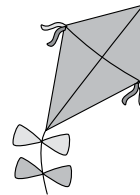
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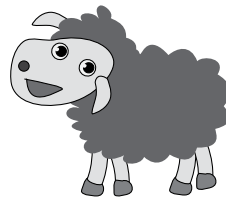
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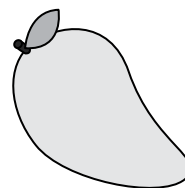
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M



# Section I: Alphabet Fun A to M

## Resource Sheet

- Make an enlarged copy of the resource sheet for each student in the class. Since it will be used for several different activities, copy it onto card rather than paper, or, if resources permit, laminate the sheets with clear plastic.
- Cut up the sheets to make a complete set of twenty-six cards for each student.
- It is useful to write the name or initials of each student on the back of each card in a set (best done before laminating). This is time-consuming initially, but will help to identify stray cards and ensure that sets remain complete.
- Keep each set of cards in a strong envelope or held together with a rubber band.

## Suggested activities using the cards

*Note: for some of these activities, it will be necessary for the teacher to select the required cards from the set before the lesson since the whole set may not be required, particularly in the early stages.*

1. Students can trace over the letters with their finger when learning to write them.
2. Write a number of letters on the board. Point to one of the letters and ask the students to hold up the matching card. As the students learn more, they can be asked to hold up the corresponding picture.
3. Vary the above activity by showing the students a picture flashcard and asking the students to hold up the correct initial letter.
4. Hold up or point to a classroom item beginning with one of the letters learned, e.g. book, bag, desk, door, foot, girl, finger, hair, hat, jar etc. Name the item, stressing the initial sound. Ask the children to repeat the word and then hold up the card showing the initial letter of the word.
5. Students can work in pairs to play letter snap. Use two sets of cards. Initially use only the letters or the pictures. In time, students can mix the cards and say snap for any letter / picture match.
6. The students can work individually to arrange the cards in alphabetical order.

**Easy version:** place the cards face up on the desk and arrange them in the correct order

**Difficult version:** place the cards face down on the desk and turn them over one at a time. It will be more difficult to place them in order this way.

7. The students can play memory matching in pairs.
  - Place two matching sets of letter cards face down on the table in rows.
  - The first student turns over one card and says what it shows, and then does the same with a second card; both cards should be laid flat on the table in their places.

- If the letters on the cards are the same, the student keeps the two cards. If they show different letters, the cards must be turned back and the second student takes a turn.
- It is very important that the cards are kept in the same places throughout the game (even when gaps are created by matching pairs being removed) since the game relies on remembering the positions of the cards.
- Start with a few letters, e. g. two sets of the letters **a** to **f** arranged in 3 x 4 rows. In time, increase the number of letter cards used.

The game can be varied by using the word and picture cards together so that a match could be made between a corresponding letter and picture, two matching pictures or two matching letters. e. g. two sets of the letters **a** to **f** arranged in 3 x 4 rows. In time, increase the number of letter cards used.

## Lesson Plans

### Revision

(Student's Book Pages 2–5)

### Teaching objectives

- to continue to help the students develop fine motor control skills
- to remind students how to hold a pencil correctly
- to remind students how to sit correctly in order to write
- to continue to help students follow verbal and printed instructions

### Learning outcomes

Students should be able to:

- demonstrate and maintain the correct sitting position for writing.
- demonstrate and maintain a correct pencil grip.
- follow verbal and printed instructions.
- trace given patterns with an increasing degree of accuracy.

There is no set number of lessons for completing the work on pages 2 – 5. Teachers should judge how much time students need to complete each task and move on when they are working with confidence and ease. Notes are given below for ideas for each page.

### Lesson I

### Trace the lines (Student's Book Pages 2–5)

#### Materials required

any of the materials suggested in the Kinaesthetic learning and Learning to write sections above; a large pencil or crayon for each student; drawings, on the board or on a large sheet of paper, of each of the line shapes shown on pages 2 and 5; Blotak or similar adhesive material; tape / CD / DVD / YouTube clip of *Pussy cat pussy cat, where have you been?* (see page 100 for complete lyrics)

#### Introduction

The exercises on pages 2 and 5 are revision of work completed in the Pre-Nursery books of this series and will reintroduce familiar learning methods to the students and continue to develop the fine motor skills needed for writing.

- Begin by asking the students to open their books at page 2 and identify the insect at the top of the page. Ask them to recall what they know about ants and remind them of the story of *The Ant and the Grasshopper*.
- Look further down the page at the cat and talk about cats. Does any of them have a pet cat? What do cats eat? What sounds do cats make? etc. (This can all be done in English or the first language.)
- Then encourage the students to talk about the different lines drawn on the page and say what they look like, how they are alike and how they are different.

#### Student activity

- Draw or display a large copy of the first line on the board. Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to demonstrate the action to the class. Repeat the air tracing several times and then use any of the other techniques mentioned above (sandpaper / velvet / finger paints / mini-whiteboards) for copying the line.
- Next, ask the students to draw the line on the palm of their hand and finally to trace over the line printed in the book.
- Before asking the students to trace the line in the book, make sure that each student has a thick pencil or crayon. Remind them that it is important to sit straight at the desk, and to place their book straight in front of them, and remind them of the correct pencil grip. Ask students who do this well to demonstrate to the other students.
- Ask the students to trace the first line carefully, starting at the red dot. Remind them that a slower approach will produce neat, accurate results.
- Repeat all the steps set out above for each of the other lines on pages 2 and 5.

#### Recapitulation

Teach the students *Pussy Cat Pussy Cat, Where Have You Been?*

## Lesson 2

## Small letter writing practice a to z

(Student's Book Pages 6–7)

**Teaching objectives**

- to revise writing letters a to z

**Learning outcomes**

Students should be able to:

- trace and write letters a to z with an appropriate degree of accuracy.

**Materials required**

letter and picture flashcards of letters a to z (from the pre-nursery books of this series); mini-whiteboards, markers and erasers; a soft ball

**Introduction**

- Begin with some revision of alphabetical order and recognition of the small letters of the alphabet: display the wall chart of the alphabet and sing the *Alphabet Song*.
- Hold up letter flashcards and ask individual students to say the name and sound of the letter and a word that begins with the letter.
- Give each student a mini-whiteboard. Hold up a picture flashcard and ask them to write the initial letter of the object.

**Student activity**

- Ask the students to open their books at pages 6 and 7. Ask them to trace over each letter, a to z, with a finger. Remind them of how to hold their pencil, and how to sit straight at the desk and position their book in front of them before they trace the letters with pencil. As they work, monitor their progress and praise good effort and neat work.
- When the tracing is complete, ask the students to write the letters on the lines below.

**Recapitulation**

- Ask the students to stand in a circle and play the ball game to revise and practise alphabetical order. Any student who fails to catch the ball or who says the wrong letter should sit out for one minute before rejoining the game.

### Lesson 3

## Capital and small letters Aa to Mm

(Student's Book Pages 8–9)

### Teaching objectives

- to introduce the idea of capital letters
- to introduce the capital letters **A** to **M**
- to identify similarities and differences between corresponding small and capital letters
- to expand students' vocabulary

### Learning outcomes

Students should be able to:

- have a rudimentary understanding of the idea of capital letters.
- demonstrate some familiarity with the capital letters **A** to **M**.
- identify similarities and differences between corresponding small and capital letters.
- understand and use correctly the new words introduced on pages 8 and 9.

### Materials required

picture flashcards of the objects on pages 8 and 9; alphabet wall chart showing small and capital letters

### Introduction

- Begin by introducing the students to the idea of capital letters. Display the wall chart of small and capital letters and ask the students to look at it while you explain that some alphabets, including Urdu and Arabic, only have one way of writing each letter, but in the English alphabet there are two ways of writing each letter, the small letters that they have learned, and large letters that are called capital letters. Sometimes the capital letter is just a larger version of the small letter; sometimes the difference is not great, and sometimes they look very different. There are rules in English, that the students will gradually learn, that tell you when to use a capital letter. For example, the first letter of somebody's name is always written with a capital letter, so are the names of the days of the week and of countries, e.g. Pakistan, and places, e.g. the name of your city or town. Reassure them that they will learn these new letters one at a time, as they did with the small letters, and will soon know them all.

### Student activity

- Ask the students to open their books at pages 8 and 9 and give them a few minutes to look at the contents and see what objects they recognise. After the given time, explain that each block shows the small letter that they are familiar with, the capital letter form, and an object beginning with that sound.

*Note: It also shows the name of the object written in both small and capital letters, but since some of these will not be taught in this book, direct the students' attention to the initial letters only at this stage.*

- Ask them to look carefully to see if they can see any small and capital letters that look the same (**Cc**). Ask them to identify pairs that look similar (**Ff, Ii, Jj, Kk, Ll** and **Mm**) and finally, pairs that look very different (**Aa, Bb, Dd, Ee, Gg**, and **Hh**).
- Finally, look at each block in turn, talk about the new objects (see notes below), and teach the new vocabulary by asking the students to repeat each word several times. After each group of three new words, return to the first word and revise them.
  - **Aa** – anteater; these animals have long snouts that they can push into the holes or nests where the ants live in order to eat the ants.
  - **Bb** – balloon; students will be familiar with balloons; they are used as decorations for parties; they are filled with air; they will pop if there is too much air inside them.
  - **Cc** – cat; students have already talked about cats in the first lesson.
  - **Dd** – dog; students will be familiar with dogs. Talk about their pet dogs and how to look after dogs. Also talk about how dogs work as guide dogs, guard dogs and on farms.
  - **Ee** – elf; an elf is a magical creature that appears in fairy stories such as the *Elves and the Shoemaker*.
  - **Ff** – frog; students may know a little about frogs; they can live on land and in the water; they have strong back legs for jumping on land and webbed feet for swimming in water, they have long, sticky tongues for catching flies and their babies are called tadpoles.
  - **Gg** – ghost; some people believe in ghosts, others do not. They are believed to be spirits and can be good or bad. If students have heard Harry Potter stories or seen the films, they will know something about ghosts.
  - **Hh** – hill; a hill is a small mountain. Some areas of Pakistan are very hilly.
  - **Ii** – impala; a type of antelope found in South Africa that has curved horns and can run very fast.
  - **Jj** – jam; students will be familiar with jam. Do they know that it is made by boiling fruit and sugar together? What is their favourite flavour of jam?
  - **Kk** – kettle; kettles are used to boil water for making tea and other hot drinks. Do students have a kettle like this or an electric kettle in their homes?
  - **Ll** – llama; these animals live in the mountains in South America and their wool is used to make clothes.
  - **Mm** – moth; these are like butterflies but they sleep in the day and fly at night. They are attracted by light and are often seen flying near outside lights.

## Section I : A to M

### Recapitulation

- Use the picture flashcards to reinforce the new vocabulary items. Hold up a card and ask the class as a whole to say the word.
- Repeat the activity asking individual students to say the words.

### Lesson 4

### Letter A (Student's Book Pages 10–11)

### Teaching objectives

- to explain and demonstrate how to write the letter **A**
- to explain that **A** is the capital letter version of **a**
- to explain that **a** represents the sound **a** (as in *acrobat*)

### Learning outcomes

Students should be able to:

- write the letter **A** by tracing.
- match the capital letter **A** to the small letter **a**.
- identify the letter **A** by sight and sound.
- identify the letter **A** by its name (*ay*).
- say the sound (a) that the letter **A** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **A** as shown on page 11, on paper or the board; a large drawing or picture of a circus; copy of the poem *The Swing* (see below); paper and coloured pencils or crayons

## The Swing

by Robert Louis Stevenson

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
River and trees and cattle and all  
Over the countryside—

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!



## Introduction

- Show the students the drawing of the circus and ask if any of them have been to the circus. Discuss what they saw at the circus, or what is shown in the picture, and gradually introduce the word acrobat. Talk about the acrobats who perform high up on trapezes. Would any of the students like to be acrobats?

## Student activity

- Show the students the large drawing of the letter **A** and explain that this is how capital **A** is written. Explain that it makes the same sound as **a**, like the beginning of the word acrobat. Can the students suggest other words beginning with **a**?
- If there are any students in the class whose names begin with **A** (e.g. Anil, Angela, Anna, Amara, Abdul, etc), explain that when they write their names, the first letter will be **A** because all names are written with a capital letter at the beginning.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page in order to add the cross stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 10 and look at the picture of the acrobat. Read the sentence and point out the letter **A** at the start of the word. Explain that in English, the first word of every new sentence starts with a capital letter.
- Draw their attention to the large letter **A** on page 11. Ask them to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, commenting on good posture and pencil grip and good neat work.
- After the set time, ask them to look at the task at the bottom of page 11. Explain the task and distinguish between the small and capital letters before asking the students to complete it.
- Finally, ask the students to colour the large drawing of the acrobat on page 10.

## Recapitulation

- The students may not be able to play on a trapeze, but they can play on a swing. Read them the poem *The Swing* and explain any parts they may not understand. Ask them to draw a picture of a swing or what they might see when they are swinging high. Alternatively, ask them to draw a circus scene.

### Lesson 5

### Letter B (Student's Book Pages 12–13)

#### Teaching objectives

- to explain and demonstrate how to write the letter **B**
- to explain that **B** is the capital letter version of **b**
- to explain that **B** represents the sound **b** (as in *bee*)

#### Learning outcomes

Students should be able to:

- write the letter **B** by tracing.
- match the capital letter **B** to the small letter **b**.
- identify the letter **B** by sight and sound.
- identify the letter **B** by its name (*bee*).
- say the sound (**b**) that the letter **B** represents.

#### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **B** as shown on page 11, on paper or the board; a large drawing or picture of a bee; a jar of honey; plastic spoons

#### Introduction

- Show the students the picture of the bee and encourage them to talk about bees. They should know that bees can sting and the stings can be painful, but they should also know that bees play an important role in pollinating flowers that produce the food we eat. Bees also produce honey. Bees are usually yellow and black and make a buzzing sound. They live in hives and each hive has a queen bee, etc.

#### Student activity

- Show the students the large drawing of the letter **B** and explain that this is how capital **B** is written. Explain that it makes the same sound as **b**, like the beginning of the word *bee*. Can the students suggest other words beginning with **b**?
- If there are any students in the class whose names begin with **B** (e.g. Bilal, Beena, Ben, etc), explain that when they write their names, the first letter will be **B** because all names are written with a capital letter at the beginning.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write this letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.

- Ask the students to open their books at pages 12 and 13 and look at the picture of the bee. Read the sentence and point out the letter **B** at the start of the sentence.
- Draw their attention to the large letter **B** on page 12. Ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil from the page as they write.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the bottom of page 12. Explain that the letters are inside shapes that are the same as those of the cells the bees make to store their honey. Explain the task and identify all the letters before asking the students to complete the task.
- Finally, the students should use a yellow crayon or coloured pencil to colour the large drawing of the bee.

### Recapitulation

- If you have brought some honey into the class, let each student taste a little of it on a plastic spoon.
- Explain that it is very sweet and can be used instead of sugar. Honey can also be used as a medicine for sore throats and also to heal cuts.
- Teach the students the tongue-twister:

A busy, buzzing bumble bee went busily buzzing by.  
or the rhyme:

Honey spread on brown, brown, bread.

Nothing else I'll have instead.

Supper comes at nine,

I shall have for mine,

Honey spread on brown, brown, bread.

## Lesson 6

## Letter C (Student's Book Pages 14–15)

### Teaching objectives

- to explain and demonstrate how to write the letter **C**
- to explain that **C** is the capital letter version of **c**
- to explain that **C** represents the sound **c** (as in *cake*)

### Learning outcomes

Students should be able to:

- write the letter **C** by tracing.
- match the capital letter **C** to the small letter **c**.
- identify the letter **C** by sight and sound.
- identify the letter **C** by its name (*see*).
- say the sound (**c**) that the letter **C** represents.

## Section I : A to M

### Materials required

as above; a large drawing of the letter **C** as shown on page 15, on paper or the board; if facilities are available, the ingredients to make some small cakes (see below), otherwise prepare some at home in advance or bring in a large cake to share with the students; flash cards of the letters A, B, and C

### Chocolate Cornflakes:

It only takes five minutes to make these chocolate cornflakes cakes, and no oven is needed. The recipe below is enough for about 12–15 cakes, but if very small cases are used, it would make 24–30.

### Ingredients:

50 g butter or margarine

100 g dark chocolate in small pieces

2.5 tbsp golden syrup or honey

80 g cornflakes or rice crispies

You will also need a large saucepan, spoon, paper cake cases and a tray.

### Method:

- Place the butter / margarine, chocolate, syrup / honey in the saucepan and melt them over a low heat, stirring to mix them well.
- Stir in the cornflakes / rice crispies.
- Place a spoonful of the mixture into each paper cake case and leave the cakes in a cool place or fridge to set.

### Introduction

- Ask the students if they like cake; what is their favourite cake? On what special occasions do they eat cake (birthdays, Christmas, Eid, weddings, etc.) Have they ever helped to bake a cake? If so, what did they put in the cake?
- Ask them to say the initial sound of the word cake.

### Student activity

- Show the students the large drawing of the letter **C** and explain that this is how capital **C** is written. Point out that unlike **A** and **a**, and **B** and **b**, the letter **c** is the same shape when written as a small or capital letter. Explain that it makes the same sound as **c**, like the beginning of the word cake. Can the students suggest other words beginning with **c**?
- If there are any students in the class whose names begin **C** (e.g. Chaman, Cyra, Catherine, Carol, etc.), explain that when they write their names, the first letter will be **C** because all names are written with a capital letter at the beginning. (*Note: it may be necessary to explain that many Names that sound as if they begin with 'curly c' actually begin with 'kicking k' e.g. Karim, Kashif, Karima, etc.*)

- Next, trace the letter with your finger, explaining your movements as you do. In particular, stress the starting point, and the fact that you do not remove your finger from the drawing when you trace the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 14 and 15 and look at the picture of the cake. Read the sentence and point out the letter **C** at the start of the sentence.
- Draw their attention to the large letter **C** on page 15. Ask them to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines and trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, praising good, careful work.
- After the set time, ask them to look at the slices of cake at the bottom of page 15 and ask the students to tell you the name of the letter on each slice before they circle those that have **C** on them.
- Finally, look at the picture on page 14 and read the sentence before asking the students to colour the cake.

### Recapitulation

- Hold up one of the flashcards (A, B or C) and ask the students to name the letter.
- If possible make some small cakes with the students and enjoy them at break time. If it is not possible to cook, give each child a small cake, or piece of the large cake that you have prepared in advance and ask them to guess what it contains and how it was made.

## Lesson 7

## Letter D (Student's Book Pages 16–17)

### Teaching objectives

- to explain and demonstrate how to write the letter **D**
- to explain that **D** is the capital letter version of **d**
- to explain that **D** represents the sound **d** (as in *duck*)

### Learning outcomes

Students should be able to:

- write the letter **D** by tracing.
- match the capital letter **D** to the small letter **d**.
- identify the letter **D** by sight and sound.
- identify the letter **D** by its name (*dee*).
- say the sound (**d**) that the letter **D** represents.

### Materials required

as above; a large drawing of the letter **D** as shown on page 17, on paper or the board; pictures of different types of duck; tape / CD / DVD / YouTube clip of *five little ducks* or *Old MacDonald had a farm* (see page 100 and 101 for complete lyrics); copy of the story of *The ugly duckling*

## The Ugly Duckling

Once upon a time, on a fine spring day, a mother duck was sitting on her nest of eggs close to the farm pond. She had been keeping her eggs warm for several weeks and now it was time for them to hatch. As she sat there, the eggs began to crack, and, one by one, there appeared six beautiful, fluffy, yellow ducklings. Mother Duck was delighted with her new babies, but there was still one egg in the nest that had not hatched. This egg was bigger than the others and as she looked at it, Mother Duck could hear the tap-tapping of the duckling inside trying to get out.

The tapping grew louder and faster until finally the shell cracked and the worried mother was able to see her seventh and final baby for the first time.

But oh dear! Instead of being covered in the same beautiful, yellow, fluffy feathers, as his brothers and sisters, this duckling had ugly grey feathers and was so much larger than any of them.

As the days passed, Mother Duck could not help worrying about the grey duckling who ate so much and grew so much larger than the others.

'I just do not understand,' she said to herself, 'how this ugly duckling can be part of my family.' But she was a very good mother and took the greatest care of all her babies.

As the days went by, the ugly duckling grew bigger and stronger, but he was not a happy duckling. His brothers and sisters made fun of him because he was so big and so ugly, and he was lonely because they would not play with him. He was clumsy too, so all the other animals laughed at him and teased him. He was sad and he was lonely, and when his mother tried to comfort him, it only made him feel worse. At night, when the others were asleep, he cried.

Finally, it became too much for him to bear and he made up his mind to run away. 'Since nobody here loves me or cares about me, and everybody makes fun of me, I will go away and find some other ducklings who are just like me and who will be my friends.'

Very early next morning, before the others were awake, he set off, out of the farmyard and over the hill. Soon he came to a small pond where he stopped to ask the ducks there if they knew of any ducklings with grey feathers and big feet like his. But they only laughed at him and shook their heads.

It was still early, and the Ugly Duckling was not ready to give up, so he walked on until he came to a larger pond where he met a group of big, grey geese. 'Perhaps they will know where I can find some grey ducklings,' he thought. But when he asked them, they also shook their heads and warned him to go back to the farm. 'It is dangerous here,' they told him. 'There are hunters with guns. Go back to where you will be safe.'

However, the Ugly Duckling was still not ready to return to his teasing brothers and sisters.

All day he walked but did not find any one who looked like him or who could help him. As night came he built himself a nest in a bed of reeds and made up his mind that, since nobody cared about him, he would stay there for ever.

There was plenty of food and as the days went by he grew bigger and bigger and, because there was nobody to make fun of him, he began to feel happier.

One morning, as the sun was rising he heard a strange whirring sound in the sky and looking up he saw some beautiful birds with long necks, bright yellow beaks and large white wings flying overhead. 'How beautiful!' he exclaimed. 'If only I looked like that, then nobody would ever make fun of me.'

The spring ended, the summer came and went and as the autumn passed the days grew colder. Soon it was winter; the water in the pond froze and there was no food for the Ugly Duckling. He was hungry and cold, but luck was with him because a farmer found him shivering and took him home for his children to look after. They gave him a warm place to stay and all through the winter they fed him and treated him with great kindness so that by the time the spring came again, he had grown too large to keep in the home and the farmer asked the children to return him to the pond again.

The Ugly Duckling was happy to be back on the water and set out to swim across the pond. It was as he looked down into the water for a fish for his breakfast, that he first saw his reflection. At first he could not believe his eyes because the creature he saw looking back at him had a long white neck, a yellow beak, bright black eyes and beautiful white feathers.

As he gazed in amazement, he heard once again the whirring noise he had heard so many months ago and looking up, he saw the flight of swans circling above him.

One by one they landed and glided up to him.

'Who are you?' he asked.

'We're swans, like you,' they said. and they welcomed him to their group.

How proud he felt as he glided along with his fellow swans, and how proud he felt on the day he heard a group of children say, 'Look at that swan. He is surely the most beautiful of them all.'

## Introduction

- Show the students the pictures of ducks and encourage them to talk about ducks, e.g. They are birds; they make their nests on land and lay eggs; they can swim and walk and fly; baby ducks are called ducklings; talk about their wings and wide beaks and webbed feet; the noise they make (quack), etc.

## Student activity

- Show the students the large drawing of the letter **D** and explain that this is how capital **D** is written. You may wish to point out that, unlike the letters **B** and **b**, the curved parts of the letters **D** and **d** face in opposite directions; draw the letters **dD** to illustrate this. Explain that it makes the same sound as **d**, like the beginning of the word duck. Can the students suggest other words beginning with **d**?

## Section I : A to M

- If there are any students in the class whose names begin **D** (e.g. David, Durdana, Danish, Daud, etc.), explain that when they write their names, the first letter will be **D** because all names are written with a capital letter at the beginning.
- Next, trace the letter with your finger, explaining your movements as you do. In particular, stress the starting point, and the fact that you do not remove your finger from the drawing when you trace the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 16 and 17 and look at the picture of the duck. Read the sentence and point out the letter **D** at the start of the sentence.
- Draw their attention to the large letter **D** on page 17. Ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil from the page as they write.
- When they have completed the large letter, ask them to look at the small outlines on page 16 and trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, praising good, careful work.
- Next, ask them to look at the puzzle at the bottom of page 17. Explain the task and ask them to trace the path with a finger before completing the work in pencil.
- Finally, look at the picture on page 16 and ask the students to colour the duck.

### Recapitulation

- Sing *Old Macdonald's farm*, making sure to include ducks, or *Five little ducks*.
- In your own words, tell the students the story of *The ugly duckling*.

## Lesson 8

## Letter E (Student's Book Pages 18–19)

### Teaching objectives

- to explain and demonstrate how to write the letter **E**
- to explain that **E** is the capital letter version of **e**
- to explain that **E** represents the sound **e** (as in *elephant seal*)

### Learning outcomes

Students should be able to:

- write the letter **E** by tracing.
- match the capital letter **E** to the small letter **e**.
- identify the letter **E** by sight and sound.



- identify the letter **E** by its name (ee).
- say the sound (e) that the letter **E** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **E** as shown on page 11, on paper or the board; pictures of seals; flashcards of the letters A, B, C, D, E and a, b, c, d, e; student flashcards of A, B, C, D, E and a, b, c, d, e

### Introduction

- Show the students the pictures of the seals. Tell them a little about some of the different kinds of seals, where they live, what they eat, how they move, etc.

### Student activity

- Show the students the large drawing of the letter **E** and explain that this is how capital **E** is written. Explain that it makes the same sound as **e**, like the beginning of the word elephant. Can the students suggest other words beginning with **e**?
- If there are any students in the class whose names begin with **E** (e.g. Erum, Ehsan, Erma, etc.), explain that when they write their names, the first letter will be **E** because all names are written with a capital letter at the beginning.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write the centre stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 18 and 19 and look at the picture of the elephant seal. Tell the students the name of the creature and ask them to look at the picture and suggest why it might have been named the elephant seal. Read the sentence to confirm their suggestions and point out the letter **E** at the start of the sentence.
- Draw their attention to the large letter **E** on page 18. Ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write the centre stroke.
- When they have completed the large letter, ask them to look at the small outlines on page 19 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the bottom of page 19. Explain the task and ask why the seal wants to get to the fish. Identify all the letters before asking the students to complete the task.
- Finally, the students should use a blue crayon or coloured pencil to colour the large drawing of the elephant seal.

## Section I : A to M

### Recapitulation

- Use the flashcards and student cards to check learning. Give each student a set of cards A to E and a to e. Ask them to arrange them on their desks in matching pairs. Explain that you are going to hold up a letter card; if you hold up a capital letter the students should hold up the corresponding small letter; if you hold up a small letter, they should hold up the corresponding capital letter. By monitoring their responses you will be able to identify any students who may require additional help and provide it at a convenient time.
- Play a game:
  - Divide the students into two or three teams and draw a column on the board for each team.
  - Hold up a small letter flashcard and ask one member from each team to come to the board and write the corresponding capital letter.

### Lesson 9

### Letter F (Student's Book Pages 20–21)

### Teaching objectives

- to explain and demonstrate how to write the letter F
- to explain that F is the capital letter version of f
- to explain that F represents the sound f (as in *fish*)

### Learning outcomes

Students should be able to:

- write the letter F by tracing.
- match the capital letter F to the small letter f.
- identify the letter F by sight and sound.
- identify the letter F by its name (*ef*).
- say the sound (f) that the letter F represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter F as shown on page 11, on paper or the board; pictures of fish; large cut out fish shape for each student (a variety of shapes if possible), small pieces of coloured paper or fabric, and glue for collage work; tape / CD / DVD / YouTube clip of 1, 2, 3, 4, 5, *once I caught a fish alive* (see page 102 for complete lyrics)

### Introduction

- Show the students the pictures of the fish and encourage them to talk about fish. Some of them may have pet fish or an aquarium at home and be able to talk about how they take care of the fish. Explain that some fish live in fresh water, in rivers and lakes and ponds, and some live in the sea in salt

water. Some fish are very small, and some are very large. Also, emphasise that fish is a very healthy food that will help them to grow big and strong. Finally, ask them to say the initial sound of the word fish.

### Student activity

- Show the students the large drawing of the letter F and explain that this is how capital F is written. Explain that it makes the same sound as f, like the beginning of the word fish. Can the students suggest other words beginning with f?
- If there are any students in the class whose names begin with F (e.g. Faisal, Farhan, Fatima, etc.), explain that when they write their names, the first letter will be F because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write the lower stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 20 and look at the picture of the fish. Read the sentence, pointing out that the first letter is, as usual, a capital letter and talk a little about how fish breathe and how humans breathe through their noses and take air into their lungs. You could ask the students to hold their rib cages while they breathe in and out to feel the movement as their lungs expand and empty.
- Draw their attention to the large letter F on page 21. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write the lower stroke.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the bottom of the page. Explain the task and identify all the letters before asking the students to complete it.
- Finally, the students should colour the large drawing of the fish on page 20.

### Recapitulation

- Organize the students into groups and give each group a set of collage materials. Give each student one of the cut out fish shapes and demonstrate how they can use the collage materials to make a beautiful fish. When they are finished, decorate a notice board to look like an aquarium and arrange the fish inside it for a colourful classroom display.
- Sing *1, 2, 3, 4, 5, once I caught a fish alive.*

### Lesson 10

### Letter G (Student's Book Pages 22–23)

#### Teaching objectives

- to explain and demonstrate how to write the letter **G**
- to explain that **G** is the capital letter version of **g**
- to explain that **G** represents the sound **g** (as in *gorilla*)

#### Learning outcomes

Students should be able to:

- write the letter **G** by tracing.
- match the capital letter **G** to the small letter **g**.
- identify the letter **G** by sight and sound.
- identify the letter **G** by its name (*gee*).
- say the sound (**g**) that the letter **G** represents.

#### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **G** as shown on page 23, on paper or the board; pictures of gorillas; mini-whiteboards, markers, and erasers

#### Introduction

- Show the students the pictures of the gorilla and tell them something about gorillas. Some of them may have seen gorillas in the zoo. Ask them to say the initial sound of the word gorilla.

#### Student activity

- Show the students the large drawing of the letter **G** and explain that this is how capital **G** is written. Explain that it makes the same sound as **g**, like the beginning of the word gorilla. Can the students suggest other words beginning with **g**?
- If there are any students in the class whose names begin with **G** (e.g. Ghausia, Ghazal, Gauhar, Ghalib, etc.), explain that when they write their names, the first letter will be **G** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write the final stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.

- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 22 and look at the picture of the gorilla. Read the sentence, pointing out that the first letter is, as usual, a capital letter, and talk about the plants found in the jungle.
- Draw their attention to the large letter **G** on page 23. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write the final stroke.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the bottom of the page. Explain the task and identify all the letters before asking the students to complete it.
- Finally, the students should colour the large drawing of the gorilla on page 22.

### Recapitulation

- The following activity will practise matching phonetics to capital letters and reinforce the use of capital letters at the start of names.
  - Give each student a mini-whiteboard, marker, and eraser. Explain that you are going to say a name and the students should write down the first letter of the name and hold up their work for you to see. Elicit before you begin that the first letter of a name is always written as a capital letter and only use names beginning with the letters **A** to **G**.

## Lesson 11

## Letter H (Student's Book Pages 24–25)

### Teaching objectives

- to explain and demonstrate how to write the letter **H**
- to explain that **H** is the capital letter version of **h**
- to explain that **H** represents the sound **h** (as in *hat*)

### Learning outcomes

Students should be able to:

- write the letter **H** by tracing.
- match the capital letter **H** to the small letter **h**.
- identify the letter **H** by sight and sound.
- identify the letter **H** by its name (*aitch*).
- say the sound (**h**) that the letter **H** represents.

## Section I : A to M

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **H** as shown on page 24, on paper or the board; a selection of hats, or pictures of hats, worn by, e.g. fireman, policeman, chef, nurse, builder, motorcyclist, soldier, sailor, sun hat, woolly hat, etc.; tape / CD / DVD / YouTube clip of *My hat, it has three corners* (see below)

### Introduction

- Show the students the hats or pictures of hats that you have prepared. Talk about the hats, who wears them, and why they are worn (for protection, to keep us warm, for hygiene, so that we can be recognised, etc.)
- Ask the students to sound the first letter of the word hat. Can they tell you the final sound of the word?(t)

### Student activity

- Show the students the large drawing of the letter **H** and explain that this is how capital **H** is written. Explain that it makes the same sound as **h**, like the beginning of the word hat. Can the students suggest other words beginning with **h**?
- If there are any students in the class whose names begin with **H** (e.g. Haroon, Hina, Hamed, etc.), explain that when they write their names, the first letter will be **H** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write each stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 24 and 25 and look at the picture of the hat. Read the sentence, pointing out that the initial capital letter and talk about the type of hat shown and when it might be worn.
- Draw their attention to the large letter **H** on page 24. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write each stroke.
- When they have completed the large letter, ask them to look at the small outlines on page 25 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task on page 25 and identify all the letters before asking the students to complete it.
- Finally, ask the students to colour the large drawing of the hat.

## Recapitulation

- Ask the students to bring a hat, if they have one, to the next lesson and be prepared to tell the other students about it.
- Sing *My Hat, It has Three Corners*. This is an action song. As each verse is repeated one word is replaced by an action throughout the verse. On the fourth repetition, all four words will be replaced by actions and only the words shown below in italics will be sung.

### **My Hat, It has three corners**

*My* (1. touch yourself) *hat* (2. touch your head), *it has three* (3. hold up three fingers) *corners* (4. touch your elbow).

*Three corners has my hat.*

*And had it not three corners,*

*It would not be my hat.*

## Lesson 12

## Letter I (Student's Book Pages 26–27)

### Teaching objectives

- to explain and demonstrate how to write the letter **I**
- to explain that **I** is the capital letter version of **i**
- to explain that **I** represents the sound **i** (as in *iguana*)

### Learning outcomes

Students should be able to:

- write the letter **I** by tracing.
- match the capital letter **I** to the small letter **i**.
- identify the letter **I** by sight and sound.
- identify the letter **I** by its name (*eye*).
- say the sound (**i**) that the letter **I** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **I** as shown on page 26, on paper or the board; pictures or models of lizards, including one of an iguana; flashcards of letters A to I

### Introduction

- Begin by showing the students the models or pictures of lizards that you have prepared. Talk about the lizards and where they are found, ending with the iguana. For example: iguanas are found in the Caribbean and South and Central America. An iguana has a row of spikes along the length of its spine to the tip of the tail. The spikes are highest in the neck area and

## Section I : A to M

shorter as they reach the tail. An iguana has two eyes, and also a third eye in the top of the head that looks like a pale spot. They can see very well over long distances and can see shapes. This helps them to survive in the jungle areas where they live. Their good eyesight also helps them when they are searching for food. The main food eaten by the iguana is fresh leafy vegetables.

- Ask the students to sound the first letter of the word iguana. Can they tell you the final sound of the word? (a)

### Student activity

- Show the students the large drawing of the letter **I** and explain that this is how capital **I** is written. Explain that it makes the same sound as **i**, like the beginning of the word iguana. Can the students suggest other words beginning with **i**?
- If there are any students in the class whose names begin with **I** (e.g. Imran, Ibrahim, Insiya, etc.) explain that when they write their names, the first letter will be **I** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write each stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 26 and 27 and look at the picture of the iguana. Read the sentence and ask the students to point to the first letter of the line and tell you why it is written as a capital.
- Draw their attention to the large letter **I** on page 26. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write each stroke.
- When they have completed the large letter, ask them to look at the small outlines on page 27 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the maze task and help the students to trace the path with a finger before they complete it with pencil.
- Finally, ask the students to colour the large drawing of the iguana.



## Recapitulation

- Play a game:
  - Choose an action to represent each letter, e.g.  
**A** = stand to **a**ttention; **B** = **b**ow; **C** = **c**ough (quietly); **D** = **d**ance on the spot; **E** = **e**xtend your arms; **F** = **f**lap your arms; **G** = **g**row as tall as you can; **H** = **h**appy face (big smile); **I** = pretend you are ill (act like a Red Indian)
  - Show the students a letter flashcard and teach them the related action. Explain that when you hold up a letter, they should perform the correct action. Begin with a few letters and gradually increase the number until you are using all the flashcards and actions.

## Lesson 13

## Letter J (Student's Book Pages 28–29)

### Teaching objectives

- to explain and demonstrate how to write the letter J
- to explain that J is the capital letter version of j
- to explain that J represents the sound j (as in *jelly*)

### Learning outcomes

Students should be able to:

- write the letter J by tracing.
- match the capital letter J to the small letter j.
- identify the letter J by sight and sound.
- identify the letter J by its name (*jay*).
- say the sound (j) that the letter J represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter J as shown on page 28, on paper or the board; one or two jellies (enough for each student to have a taste); plastic cups and spoons; flashcards of the letters A to J and a to j

### Introduction

- Begin by talking about party food. Ask the students what kinds of food they like to eat at a birthday party. If jelly is mentioned, show them the jellies you have prepared, otherwise introduce the idea of jellies.
- Ask the students to sound the first letter of the word jelly.

### Student activity

- Show the students the large drawing of the letter J and explain that this is how capital J is written. Explain that it makes the same sound as j, like the beginning of the word jelly. Can the students suggest other words beginning with j?
- If there are any students in the class whose names begin with J (e.g. Jameel, Jehan, Jabeen, etc.), explain that when they write their names, the first letter will be J because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write the last stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 28 and 29 and look at the picture of the jelly and read the sentence. Do they agree that jelly is delicious? Which flavour do they prefer?
- Draw their attention to the large letter J on page 28. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write the last stroke.
- When they have completed the large letter, ask them to look at the small outlines on page 29 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task and help the students to identify all the letters before they complete it with pencil.
- Finally, ask the students to colour the large drawing of the jelly in the colour of their favourite flavour.

### Recapitulation

- Give each student a little of the jelly in a paper cup to taste.
- Teach the students the chant *Jelly on a plate*:  
Jelly on a plate,  
Jelly on a plate,  
Wibble, wobble, wibble, wobble,  
Jelly on a plate.  
As they say the third line, they should shake and wobble like a jelly.
- Ask the students to work in pairs. Give each student a set of student cards and ask them to combine the sets in order to play Snap or the memory game (see activities 5 and 7). Matches can be made with two small letters / two capital letters / a small and a capital letter.

**Lesson 14****Letter K** (Student's Book Pages 30–31)**Teaching objectives**

- to explain and demonstrate how to write the letter **K**
- to explain that **K** is the capital letter version of **k**
- to explain that **K** represents the sound **k** (as in *kite*)

**Learning outcomes**

Students should be able to:

- write the letter **K** by tracing.
- match the capital letter **K** to the small letter **k**.
- identify the letter **K** by sight and sound.
- identify the letter **K** by its name (*kay*).
- say the sound (**k**) that the letter **K** represents.

**Materials required**

(Before this lesson you could ask the students to bring a kite to class if they have one at home.)

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **K** as shown on page 31, on paper or the board; one or two kites; large kite shapes cut from sheets of coloured sugar paper, each with a small hole punched in the bottom corner; paints, crayons, glue, lengths of string, etc.

**Introduction**

- Show the students the kites you have brought in and talk a little about kite flying in Pakistan. If any students have brought in kites, ask them to show their kites and talk about them to the rest of the class.
- Ask the students to sound the first letter of the word kite.

**Student activity**

- Show the students the large drawing of the letter **K** and explain that this is how capital **K** is written. Explain that it makes the same sound as **k**, like the beginning of the word kite. Can the students suggest other words beginning with **k**?
- If there are any students whose names begin with **K** (Karima, Karim, Kiran, etc.) or who have the surname Khan, explain that these names will be written with a capital **K** at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different? Can we describe them both as 'kicking **k**'?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write each stroke.

## Section I : A to M

- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 30 and look at the picture of the kite. Read the sentence, pointing out the initial capital **K**.
- Draw their attention to the large letter **K** on page 30. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write each stroke.
- When they have completed the large letter, ask them to look at the small outlines on page 31 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- At the end of the set time, explain the task and help the students to solve the puzzle.
- Finally, ask the students to colour the large drawing of the kite in their favourite colours.

### Recapitulation

- Organize the students to work in groups. Provide each group with a set of materials and give each student one of the kite shapes that you have prepared. Show them a kite that you have already made and help them to use the paints or crayons to decorate their kites and to use the string and small pieces of paper to make a tail for their kite which they can attach by tying it through the hole.
- You could hang the kites from a line across the ceiling to make an interesting and colourful classroom display.

### Lesson 15

### Letter L (Student's Book Pages 32–33)

### Teaching objectives

- to explain and demonstrate how to write the letter **L**
- to explain that **L** is the capital letter version of **l**
- to explain that **L** represents the sound **l** (as in *lamb*)

### Learning outcomes

Students should be able to:

- write the letter **L** by tracing.
- match the capital letter **L** to the small letter **l**.
- identify the letter **L** by sight and sound.
- identify the letter **L** by its name (*ell*).
- say the sound (**l**) that the letter **L** represents.

## Materials required

any of the materials suggested in the *Kinaesthetic Learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter L as shown on page 32, on paper or the board; a picture of a lamb or a toy lamb; tape / CD / DVD / YouTube clip of *Mary had a little lamb* and / or *Baa baa black sheep* (see page 102 for complete lyrics)

## Introduction

- Show the students the picture of the lamb or the toy lamb. Explain that lambs are baby sheep and talk about how sheep provide wool for warm clothes and blankets, and meat.
- Ask the students to sound the first letter of the word lamb.

## Student activity

- Show the students the large drawing of the letter L and explain that this is how capital L is written. Explain that it makes the same sound as l, like the beginning of the word lamb. Can the students suggest other words beginning with l?
- If there are any students whose names begin with L (Laila, Latif, Lubna, etc.), ask them what letter they will write at the start of their name.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write it.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 33 and look at the picture of the lamb. Read the sentence, pointing out the initial capital L.
- Draw their attention to the large letter L on page 32. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil as they write it.
- When they have completed the large letter, ask them to look at the small outlines on page 32 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task and identify each letter before the students complete it.
- Finally, ask the students to colour the large drawing of the lamb.

## Recapitulation

- Sing *Mary had a little lamb* and / or *Baa baa black sheep*.

### Lesson 16

### Letter M (Student's Book Pages 34–35)

#### Teaching objectives

- to explain and demonstrate how to write the letter **M**
- to explain that **M** is the capital letter version of **m**
- to explain that **M** represents the sound **m** (as in *mango*)

#### Learning outcomes

Students should be able to:

- write the letter **M** by tracing.
- match the capital letter **M** to the small letter **m**.
- identify the letter **M** by sight and sound.
- identify the letter **M** by its name (*em*).
- say the sound (m) that the letter **M** represents.

#### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **M** as shown on page 34, on paper or the board; some mangoes if available, or a picture of mangoes growing; flashcards a to m and A to M; student cards a to m and A to M

#### Introduction

- Show the students the mangoes you have brought in and talk about the mangoes that grow in Pakistan. Do the students like mangoes? What other fruits do they like to eat? Explain, if necessary, that the mangoes grow on trees, and that the mangoes from Pakistan are sent to many other countries to be sold in the shops there.
- Ask the students to sound the first letter of the word. Can they tell you the final letter of the word? Can they divide the word into two other words? (*man* and *go*)

#### Student activity

- Show the students the large drawing of the letter **M** and explain that this is how capital **M** is written. Explain that it makes the same sound as **m**, like the beginning of the word *mango*. Can the students suggest other words beginning with **m**?
- If there are any students whose names begin with **M** (Mohsin, Malik, Mariam, Mohammed, Mary, etc.), ask them how they will write the first letter of their names.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?

- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write each stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 34 and 35 and look at the picture of the mango. Read the sentence, pointing out the initial capital **M** and ask the students if they agree with what it says. Ask them what colour the mango should be when it is ripe.
- Draw their attention to the large letter **M** on page 34 and ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil when they write it.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task and help the students to complete it using even strokes.
- Finally, ask the students to colour the large drawing of the mango so that it looks delicious.

### Recapitulation

- Give out the sets of student cards and organize the students to work in pairs. Ask them to do the matching activity (no. 6) individually and then do activities 5 and / or 7 in pairs.

## Lesson 17

### Matching letters and pictures

(Student's Book Pages 36–37)

### Teaching objectives

- to help students match letters and pictures by identifying initial sounds
- to help students match capital and small letters

### Learning outcomes

Students should be able to:

- match letters and pictures by identifying initial sounds.
- match capital and small letters.

## Section I : A to M

### Materials required

picture flashcards of the new vocabulary items on pages 36 and 37; a selection of 5 or 6 other picture flashcards (each beginning with a different letter, and different from those shown on pages 36 and 37); capital and small letter flashcards of the initial letter of each item; Blutak or other adhesive material; sets of student letter and picture cards.

### Introduction

- Use the picture flashcards to teach the new items of vocabulary on page 36 and make sure the students can voice and name the initial letter of each word.
- Draw three columns on the board and arrange the other flashcards as in the book, i.e. the picture flashcards on the board in the centre column, the capital letters in the left hand column (in a different order) and the small letters in the right hand column (in yet a different order).
- Point to the first picture and ask the students to name the object and say its initial sound. Ask them to look at the capital letters and ask a volunteer to come and point to the letter that matches that sound and draw a line between the picture and the letter. Ask a second volunteer to come and identify the matching small letter and draw a second line.
- Repeat this for the other pictures and letters.

### Student activity

- Ask the students to open their books at page 36. Ask individual students to name the six items shown and to say the initial sound of each. Ask other students to identify the letters by sound and by name. Explain that the task is the same as the one they have just completed on the board. Give them a set amount of time to complete the work and provide any help they may require.
- When they have finished, teach the vocabulary for page 37 and ask the students to complete the work in the same way.

### Recapitulation

- Give each student a set of letter cards and ask them to arrange them on their desks in pairs and in alphabetical order.
- Explain that you are going to hold up a picture flashcard and they should hold up the first letter of the object shown, either capital or small, according to your instruction.



## Lesson 18

## Capital letter writing practice

(Student's Book Page 38)

**Teaching objectives**

- to practise writing letters **A** to **M**

**Learning outcomes**

Students should be able to:

- trace and write letters A to M with an appropriate degree of accuracy.

**Materials required**

letter and picture flashcards of letters A to M; mini-whiteboards, markers and erasers; a soft ball; tape / CD / DVD / YouTube clip of one or two of the students' favourite songs.

**Introduction**

- Begin with some revision of alphabetical order by playing the ball game and singing the *Alphabet Song*.
- Give each student a mini-whiteboard. Say the name of a student (beginning with the letters **A** to **M**) and ask the students to write the first letter of the name and hold up their work for you to see.

**Student activity**

- Ask the students to open their books at page 38. Then ask them to trace over each letter, **A** to **M**, with a finger.
- Ask them to tell you how they should hold their pencil, sit at the desk and position their book in front of them before they trace the letters with pencil. As they work, monitor their progress and praise good effort and neat work.
- When the tracing is complete, ask the students to write the letters on the lines below.

**Recapitulation**

- Sing some of the students' favourite songs.

### Lesson 19

## The letter before and the letter after

(Student's Book Page 39)

### Teaching objectives

- to reinforce alphabetical order from **A** to **M**
- to explain the meanings of *before* and *after*

### Learning outcomes

Students should be able to:

- demonstrate a knowledge of alphabetical order from **A** to **M** by writing the letter that comes before or after a given letter.
- use the terms *before* and *after* correctly.

### Materials required

alphabet wall charts with the letters (Aa to Mm) sets of student letter cards A to M and a to m

### Introduction

- Display the alphabet wall charts and ask the students to read the letters.
- To teach *before*, point to one of the letters, e.g. **C** and **c** and tell the students that **B** comes *before* **C**; repeat this with other letters. Point to a letter and ask a student to tell you the name of the letter that comes before the one you have chosen.
- Teach *after* in the same way.

### Student activity

- Ask the students to open their books at page 39 and look at the top section of the page. Explain that they are going to write the letter that comes before each of the given letters and that capital letters will be written together and small letters written together. Before they begin to write, go through each question with the students orally. Remind them to look at the wall chart if they are uncertain. Give them a set amount of time to complete the work before checking their answers as a class.
- Ask them to look at the lower part of the page and explain that this time they are to write the letter that comes after the given letter. Proceed as for the first task.

### Recapitulation

- Give each student a set of letter cards and ask them to arrange them on their desk in alphabetical order. Explain that you are going to hold up a letter card and say 'before' or 'after'. The students should hold up the appropriate card in the same form (capital or small) as the one you showed them.

**Lesson 20****Initial capital letters** (Student's Book Page 40)**Teaching objectives**

- to help students identify the initial letter of a word by sound
- to help students match a capital letter to a given sound
- to practise writing some capital letters

**Learning outcomes**

Students should be able to:

- identify the initial letter of a word by sound.
- match a capital letter to a given sound.
- write selected capital letters accurately.

**Materials required**

a selection of picture flashcards; Blutak or similar adhesive material

**Introduction**

- Fix a flashcard on the board and ask the students to name the object. Ask them to say the initial sound of the word and to repeat it two or three times. Ask a student to name the letter that makes that sound and then ask a student volunteer to come and write that letter beneath the picture. When this has been done correctly, add the other letters of the word.

**Student activity**

- Ask the students to open their books at page 40 and identify each of the objects shown, the initial letter of each word, and the name of the letter. Complete the first example together and then give the students a set amount of time to complete the other words. Check their work as a class and ask them to sight read all the words with you.

**Recapitulation**

- Play a game.
  - Ask a student to choose a letter from **A** to **M**; go round the class taking turns for each student to say a word or name that begins with that letter. Students must listen to each other carefully to avoid repeating a word that has already been said. When no new words can be provided, ask another student to select a different letter and start again.
  - Keep count, and write on the board how many words they know beginning with each letter. At the end of the game, they may be surprised by how many English words they know.

### Lesson 21

### Missing letters (Student's Book Page 41)

#### Teaching objectives

- to help students select the correct vowel to complete a cvc word
- to practise writing capital letters

#### Learning outcomes

Students should be able to:

- select the correct vowel to complete a cvc word.
- write capital letters accurately.

#### Materials required

vowel flashcards A, E, I; Blotak or similar adhesive material; tape / CD / DVD / YouTube clip of *Apples and bananas* (see pages 102 and 103 for complete lyrics)

#### Introduction

- Write on the board **B \_\_ G**. Ask the students to say the first sound and then the final sound. Show the students the **A** flashcard and ask them to pronounce the sound. Fix it in the space between the **B** and **G** and help the students to sound out the word that you have made.
- Repeat this with the other two vowels, making *beg* (to ask for) and *big*.
- Now tell the students that you want to write the word *CAB*. Ask them to identify the initial sound and write it on the board; do the same for the end sound and finally ask them to supply the vowel sound. Ask a student volunteer to write in the missing vowel.
- Repeat this as many times as necessary with words such as *BAD, BED, HID, MAD*, etc.

#### Student activity

- Ask the students to look at page 41 and explain that they are going to write in the missing vowels. Work through the questions one at a time as a class, explaining any capital letter forms that they have not yet learned.

#### Recapitulation

- Sing *Apples and bananas* using different vowel sounds.

*Note:* In *Apples and Bananas*, the words are repeated, each time using a different vowel sound, e.g. I like to oat, oat, oat, opples and bononos, etc. At this stage, it is not necessary to explain this to the students, just tell them the sound at the start of each repeat. They will enjoy singing the strange words.

## Lesson 22

**Matching words and pictures**

(Student's Book Page 42)

**Teaching objectives**

- to help students match words and pictures by identifying initial sounds
- to help students match capital letters to their sounds

**Learning outcomes**

Students should be able to:

- match words and pictures by identifying initial sounds and letters.
- identify capital letters by their sound and shape.

**Materials required**

a selection of 5 or 6 picture flashcards (each beginning with a different letter, and different from those shown on page 42); Blotak or other adhesive material; sets of student letter and picture cards

**Introduction**

- Draw two columns on the board. Fix the picture flashcards on the board in the left column. Write the name of each item, in a different order, in the right column. Point to the first picture and ask the students to name the object and its initial sound. Ask them to look at the words and find the word that begins with that sound. Ask a volunteer to come and point to the word and then draw a line between the picture and the word.
- Repeat this for the other pictures and words.

**Student Activity**

- Ask the students to open their books at page 42. Ask them to name the five items shown and to say the initial sound of each. Explain that the task is the same as the one they did on the board. Ask them to complete it carefully.

**Recapitulation**

- Give the students one complete set of picture and letter cards each. Ask them to work in pairs or groups of three to play Snap, matching letters, pictures, or letter with picture.

### Lesson 23

### Alphabetical order (Student's Book Page 43)

#### Teaching objectives

- to revise and reinforce alphabetical order from **A** to **M**

#### Learning outcomes

Students should be able to:

- follow a sequence of letters in alphabetical order from **A** to **M**.

#### Materials required

a ball; letter flashcards from A to M; Blotak or similar adhesive material; a sheet of A4 paper for each child with some spare; coloured pencils or crayons

#### Introduction

- Play the ball game to revise alphabetical order either from **A** to **M** or the whole alphabet.
- Fix the thirteen letter flashcards on the board in random order except for **A** at the start and **M** at the end (as on page 43). Alternatively, you could prepare a similar maze on a large sheet of paper and fix this to the board. Explain that you have to make a path from **A** to **M** by following the letters in the correct order. Ask a student volunteer to come and draw a line from **A** to the next letter (**B**). Repeat this with different volunteers until the path is complete.

#### Student Activity

- Ask the students to open their books at page 43. Explain that the task is the same as the one you have done on the board and ask the students to complete it carefully.

#### Recapitulation

- Give each student a sheet of paper and coloured pencils or crayons and help them to design their own letter puzzle like the one on page 43. They may wish to make a path for a gorilla, an iguana or an elephant seal. Advise them to work in pencil first and write in the letters **A** to **M** in order before adding the extra letters and colouring over them. When they are complete, partners can exchange puzzles and find the paths.

**Lesson 24****Initial letters** (Student's Book Page 44)**Teaching objectives**

- to help students identify the initial letters of familiar words by sound and sight

**Learning outcomes**

Students should be able to:

- identify the initial letters of familiar words by sound and sight.

**Materials required**

a selection of picture flashcards (each beginning with a different letter and different from those shown in the book); Blotak or other adhesive material; student sets of A to M letter and picture cards

**Introduction**

- Draw two columns on the board. Fix the picture flashcards on the board and write two letters under each of them, one of which should be the initial letter of the word (as in the book). Point to the first picture and ask the students to name the object and say its initial sound. Ask them to identify the sound by its name. Then ask them to look at the two letters written beneath the picture and decide which of them is correct. Ask a volunteer to come and circle the correct letter.
- Repeat this for the other pictures and words.

**Student Activity**

- Ask the students to open their books at page 44. Ask them to name the four items shown and to say the sound and letter name that begins each of them. Explain that the task is like the one you have done on the board and give them a set amount of time them to complete it carefully before checking their answers as a class.

**Recapitulation**

- Give each student a full set of cards (A to M) and ask them to match each picture with its initial sound letter. When they finish, and you have checked their work, the students can use the cards to play Snap or the memory game.

### Lesson 25

### Final letters (Student's Book Page 45)

#### Teaching objectives

- to help students identify the final letters of familiar words by sound and sight

#### Learning outcomes

Students should be able to:

- identify the final letters of familiar words by sound and sight.

#### Materials required

picture flashcards of frog, hill, camera, ink, jam; letter flashcards of A, G, K, L, M; Blotak or similar adhesive material

#### Introduction

- Fix the five letter flashcards at the lower edge of the board. Fix the first picture flashcard in the centre of the board and ask a student to name the object, e.g. frog. Ask the students to repeat the word and listen carefully in order to tell you the final sound (**g**). Ask a student volunteer to find the correct letter for the ending sound and fix it beneath the picture.
- Repeat this for the other flashcards.

#### Student activity

- Ask the students to open their books at page 45, look at each picture and say the name of the object. Ask them to identify the final sound of each word. Do the first question with them, showing them how to circle the correct letter and then ask them to complete the other three questions. Check their answers after a given time.
- Ask the students if they can think of any other words ending with each given sound.

#### Recapitulation

- Play a game:
  - Divide the students into two or three teams and draw a column on the board for each team. Explain that you are going to say a word and either 'beginning' or 'end'. Say the word two or three times. The students should listen carefully for the given sound and a member of each team should come to the board and write the letter as a capital letter. Make sure each student has at least one turn to write. If students are having difficulty hearing final sounds, ask for initial sounds only.
- You may wish to vary this by asking for either capital or small letters.



**Lesson 26****Alphabetical order** (Student's Book Page 46)**Teaching objectives**

- to practise writing capital letters **A** to **M** in alphabetical order

**Learning outcomes**

Students should be able to:

- write capital letters **A** to **M** in alphabetical order.

**Materials required**

letter flashcards A to M; Blotak or similar adhesive material; student letter flashcards A to M; tape / CD / DVD / YouTube clips of some of the students' favourite songs

**Introduction**

- Give each student a set of cards and ask them to arrange them on their desks in alphabetical order. While they are doing this, fix the letter flashcards on the board in random order.
- When you have checked the students' work, ask a volunteer to come and take the first letter of the alphabet and hold it in front of them. Ask a second volunteer to take the second letter and stand next to the first student. Repeat this until thirteen students are standing in a line, each holding a letter of the alphabet in the correct order. When the line is complete, ask the students to take turns to fix their letters back on the board in the correct order.
- Leave the letters there for student reference.

**Student activity**

- Ask the students to open their books at page 46. Explain the task and before they begin ask them to point to each tree in sequence and say which letter they will write in it.
- Give them a set amount of time to complete the task.

**Recapitulation**

- Sing some of the students' favourite songs.

### Lesson 27

### Initial letters (Student's Book Pages 47–49)

#### Teaching objectives

- to help students match initial letters (capital and small) by sight

#### Learning outcomes

Students should be able to:

- match initial letters (capital and small) by sight.

#### Materials required

alphabet wall charts with the letters Aa to Mm

#### Introduction

- Display the alphabet wall chart so that each child can see it clearly.
- Write about ten simple words beginning with the letters **Aa** to **Mm** on the board, e.g. hat, Hill, Gorilla, go, apple, Ant, Fish, fan, Camera, cake, etc. Point to a letter, both capital and small on the wall charts and ask a student volunteer to come to the board and circle the words that begin with the letter you have indicated.
- Repeat this for the other letters and words.

#### Student activity

- Ask the students to open their books at page 47. Then ask them to identify by name the letter on the first rickshaw, and then to find and circle the words in the box that begin with that letter.
- Look at the first example on pages 48 and 49 and complete it in the same way. Ask the students to complete all the exercises on pages 47– 49 in the same way and monitor their progress.
- As they finish, and when you have checked their work, ask them to go back to page 47 and begin the colouring activities.

#### Recapitulation

- Play I Spy with words and names beginning with letters **Aa** to **Mm**.

**Lesson 28****Matching words** (Student's Book Pages 50–51)**Teaching objectives**

- to help students match two identical words

**Learning outcomes**

Students should be able to:

- match two identical words.

**Materials required**

tape / CD / DVD / YouTube clips of the students' favourite songs

**Introduction**

- Write on the board a set of four words like those shown on pages 50 and 51, e.g. big dig big bat.
- Underline the first word and ask the students to look carefully and decide which other word is the same as the one you have underlined. If they need help, ask them to compare the first letters, the end letters, and finally, if necessary, the middle letters. Ask a student volunteer to come and circle the matching word.
- If they find this difficult, show them how to cross out any words that begin with a different letter first, e.g. dig, and then do the same for the final letter (cross out bat). This will leave big and if they compare each letter in turn they will see that the words match.

**Student activity**

- Ask the students to open their books at pages 50 and 51. Explain that the task is the same as the one you have just done on the board, and work through the first set of words as a class.
- Work through a second example if necessary and then give the students a set amount of time to complete the work on both pages. Monitor their progress and when they have finished, check their answers as a class.

**Recapitulation**

- Sing one or two of the students' favourite songs.

### Lesson 29

### Reading (Student's Book Pages 52–53)

#### Teaching objectives

- to help students to sight read simple sentences

#### Learning outcomes

Students should be able to:

- sight read simple sentences.

#### Materials required

pictures or flashcards (from Student Books *A to M* and *N to Z Alphabet Fun*) of zoo animals including lion, monkey, gorilla, kangaroo, and tiger; Blotak or similar adhesive material; sheets of plain paper, coloured pencils or crayons

#### Introduction

- Show the students the pictures of the animals one by one and ask them to name it, e.g. lion. As they do so, fix the picture on the right of the board and write the name of the animal in front of it. Ask the students to help you by telling you the initial sound and letter of the word.
- Leave the words and pictures on the board and write **a** on the board. Ask the students to tell you the sound the letter makes. Write the letter **a** before the name of the first animal and explain that it now says 'a lion'. Do the same for the other names and ask the students to read the phrases with you.
- Next, write **I** on the board. Ask the students to name the letter (*eye*). Explain that **I** can say *i* (as in ink) but when it is written on its own, it says *I*, and is the word we use when we are writing about ourselves, for example, I like, I know. Write *I* on the left of the first picture leaving a space between *I* and the other words. (*I* \_\_\_\_\_ a lion.)
- Now, write the word **see** on the board and tell the students that the word is *see*. Ask them to repeat 'see' as you point to it. Write *see* next to the *I* by the first picture so that there is now the complete sentence: *I see a lion*.
- Ask the students to read the sentence with you.
- Make sentences for the other animals and ask the students to read them with you.

#### Student activity

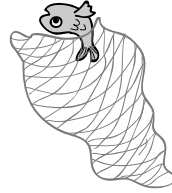
- Ask the students to open their books at pages 52 and 53. Tell them to look at page 52 and point to the word *I / a / see*. Ask them to name the first animal and to point to the word that says bear (beginning with **b**). Ask them to read the sentences.
- Repeat this for the other sentences.

**Recapitulation**

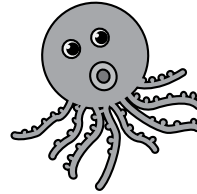
- Play a short game of I Spy.
- Give each student a sheet of paper and crayons or coloured pencils. Ask them to write at the top of the paper, I see a \_\_\_\_\_. They should then draw an animal or object. As they complete their drawing, help each student to complete his / her sentence by writing in the name of the object they are drawing. When they are finished the students can show their pictures to the rest of the class and talk about them. The pictures can be used to make a classroom display.

Section 2 : Resource Sheet N to Z

N



O



P



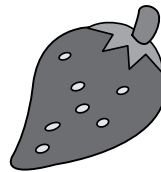
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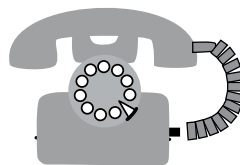
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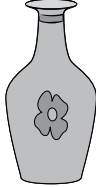
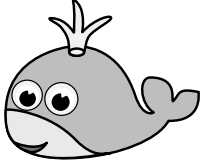


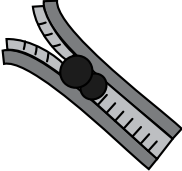


S



T



<p>U</p>	
<p>V</p>	
<p>W</p>	
<p>X</p>	
<p>Y</p>	
<p>Z</p>	

# Section 2: N to Z Alphabet Fun

## Resource Sheet

- Make an enlarged copy of the N to Z resource sheet for each student in the class. Since it will be used for several different activities, copy it onto card rather than paper, or, if resources permit, laminate the sheets with clear plastic.
- Cut up the sheets to make a complete set of twenty-six cards for each student.
- It is useful to write the name or initials of each student on the back of each card in a set (best done before laminating). This is time-consuming initially, but will help to identify stray cards and ensure that sets remain complete.
- Keep each set of cards in a strong envelope or held together with a rubber band.

## Suggested activities using the cards

Note: for some of these activities it will be necessary for the teacher to select the required cards from the set before the lesson, since the whole set may not be required, particularly in the early stages.

1. Students can trace over the letters with their finger when learning to write them.
2. Write a number of letters on the board. Point to one of the letters and ask the students to hold up the matching card. As the students learn more, they can be asked to hold up the corresponding picture.
3. Vary the above activity by showing the students a picture flashcard and asking the students to hold up the correct initial letter.
4. Hold up or point to a classroom item beginning with one of the letters learned, e.g. book, bag, desk, door, foot, girl, finger, hair, hat, jar, etc. Name the item, stressing the initial sound. Ask the children to repeat the word and then hold up the card showing the initial letter of the word.
5. Students can work in pairs to play letter snap. Use two sets of cards. Initially use only the letters or the pictures. In time, students can mix the cards and say snap for any letter / picture match.
6. The students can work individually to arrange the cards in alphabetical order.

**Easy version:** place the cards face up on the desk and arrange them in the correct order.

**More difficult version:** place the cards face down on the desk and turn them over one at a time. It will be more difficult to place them in order this way.

1. The students can play memory matching in pairs.  
Place two matching sets of letter cards face down on the table in rows. The first student turns over one card and says what it shows, and then does the same with a second card; both cards should be laid flat on the table in their places.



- If the letters on the cards are the same, the student keeps the two cards. If they show different letters, the cards must be turned back and the second student takes a turn.
- It is very important that the cards are kept in the same places throughout the game (even when gaps are created by matching pairs being removed) since the game relies on remembering the positions of the cards.
- Start with a few letters, e. g. two sets of the letters **n** to **s** arranged in 3 x 4 rows. In time, increase the number of letter cards used.

The game can be varied by using the word and picture cards together so that a match could be made between a corresponding letter and picture, two matching pictures or two matching letters.

## Lesson Plans

### Lesson 1

### Capital letters A to M writing practice

(Student's Book Page 2)

#### Teaching objectives

- to revise writing letters **A** to **M**

#### Learning outcomes

Students should be able to:

- trace and write letters **A** to **M** with an appropriate degree of accuracy.

#### Materials required

letter and picture flashcards of letters A to M; mini-whiteboards, markers, and erasers

#### Introduction

- Sing the *Alphabet Song* to revise alphabetical order.
- Hold up letter flashcards and ask individual students to say the name and sound of the letter and a word that begins with the letter.
- Give each student a mini-whiteboard. Hold up a picture flashcard and ask them to write the initial letter of the object as a capital letter.

#### Student activity

- Ask the students to open their books at page 2. Ask them to trace over each letter, **A** to **M**, with a finger. Remind them of how to hold their pencil, and how to sit straight at the desk and position their book in front of them before they trace the letters with pencil. As they work, monitor their progress and praise good effort and neat work.

## Section 2 : N to Z

- When the tracing is complete, ask the students to write the letters on the lines below.

### Recapitulation

- Ask the students to stand in a circle and play the ball game to revise and practise alphabetical order **a** to **m**, or **a** to **z**. Any student who fails to catch the ball or who says the wrong letter should sit out for one minute before rejoining the game.

### Lesson 2

### A to M alphabetical order

(Student's Book Page 3)

### Teaching objectives

- to revise alphabetical order **A** to **M**

### Learning outcomes

Students should be able to:

- write the letters **A** to **M** in the correct alphabetical order.

### Materials required

letter flashcards A to M; Blotak or other adhesive material; 2 sets (or more, depending on the number of students in the class) of letter cards from A to M, each set on a different colour card or written in a different colour

### Introduction

- Revise alphabetical order round the class, each student saying a letter. Begin with different students each time and move in different directions round the class.
- Fix the flashcards on the board in a random order and ask volunteer students to arrange them in alphabetical order (one letter per student) on the board.
- When all thirteen letters are in order, point to individual letters and ask students to tell you the name of the letter, the sound it makes, and a word beginning with that letter.

### Student activity

- Ask the students to open their books at page 3. Ask them to name each letter in turn, and then ask them to point to the letters as you say the letters in alphabetical order.
- Explain the task and give the students a set amount of time to complete it.

## Recapitulation

- Give each student one of the letter cards you have prepared. *Note: It may be necessary to give some students two consecutive cards, if there are not twenty-six students in the class.* Point out that there are two different sets of alphabet cards A to M. When you say they may begin, the students should find all of the other members with cards the same as their own and form a line, holding up their cards in the correct alphabetical order. The first team to complete the line correctly will win.
- Collect the cards and redistribute them to play again.

### Lesson 3

### Identify matching words (Student's Book Page 4)

#### Teaching objectives

- to help students match two identical words

#### Learning outcomes

Students should be able to:

- match two identical words.

#### Materials required

pairs of matching words, e.g. two each of Bad, Bat, Mat, Cat, Did, Dad, Bar, Ban, Fan, Fat, Fun, Sun, etc. written on large cards

#### Introduction

- Write on the board a set of four words like those shown on page 4, e.g. got, hot, got, not. Underline the first word and ask the students to look carefully and decide which other word is the same as the one you have underlined. If they need help, ask them to compare the first letters, the end letters, and finally, if necessary, the middle letters. Ask a student volunteer to come and circle the matching word.
- If they find this difficult, show them how to cross out any words that begin or end with different letters.

#### Student activity

- Ask the students to open their books at page 4. Explain that the task is the same as the one you have just done on the board, and work through the first set of words as a class.
- Work through a second example if necessary and then give the students a set amount of time to complete the work on both pages. Monitor their progress and when they have finished, check their answers as a class.

## Section 2 : N to Z

### Recapitulation

- Give each student a word card and explain that they should look very carefully at the first and last letters. When you say they may, they should walk around the classroom, holding their word in front of them and find the student with the card that shows the same word. The pair should then sit down. When all the pairs have been made, redistribute the cards and ask the students to make new pairs.

### Lesson 4

### Fill in the missing letters (Student's Book Page 5)

### Teaching objectives

- to help students identify initial letters by sound
- to revise sight reading of *I see a (+ noun)*

### Learning outcomes

Students should be able to:

- identify initial letters by sound.
- sight read the simple sentence *I see a (+ noun)*.

### Materials required

a selection of flashcards (from Student Books *A to M* and *N to Z Alphabet Fun*);  
Blutak or similar adhesive material; mini-whiteboards, markers, and erasers

### Introduction

- Show the students a picture flashcard, e.g. ghost, and ask them to say the initial sound of the object shown (**g**). Ask them to write the letter **g** in the air with their finger.
- Repeat this with other flashcards and ask students to identify final sounds as well as initial sounds.
- Write on the board the words *I see a* and ask the students to read the words with you.
- Fix a picture flashcard at the end of the phrase, e.g. *I see a* (picture of duck) and ask the students to read the whole sentence. Ask the students to tell you the first sound of the word duck and to write the letter in the air. Do the same with final sounds and write the whole word below the picture. Ask the students to read the sentence.

### Student activity

- Ask the students to open their books at page 5. Work through the examples with the students. It may be necessary to explain that in the word car, the **a** has the longer sound *ah*.

## Recapitulation

- Give each student a mini-whiteboard, marker and eraser. Explain that you are going to hold up a picture flashcard and ask them to write down either the first or last letter of the word and then hold up their work for you to see.

Note: This will enable you to identify any students who are having difficulty hearing initial or final sounds of words and provide them with extra help. If the problem continues, you may wish to refer the student for a hearing test.

## Lesson 5

### Capital and small letters Nn to Zz

(Student's Book Pages 6–7)

## Teaching objectives

- to revise some uses of capital letters
- to introduce the capital letters **N** to **Z**
- to identify similarities and differences between corresponding small and capital letters
- to expand students' vocabulary

## Learning outcomes

Students should be able to:

- give some examples of when capital letters are used.
- demonstrate some familiarity with the capital letters **N** to **Z**.
- identify similarities and differences between corresponding small and capital letters.
- understand and use correctly the new words introduced on pages 6 and 7.

## Materials required

picture flashcards of the objects on pages 6 and 7; alphabet wall chart showing small and capital letters

## Introduction

- Begin by revising the uses of capital letters: at the beginning of a sentence and for names of people and places.

## Student activity

- Ask the students to open their books at pages 6 and 7 and give them a few minutes to look at the contents and see what objects they recognise. After the given time, explain that each block shows the small letter that they are familiar with, the capital letter form and an object beginning with that sound.

## Section 2 : N to Z

*Note: It also shows the name of the object written in both small and capital letters, but since the students will not know them all until the end of this book, direct the students' attention to the initial letters only at this stage.*

- Ask them to look carefully at the alphabet wall chart to see if they can see any small and capital letters that look the same (**Oo, Ss, Uu, Vv, Ww, Xx, Zz**). Ask them to identify pairs that look similar (Pp and Yy) and finally, pairs that look very different (**Nn, Qq, Rr, and Tt**).
- Finally, look at each block in turn, talk about the new objects (see notes below), and teach the new vocabulary by asking the students to repeat each word several times. After each group of three new words, return to the first word and revise them.
  - **Nn** – nut; nuts are fruits produced by trees; they are usually enclosed by a hard shell; nuts are a healthy food because they contain a lot of protein. What different nuts can the students name? A lot of walnuts are grown in Pakistan.
  - **Oo** – otter; an otter is an animal that lives in freshwater rivers and catches fish to eat.
  - **Pp** – panda; pandas are the black and white bear-like creatures that live in China. They eat bamboo that grows in the forests there. In other countries they are only found in zoos. There are not many pandas left in the world and they are a protected species.
  - **Qq** – quail; a quail is a small bird: they produce very small eggs that are eaten and the birds are also eaten.
  - **Rr** – ring; many people wear rings on their fingers, sometimes with precious stones like the one shown in the picture. Do the students' mothers wear rings?
  - **Ss** – slipper; slippers are soft shoes, usually worn inside; they do not have laces or buckles to keep them on the foot—the foot just 'slips' into and out of the slipper.
  - **Tt** – tent; people sleep in tents like the one shown when they are camping. Large tents are used for big parties and celebrations like weddings.
  - **Uu** – urn; an urn is a pot used for storing liquids such as water or oil; they have handles to make it easier to pour the liquid out of the urn.
  - **Vv** - vole; a vole is a small creature like a mouse; some voles live in the fields and others, called water voles, live near rivers and can swim very well.
  - **Ww** – watch; a watch is used to tell the time; it is like a small clock worn on the wrist. Do any of the students have watches?
  - **Xx** – x-ray; an x-ray is a special type of photograph that shows what is inside an object. In hospitals, they are used to find broken bones or other problems inside the body. In airports they are used to see what is inside people's bags.
  - **Yy** – yacht; a yacht is a boat that has large sails. When the wind blows on the sails, the yacht is pushed across the water.
  - **Zz** – zebra; a zebra is an animal like a horse that is found in Africa. It is a wild animal and is known especially for its beautiful black and white skin that helps it to hide from other animals that hunt it for food.

## Recapitulation

- Use the picture flashcards to reinforce the new vocabulary items. Hold up a card and ask the class as a whole to say the word. Repeat the activity asking individual students to say the words and / or sound the initial letters of the words.

## Lesson 6

## Letter N (Student's Book Pages 8–9)

### Teaching objectives

- to explain and demonstrate how to write the letter **N**
- to explain that **N** is the capital letter version of **n**
- to explain that **n** represents the sound **n** (as in *nest*)

### Learning outcomes

Students should be able to:

- write the letter **N** by tracing.
- match the capital letter **N** to the small letter **n**.
- identify the letter **N** by sight and sound.
- identify the letter **N** by its name (*en*).
- say the sound (n) that the letter **N** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **N** as shown on page 8, on paper or the board; pictures of different birds, e.g. crow, owl, hen, eagle, sparrow, etc.; copy of the limerick *There was an Old Man with a Beard* (see below); paper and coloured pencils or crayons

### There Was an Old Man with a Beard

by Edward Lear

There was an Old Man with a beard,  
Who said, 'It is just as I feared!  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!'

### Introduction

- Show the students the pictures of the birds and talk about them and any other birds they know. Explain that birds lay eggs and the baby birds grow inside the eggs and then hatch.

## Section 2 : N to Z

- Introduce the word nest and explain that this is where the bird lives and lays its eggs. Nests can be made from sticks, wool, leaves, mud, etc. each bird builds a different style of nest. Some nests are built in the branches of trees, some on the ground, some in holes in buildings, etc.

### Student activity

- Show the students the large drawing of the letter **N** and explain that this is how capital **N** is written. Explain that it makes the same sound as **n**, like the beginning of the word nest. Can the students suggest other words beginning with **n**?
- If there are any students in the class whose names begin with **N** (e.g. Nabeel, Nazim, Nadia, etc.), explain that when they write their names, the first letter will be **N** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital and small letter and tell you how **N** is different from **n**.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 8 and 9 and look at the picture of the nest. Read the sentence and point out the letter **N** at the start of the word. Ask them to count the eggs.
- Draw their attention to the large letter **N** on page 8. Ask them to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines on page 9 and to trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, commenting on good posture and pencil grip and good neat work.
- After the set time, ask them to look at the task at the top of page 9. Explain the task and identify each of the letters before asking the students to complete it.
- Finally, ask the students to colour the large drawing of the nest and eggs.

### Recapitulation

- Read the limerick *There was an Old Man with a Beard* to the students. Explain that it is a nonsense verse and talk about the different birds mentioned. Give the students paper and coloured pencils or crayons and ask them to draw a picture of a nest in an unusual place, or to draw a picture of the man described in the verse.



## Lesson 7

## Letter O (Student's Book Pages 10–11)

## Teaching objectives

- to explain and demonstrate how to write the letter O
- to explain that O is the capital letter version of o
- to explain that O represents the sound o (as in *octopus*)

## Learning outcomes

Students should be able to:

- write the letter O by tracing.
- match the capital letter O to the small letter o.
- identify the letter O by sight and sound.
- identify the letter O by its name (*oh*).
- say the sound (o) that the letter O represents.

## Materials required

any of the materials suggested in the *Kinaesthetic Learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter O as shown on page 10, on paper or the board; large pictures of some sea creatures, e.g. crab, jellyfish, and octopus; a copy of the poem *Jonathan Jo* (see below); an octopus body shape cut from card or paper, and eight octopus legs for each student; glue

## Jonathan Jo

by A.A. Milne

Jonathan Jo

Has a mouth like an "O"  
 And a wheelbarrow full of surprises;  
 If you ask for a bat,  
 Or for something like that,  
 He has got it, whatever the size is.

If you're wanting a ball,  
 It's no trouble at all;  
 Why, the more that you ask for, the merrier -  
 Like a hoop and a top,  
 And a watch that won't stop,  
 And some sweets, and an Aberdeen terrier.\* (\* a small dog)

Jonathan Jo

Has a mouth like an "O,"  
 But this is what makes him so funny:  
 If you give him a smile,  
 Only once in a while,  
 Then he never expects any money!

### Introduction

- Show the students the pictures of the sea creatures and encourage them to talk about them. (They learned about jellyfish in the pre-nursery Student Book *a to m Alphabet Fun*.) Show them the octopus last and ask them to count how many legs it has. Tell them something about the octopus.

### Student activity

- Show the students the large drawing of the letter **O** and explain that this is how capital **O** is written. The students should see that it is simply a larger version of the small letter. Explain that it makes the same sound as **o**, like the beginning of the word octopus. Can the students suggest other words beginning with **o**?
- If there are any students in the class whose names begin with **O** (e.g. Omar, Osama, etc.), explain that when they write their names, the first letter will be **O** because all names are written with a capital letter at the beginning.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write this letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 10 and 11 and look at the picture of the octopus. Read the sentence and point out the letter **O** at the start of the sentence. Ask them to look at the small octopus and elicit that it is orange in colour, and orange also begins with the sound **o**.
- Draw their attention to the large letter **O** on page 10. Ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil from the page as they write.
- When they have completed the large letter, ask them to look at the small outlines on page 11 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the top of page 11. Identify all the letters before asking the students to complete the task.
- Finally, the students should colour the large drawing of the octopus.

### Recapitulation

- Read the poem to the students and explain its meaning where necessary. Can the students make their mouths 'like an o'?
- Give each student a cut out octopus body and some legs and ask them to glue eight legs onto the body and then colour the octopus. Their work can be used to decorate the classroom.

## Lesson 8

## Letter P (Student's Book Pages 12–13)

## Teaching objectives

- to explain and demonstrate how to write the letter P
- to explain that P is the capital letter version of p
- to explain that P represents the sound p (as in *penguin*)

## Learning outcomes

Students should be able to:

- write the letter P by tracing.
- match the capital letter P to the small letter p.
- identify the letter P by sight and sound.
- identify the letter P by its name (*pee*).
- say the sound (p) that the letter P represents.

## Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large drawing of the letter P as shown on page 13, on paper or the board; a large picture or drawing of a penguin, or a toy penguin; world map or globe; flashcards of the letters N, O and P; DVD / YouTube clip of the film *Happy Feet*

## Introduction

- Show the students the picture of the penguin and ask them to tell you what they know about penguins. Explain that penguins are birds, but they cannot fly; they are, however, very good swimmers, and they eat fish. They are found in the cold areas near the South Pole. (You may wish to point this area out on a globe or world map and show how far it is from Pakistan.)
- Some of them may have seen the film *Happy Feet* and will be able to talk about that, and some may have seen penguins in the zoo.

## Student activity

- Show the students the large drawing of the letter P and explain that this is how capital P is written. Point out that the letter is almost the same as the small letter p but is written on the line. Can the students suggest other words beginning with p?
- If there are any students in the class whose names begin P (e.g. Parveen, Pervaiz, Peter, etc.), explain that when they write their names, the first letter will be P because all names are written with a capital letter at the beginning.
- Ask the students to compare the capital and small letter. How are they different? How are they similar?

## Section 2 : N to Z

- Next, trace the letter with your finger, explaining your movements as you do. In particular, stress the starting point, and the fact that you do not remove your finger from the drawing when you trace the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 13 and look at the large letter P. Ask them to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines and trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, praising good, careful work.
- After the set time, explain the task at the bottom of the page and ask them to complete it carefully, first with a finger and then using a pencil.
- Finally, look at the picture on page 12 and read the sentence. Explain the meaning of the word waddle and ask a student volunteer to demonstrate how to waddle across the room. Then ask the students to colour the picture of the penguin.

### Recapitulation

- Hold up one of the flashcards (N, O or P) and ask the students to name the letter.
- If possible, show the students a small section of the film *Happy Feet*. If this is not available, sing one of their favourite songs.

### Lesson 9

### Letter Q (Student's Book Pages 14–15)

### Teaching objectives

- to explain and demonstrate how to write the letter Q
- to explain that Q is the capital letter version of q
- to explain that Q represents the sound q (as in *queen*)

### Learning outcomes

Students should be able to:

- write the letter Q by tracing.
- match the capital letter Q to the small letter q.
- identify the letter Q by sight and sound.
- identify the letter Q by its name (*cue*).
- say the sound (q) that the letter Q represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large drawing of the letter Q as shown on page 14, on paper or

the board; pictures of famous queens, e.g. Nur Jehan, Cleopatra, Queen Elizabeth I and II, Queen Victoria, etc.; materials to make crowns, e.g. thin card cut into strips long enough to go round a student's head and about 25cm deep, stapler or split pins, small pieces of coloured paper, scissors, and glue; a crown that you have already made using these materials; tape / CD / DVD / YouTube clip of *Pussy cat, pussy cat, where have you been?* and / or *Lavender's blue, dilly dilly* (see pages 100 and 104 for complete lyrics)

## Introduction

- Show the students the pictures of the queens, talk about them, and explain a little about the role of a queen. Explain that the crown is a symbol of the queen's power and is usually made of gold and precious stones.
- Tell the students that you are going to say the word queen and you want them to listen very hard to the first sound and try to say it.

## Student activity

- Show the students the large drawing of the letter **Q** and explain that this is how capital **Q** is written. Explain that the name of the city Quetta is written with a capital **Q** because the names of all cities and towns and villages are written with a capital letter at the beginning. Can the students suggest other words beginning with **q**?
- If there are any students in the class whose names begin with **Q** (Qasim, Qamar, Qirat, etc.), explain that when they write their names, the first letter will be **Q** because all names are written with a capital letter at the beginning.
- Ask the students to compare the capital and the small letter and tell you how **Q** is different from **q**.
- Next, trace the letter with your finger, explaining your movements as you do, explaining that you have to remove your finger to write the final, small stroke. Elicit that it is this stroke that makes the letter different from **O**.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 14 and look at the large letter **Q**. Ask them to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines on page 15 and trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, praising good, careful work.
- Next, ask them to look at the task and identify each letter before asking them to complete it in a given period of time.
- Finally, look at the picture on pages 14 and 15 and read the sentence before asking the students to colour the picture.

## Section 2 : N to Z

### Recapitulation

- Show the students the crown that you have made and explain how to make it. Ask them to work in groups and give out the materials and help them to make crowns.
- Sing the songs *Pussy cat, pussy cat, where have you been?* and *I or Lavender's blue, dilly dilly*.

### Lesson 10

### Letter R (Student's Book Pages 16–17)

### Teaching objectives

- to explain and demonstrate how to write the letter R
- to explain that R is the capital letter version of r
- to explain that R represents the sound r (as in *rabbit*)

### Learning outcomes

Students should be able to:

- write the letter R by tracing.
- match the capital letter R to the small letter r.
- identify the letter R by sight and sound.
- identify the letter R by its name (*are*).
- say the sound (*r*) that the letter R represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter R as shown on page 17, on paper or the board; picture of a rabbit or a toy rabbit; grey crayons or coloured pencils; flashcards of the letters N, O, P, Q, R and n, o, p, q, r; student flashcards of N, O, P, Q, R and n, o, p, q, r; copy of *The Tale of Peter Rabbit* by Beatrix Potter or *The Veveeten Rabbit* by Margery Williams ; tape / CD / DVD / YouTube clip of the song *Run rabbit, run* (see below)

### The Tale of Peter Rabbit

#### The story in brief

Peter Rabbit, his sisters Flopsy, Mopsy, and Cottontail, and his mother are rabbits who live in a burrow under a tree. Mother Rabbit has told her children that they must never go into Mr. McGregor's wonderful garden because although it is full of delicious vegetables that rabbits love to eat, Mr. McGregor himself likes to eat rabbits, so it is a very dangerous place for little rabbits.

One day, while Mrs. Rabbit is not at home and the girls are collecting blackberries, Peter sneaks into the garden where he eats so many vegetables that he makes himself sick.

Mr. McGregor comes into the garden, finds Peter and chases him. As he runs in fear, Peter loses his lovely blue jacket and his shoes. He manages to return home, but Mr. McGregor keeps his clothes and uses them to dress a scarecrow that he places in his garden to frighten away the birds that eat his fruit.

When Peter reaches home, he is exhausted and feels ill. His mother sends him to bed and makes him drink chamomile tea while his sisters (who have been good little bunnies) enjoy bread and milk and blackberries for supper.

In a different story, *The Tale of Benjamin Bunny*, Peter goes back to McGregor's garden and finds the clothes he had lost.

## Introduction

- Show the students the picture of the rabbit or the toy rabbit and ask them to tell you what they know about rabbits. They may mention their soft fur, long ears, large back legs, short tails, the fact that they live underground in burrows, etc. Does any student have a pet rabbit? If so, how do they look after it? (It might be possible to bring the rabbit into school for the students to see.)

## Student activity

- Show the students the large drawing of the letter **R** and explain that this is how capital **R** is written. Explain that it makes the same sound as **r**, like the beginning of the word rabbit. Can the students suggest other words beginning with **r**?
- If there are any students in the class whose names begin with **R** (Roshan, Reem, Rani, etc.), explain that when they write their names, the first letter will be **R** because all names are written with a capital letter at the beginning.
- Ask the students to compare the capital and small letter and tell you how **R** is different from **r**.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 16 and look at the picture of the rabbit. Read the sentence and ask them why the first word is written with a capital letter.
- Draw their attention to the large letter **R** on page 17. Ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write the centre stroke.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way.

## Section 2 : N to Z

- Give them a set amount of time to complete the task and monitor their progress. Remind students to hold their pencils correctly and position their books straight in front of them.
- After the set time, ask them to look at the task at the bottom of the page. Explain the task and identify all the letters before asking the students to complete the task using an orange crayon or pencil.
- Finally, the students should colour the large drawing of the rabbit.

### Recapitulation

- Use the flashcards and student cards to check learning. Give each student a set of cards **N** to **R** and **n** to **r**.
- Ask them to arrange them on their desks in matching pairs. Explain that you are going to hold up a letter card; if you hold up a capital letter the students should hold up the corresponding small letter; if you hold up a small letter, they should hold up the corresponding capital letter. By monitoring their responses you will be able to identify any students who may require additional help and provide it at a convenient time.
- You may wish to tell the students *The Tale of Peter Rabbit* or *The Velveteen Rabbit*, or teach them the song *Run rabbit, run*.

### Run Rabbit, Run

Run rabbit, run rabbit, run, run, run.

Run rabbit, run rabbit, run, run, run.

Bang! Bang! Bang! Bang! Goes the farmer's gun, so

Run rabbit, run rabbit, run, run, run.

Run rabbit, run rabbit, run, run, run.

Don't give the farmer his fun, fun, fun.

He'll get by without his rabbit pie, so

Run rabbit, run rabbit, run, run, run.

## Lesson 11

## Letter S (Student's Book Pages 18–19)

### Teaching objectives

- to explain and demonstrate how to write the letter **S**
- to explain that **S** is the capital letter version of **s**
- to explain that **S** represents the sound **s** (as in *strawberry*)

### Learning outcomes

Students should be able to:

- write the letter **S** by tracing.
- match the capital letter **S** to the small letter **s**.



- identify the letter **S** by sight and sound.
- identify the letter **S** by its name (*ess*).
- say the sound (*s*) that the letter **S** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **S** as shown on page 18, on paper or the board; some fresh strawberries if they are available, or a picture of a strawberry; a pot of strawberry jam and a few slices of bread; flashcards of letters N to Z and n to z; tape / CD / DVD / YouTube clip of *Incey wincey spider* (see page 105 for complete lyrics)

### Introduction

- Show the students the strawberries or the picture of the strawberry. Ask them if they like strawberries or strawberry flavoured foods such as ice cream, yoghurt, jam, milk shake, etc.
- Finally, ask them to say the initial sound of the word strawberry.

### Student activity

- Show the students the large drawing of the letter **S** and explain that this is how capital **S** is written. Explain that it makes the same sound as *s*, like the beginning of the word strawberry. Can the students suggest other words beginning with *s*?
- If there are any students in the class whose names begin with **S** (e.g. Saad, Sadia, Saira, etc.), explain that when they write their names, the first letter will be **S** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter; they should see that they are the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write it.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 19 and look at the picture of the strawberry. Read the sentence, pointing out that the first letter is, as usual, a capital letter, and ask if they agree with the sentence. You may wish to explain that the yellow dots on the strawberry are seeds.
- Draw their attention to the large letter **S** on page 18. Ask the students to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.

## Section 2 : N to Z

- After the set time, ask them to look at the task at the bottom of the page. Explain the task and identify all the letters before asking the students to complete it.
- Finally, the students should colour the large drawing of the strawberry on page 19.

### Recapitulation

- Spread the strawberry jam on the slices of bread and cut them up so that each student can taste it.
- Play a game:
  - Divide the students into two or three teams and draw a column on the board for each team. Hold up a small letter flashcard and ask one member from each team to come to the board and write the corresponding capital letter.
- Ask the students to tell you the first letter of the word spider. Sing *Incey wincey spider* and show the students the hand actions. Can the students identify other words in the song that begin with S? (spout, sunshine)

## Lesson 12

## Letter T (Student's Book Pages 20–21)

### Teaching objectives

- to explain and demonstrate how to write the letter T
- to explain that T is the capital letter version of t
- to explain that T represents the sound t (as in *telephone*)

### Learning outcomes

Students should be able to:

- write the letter T by tracing.
- match the capital letter T to the small letter t.
- identify the letter T by sight and sound.
- identify the letter T by its name (*tee*).
- say the sound (t) that the letter T represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter T as shown on page 20, on paper or the board; different telephones or pictures of different telephones; mini-whiteboards, markers, and erasers

## Introduction

- Show the students the different telephones or pictures and talk about them. You may need to explain that the word telephone is the full version of the more-commonly used word phone. What style of telephone do they have at home? Do their parents have mobile phones? What are telephones used for? Do they know what number to dial for an ambulance, fire engine, or the police in an emergency? Do they know their own home telephone number?
- Ask them to identify the initial letter of the word telephone.

## Student activity

- Show the students the large drawing of the letter T and explain that this is how capital T is written. Explain that it makes the same sound as t, like the beginning of the word telephone. Can the students suggest other words beginning with t?
- If there are any students in the class whose names begin with T (Tahir, Tariq, Tamana, etc.), explain that when they write their names, the first letter will be T because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write the letter.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 20 and look at the picture of the telephone. Elicit that this is a very old style of telephone and that, unlike today, when people can have different ring tones for their telephones, the old telephones used to ring loudly. Read the sentence, pointing out that the first letter is, as usual, a capital letter.
- Draw their attention to the large letter T and ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil between the two strokes.
- When they have completed the large letter, ask them to look at the small outlines on page 21 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, ask them to look at the task at the bottom of the page. Explain the task and ask them to trace the path with a finger before asking them to complete it with pencil.
- Finally, the students should colour the large drawing of the telephone on page 20.

## Section 2 : N to Z

### Recapitulation

The following activity will practise matching phonetics to capital letters and reinforce the use of capital letters at the start of names.

- Give each student a mini-whiteboard, marker and eraser. Explain that you are going to say a name and the students should write down the first letter of the name and hold up their work for you to see. Elicit before you begin that the first letter of a name is always written as a capital letter and only use names beginning with the letters **N** to **T**.

### Lesson 13

### Letter U (Student's Book Pages 22–23)

### Teaching objectives

- to explain and demonstrate how to write the letter **U**
- to explain that **U** is the capital letter version of **u**
- to explain that **U** represents the sound **u** (as in *umpire*)

### Learning outcomes

Students should be able to:

- write the letter **U** by tracing.
- match the capital letter **U** to the small letter **u**.
- identify the letter **U** by sight and sound.
- identify the letter **U** by its name (*you*).
- say the sound (u) that the letter **U** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **U** as shown on page 23, on paper or the board; a cricket bat and ball; pictures of famous Pakistani cricketers; a soft ball

### Introduction

- Show the students the cricket bat and ball and the pictures of cricketers. Talk about the game of cricket and how it is played.
- Ask the students to look at the picture on page 22 and ask them who the person in the illustration is, what he is doing, and what his role is in the game of cricket. If necessary, teach them the word *umpire* and explain that the umpire is a very important person in cricket and players must listen to what he says.
- Some of the students may know some of the signals used by the umpire; if so, ask them to demonstrate and explain them to the rest of the class.
- Read the sentence and ask the students to sound the first letter of the word *umpire*.

### Student activity

- Show the students the large drawing of the letter **U** and explain that this is how capital **U** is written. Explain that it makes the same sound as **u**, like the beginning of the word umpire. Can the students suggest other words beginning with **u**?
- If there are any students in the class whose names begin with **U** (e.g. Umar, Usman, Uzma, etc.), explain that when they write their names, the first letter will be **U** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. They should be able to see that they look the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not remove your finger from the page to write **U**.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 23 and draw the students' attention to the large letter **U**. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil to write it.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task at the bottom of the page and identify all the letters before asking the students to complete it.
- Finally, ask the students to colour the large drawing of the umpire.

### Recapitulation

- Play the ball game to revise alphabetical order from **A** to **U**.

## Lesson 14

## Letter V (Student's Book Pages 24–25)

### Teaching objectives

- to explain and demonstrate how to write the letter **V**
- to explain that **V** is the capital letter version of **v**
- to explain that **V** represents the sound **v** (as in vase)

### Learning outcomes

Students should be able to:

- write the letter **V** by tracing.
- match the capital letter **V** to the small letter **v**.
- identify the letter **V** by sight and sound.

## Section 2 : N to Z

- identify the letter **V** by its name (vee).
- say the sound (v) that the letter **V** represents.

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **V** as shown on page 24, on paper or the board; a selection of vases or pictures of vases; flashcards of letters A to V

### Introduction

- Begin by showing the students the vases, or pictures of vases and talking about the use of vases for arranging flowers in the home, in school, at weddings and parties, etc.
- Ask the students to sound the first letter of the word vase. Since this letter is commonly mispronounced (as **w**), check that they are all pronouncing it correctly with the upper teeth over the lower lip. If necessary, go round the class asking each student to pronounce the letter and correcting pronunciation where necessary.

### Student activity

- Show the students the large drawing of the letter **V** and explain that this is how capital **V** is written. Explain that it makes the same sound as **v**, like the beginning of the word vase. Can the students suggest other words beginning with **v**?
- If there are any students in the class whose names begin with **V** (Vaneeza, Vasan, Veena, etc.), explain that when they write their names, the first letter will be **V** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. They should be able to see that they look the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write it.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 25 and look at the picture of the vase. Read the sentence and elicit that vases are different shapes and sizes because flowers are also of different shapes and sizes. Is the vase in the picture the same as any of those that you have shown them?
- Draw their attention to the large letter **V** on page 24. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write each stroke.
- When they have completed the large letter, ask them to look at the small

outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.

- After the set time, ask them to complete the task at the bottom of the page.
- Finally, ask the students to colour the large drawing of the vase.

## Recapitulation

- Play a game:
  - Choose an action to represent each letter, e.g.  
**N** = nod your head; **O** = open your arms wide; **P** = pick up your pencil;  
**Q** = be quiet (finger on lips); **R** = rock from side to side; **S** = sit down; **T** = touch your toes; **U** = arms up in the air; **V** = play the violin.
  - Show the students a letter flashcard and teach them the related action. Explain that when you hold up a letter, they should perform the correct action.
  - Begin with a few letters and gradually increase the number until you are using all the flashcards and actions.
- You may wish to organize a flower arrangement display in the classroom: ask each student to bring to the next lesson a few flowers and / or leaves (real or artificial) to use to make a flower arrangement (bring extras for the students who may forget). Provide each of them with a 'vase' such as a plastic pot, cup, or bottle, or empty jar, and ask them to make a flower arrangement. Students could vote on the best arrangements and small prizes or stickers or gold star rewards could be awarded to the winners. This activity can be done at the start of the next lesson or as a separate activity.

## Lesson 15

## Letter W (Student's Book Pages 26–27)

### Teaching objectives

- to explain and demonstrate how to write the letter **W**
- to explain that **W** is the capital letter version of **w**
- to explain that **W** represents the sound **w** (as in *whale*)

### Learning outcomes

Students should be able to:

- write the letter **W** by tracing.
- match the capital letter **W** to the small letter **w**.
- identify the letter **W** by sight and sound.
- identify the letter **W** by its name (*double-you*).
- say the sound (**w**) that the letter **W** represents.

## Section 2 : N to Z

### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter **W** as shown on page 26, on paper or the board; pictures of whales; student cards of letters N to W and n to w; DVD / YouTube clip from the film *Finding Nemo*

### Introduction

- Show the students the pictures of the whales and encourage them to tell you what they know about whales. Make sure, by making comparisons with familiar objects, that the students understand how large whales are. Also explain simply, that although whales live in the sea, they are not fish; they breathe air and they feed their young on milk, just like cows, sheep, and humans.

### Student activity

- Show the students the large drawing of the letter **W** and explain that this is how capital **W** is written. Explain that it makes the same sound as **w**, like the beginning of the word whale.
- Since this letter is commonly mispronounced (as **v**), ask the students to say the initial sound of the word whale; check that they are pronouncing the word correctly with both lips pushed forward as if to blow. If necessary, go round the class asking students to pronounce the word in turn. Can the students suggest other words beginning with **w**?
- If there are any students in the class whose names begin with **W** (e.g. Warda, Waleed, Wasim, etc.), explain that when they write their names, the first letter will be **W** because all names are written with a capital letter at the beginning.
- Ask them to compare the capital letter and the small letter. They should be able to see that they look the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write it.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 26 and 27 and look at the picture of the whale and read the sentence.
- Draw their attention to the large letter **W** on page 26. Ask the students to trace it with their finger two or three times before they use a pencil or crayon.
- When they have completed the large letter, ask them to look at the small outlines on page 27 and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.



- After the set time, explain the colouring task and help the students to identify all the letters before they complete it.
- Finally, ask the students to colour the large drawing of the whale.

## Recapitulation

- Ask the students to work in pairs. Give each student a set of student cards and ask them to combine the sets in order to play Snap or the memory game (see activities 5 and 7). Matches can be made with two small letters / two capital letters / a small and a capital letter.
- If a DVD or YouTube clip is available, show the students the whale scene from the film *Finding Nemo*.

## Lesson 16

## Letter X (Student's Book Pages 28–29)

### Teaching objectives

- to explain and demonstrate how to write the letter X
- to explain that X is the capital letter version of x
- to explain that X represents the sound x (as in *x-ray*)

### Learning outcomes

Students should be able to:

- write the letter X by tracing.
- match the capital letter X to the small letter x.
- identify the letter X by sight and sound.
- identify the letter X by its name (*eks*).
- say the sound (x) that the letter X represents.

### Materials required

*Before this lesson you could ask any student who has one, to bring an old x-ray photo to class.*

any of the materials suggested in the *Kinaesthetic Learning* and *Learning to write* sections above; a large drawing of the letter X as shown on page 29, on paper or the board; a large pencil or crayon for each student; a skeleton if available, or a large picture of a skeleton; an old x-ray photograph if available; black crayons or coloured pencils; large sheets of black paper or card, white paper, glue, scissors; copy of the story *The Funnybones* by Janet Ahlberg; tape / CD / DVD / YouTube clip of Head, shoulders, knees, and toes

### Introduction

- Show the students the skeleton or picture of a skeleton and explain that it is made of bones and that inside each of us there is a skeleton like the one they can see. Tell the students that there are 206 bones in a human skeleton and point out and name some of them, e.g. ribs, skull, jaw bone, hand bones, etc.

## Section 2 : N to Z

- As you do, ask the students to feel the bones in their own bodies. You could tell them that the smallest bone, the stirrup, is found inside the ear and is only 2.8 mm long. Explain that bones can be broken, but they will grow back together again if they are reset. Ask if any child has ever broken a bone and talk about how hospitals use x-rays to photograph the broken bone inside the body so that they know how to reset it so that it will mend correctly.
- If you have any x-rays, hold them up to the light so that the students can see the bones. Explain that x-rays are also used at airports to check inside bags for security reasons.

### Student activity

- Show the students the large drawing of the letter **X** and explain that this is how capital **X** is written. Explain that it makes the same sound as **x**, like the beginning of the word x-ray. Explain that there are not many words in the English language that begin with the letter **x**. Can the students suggest any other words starting with **x**? (Encourage them to recall the word xiasaurus which they learned in the pre-nursery Student Book *n to z Alphabet Fun*.)
- If there are any students whose names begin with **X** [Xavier, Xainab (some people spell Zainab with an X), Xenia, etc.], explain that these names will be written with a capital **X** at the beginning.
- Ask them to compare the capital letter and the small letter. They should be able to see that they look the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write each stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 28 and look at the picture of the x-ray. Read the sentence, pointing out the initial capital **X**.
- Draw their attention to the large letter **X** on page 29. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil to write each stroke.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- At the end of the set time, explain the task and help the students to circle the correct pictures.
- Finally, ask the students to colour the large drawing of the x-ray. Explain that this time they need to colour the background of the picture with black and leave the bones white.

## Recapitulation

- Sing *Head, shoulders, knees, and toes* with the actions. (See page 105 for complete lyrics)
  - Touch each part of the body as it is named in the song.
  - When the song is sung for the second time, touch the head, but do not sing the word.
  - When it is sung for the third time, miss out the words head and shoulders.
  - On each following repeat, miss out another word so that at the end the students are only singing 'and', but are touching each part of the body in turn.
  - Finally sing the whole song in full again.
- Organize the students to work in groups to make x-ray pictures. Provide each group with a set of materials and give each student a sheet of black paper. Show them a picture that you have already made and help them to cut the white paper into bone shapes to stick on the paper.  
*Note: Depending on the students' skill levels, you may wish to draw an outline on the paper for them, or cut out some shapes for them to use in advance of the activity.*
- Alternatively, or as well, read the book *The Funnybones* by Janet Ahlberg.

## Lesson 17

## Letter Y (Student's Book Pages 30–31)

### Teaching objectives

- to explain and demonstrate how to write the letter Y
- to explain that Y is the capital letter version of y
- to explain that Y represents the sound y (as in *yacht*)

### Learning outcomes

Students should be able to:

- write the letter Y by tracing.
- match the capital letter Y to the small letter y.
- identify the letter Y by sight and sound.
- identify the letter Y by its name (*wy*).
- say the sound (y) that the letter Y represents.

### Materials required

any of the materials suggested in the *Kinaesthetic Learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter Y as shown on page 30, on paper or the board; a pictures or models of boats, including a yacht; tape / CD / DVD / YouTube clip of the song *My ship sailed from china* (see below)

## Section 2 : N to Z

### Introduction

- Show the students the pictures or models of the boats and talk about different types of boat, from the huge container ships to small rowing boats.
- Show them the picture or model of the yacht and explain that it is a boat that is used for pleasure, for the sport of sailing and for holidays. Explain that it is powered by the wind blowing on the sails.

### Student activity

- Show the students the large drawing of the letter **Y** and explain that this is how capital **Y** is written. Explain that it makes the same sound as **y**, like the beginning of the word yacht. Can the students suggest other words beginning with **y**?
- If there are any students whose names begin with **Y** (Yasin, Yasmin, Yahyia, etc.), ask them what letter they will write at the start of their name?
- Ask them to compare the capital letter and the small letter. How are they alike? How are they different?
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you have to remove your finger from the page to write it.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at page 31 and look at the picture of the yacht. Read the sentence, pointing out the initial capital **Y**. Explain that the small flag at the top of the mast tells the sailor which way the wind is blowing so he/she can move the sails.
- Draw their attention to the large letter **Y** on page 30. Ask the students to trace it with their finger two or three times before they use a pencil or crayon. Remind them to lift their pencil as they write it.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task and identify each letter before the students complete it.
- Finally, ask the students to colour the large drawing of the yacht.

### Recapitulation

- Teach the students the song *My ship sailed from china*, with the actions as explained below:

**My Ship Sailed from China**

My ship sailed for China with a cargo of tea,  
All laden with presents for you and for me.

They brought me a fan,  
Just imagine my bliss,

When I found myself going like this,\* like, this, like this, like this.

\* fan your face with your right hand and maintain the action as you repeat the song; after second time, fan your face with both hands as you sing the song; after third time, fan with two hands and cross one foot over the other as you sing the song; after fourth time, fan with two hands and cross and uncross both feet; after fifth time, do all above and nod the head as you sing the song.

**Lesson 18****Letter Z** (Student's Book Pages 32–33)**Teaching objectives**

- to explain and demonstrate how to write the letter Z
- to explain that Z is the capital letter version of z
- to explain that Z represents the sound z (as in *zip*)

**Learning outcomes**

Students should be able to:

- write the letter Z by tracing.
- match the capital letter Z to the small letter z.
- identify the letter Z by sight and sound.
- identify the letter Z by its name (*zed*).
- say the sound (z) that the letter Z represents.

**Materials required**

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; a large pencil or crayon for each student; a large drawing of the letter Z as shown on page 32, on paper or the board; a selection of items that have zips, e.g. a bag, a pencil case, a jacket, a cushion cover; flashcards n to z and N to Z; student cards n to z and N to Z

**Introduction**

- Show the students the items you have brought in and talk about the use of the zip to fasten things. Do the students have any clothes with zips? What other ways are there of fastening clothes (buttons, Velcro, ties, etc.)
- Ask the students to sound the first letter of the word. Can they tell you the final letter of the word?
- Talk about the similarity between the sound of the word zip and the sound made by the zipper when it is pulled.

## Section 2 : N to Z

### Student activity

- Show the students the large drawing of the letter Z and explain that this is how capital Z is written. Explain that it makes the same sound as z, like the beginning of the word zip. Explain that very few English words begin with Z, but can the students suggest any others?
- If there are any students whose names begin with Z (Zeba, Zohair, Zara, etc.), ask them how they will write the first letter of their names?
- Ask them to compare the capital letter and the small letter. They should be able to see that they look the same.
- Next, trace the letter with your finger, explaining your movements as you do so. Point out that you do not have to remove your finger from the page to write each stroke.
- Ask the students to trace your drawing using whole arm movements, and to repeat your instructions as they do so.
- Continue with other practice techniques, ending with tracing the letter in the palm of the hand.
- Ask the students to open their books at pages 32 and 33 and look at the picture of the zip. Read the sentence, pointing out the initial capital Z.
- Draw their attention to the large letter Z and ask them to trace it with their finger two or three times before they use a pencil or crayon. Remind them not to lift their pencil when they write it.
- When they have completed the large letter, ask them to look at the small outlines and to trace them in the same way. Give them a set amount of time to complete the task and monitor their progress.
- After the set time, explain the task and identify each letter before asking the students to complete it.
- Finally, ask the students to colour the large drawing of the zip.

### Recapitulation

- Give out the sets of student cards and organise the students to work in pairs. Ask them to do the matching activity (no 6) individually and then do activities 5 and 7 in pairs.

### Lesson 19

### Matching letters and pictures

(Student's Book Pages 34–35)

### Teaching objectives

- to help students match letters and pictures by identifying initial sounds
- to help students match capital and small letters

## Learning outcomes

Students should be able to:

- match letters and pictures by identifying initial sounds.
- match capital and small letters.

## Materials required

picture flashcards of the new vocabulary items on pages 34 and 35; a selection of five or six other picture flashcards (each beginning with a different letter, and different from those shown on pages 34 and 35); capital and small letter flashcards of the initial letter of each item; Blotak or other adhesive material; sets of student letter and picture cards

## Introduction

- Use the picture flashcards to teach the new items of vocabulary on page 34 (radio, quill, orange, snail, pants, net) and make sure the students can voice and name the initial letter of each word.
- Draw three columns on the board and arrange the other flashcards as in the book, i.e. the picture flashcards on the board in the centre column, the capital letters in the left hand column (in a different order) and the small letters in the right hand column (in yet a different order). Point to the first picture and ask the students to name the object and say its initial sound.
- Ask them to look at the capital letters and ask a volunteer to come and point to the letter that matches that sound and to draw a line between the picture and the letter. Ask a second volunteer to come and identify the matching small letter and draw a second line.
- Repeat this for the other pictures and letters.

## Student activity

- Ask the students to open their books at page 34. Ask individual students to name the six items shown and to say the initial sound of each. Ask other students to identify the letters by sound and by name. Explain that the task is the same as the one they have just completed on the board. Give them a set amount of time to complete the work and provide any help they may require.
- When they have finished, teach the vocabulary for page 35 (fox, umbrella, truck, zig-zag, watermelon, vegetables, yak). Ask the students to complete the work in the same way, but point out that for fox, it is the final letter that they must identify and match.

## Recapitulation

- Give each student a set of letter cards and ask them to arrange them on their desks in pairs and in alphabetical order. Explain that you are going to hold up a picture flashcard and they should hold up the first letter of the object shown, either capital or small, according to your instruction.

## Section 2 : N to Z

### Lesson 20

### Capital letters N to Z writing practice

(Student's Book Page 36)

#### Teaching objectives

- to practise writing letters **N** to **Z**

#### Learning outcomes

Students should be able to:

- trace and write letters **N** to **Z** with an appropriate degree of accuracy.

#### Materials required

letter and picture flashcards of letters N to Z; mini-whiteboards, markers, and erasers; a soft ball; tape / CD / DVD / YouTube clip of one or two of the students' favourite songs

#### Introduction

- Begin with some revision of alphabetical order by playing the ball game and singing the *Alphabet Song*.
- Give each student a mini-whiteboard. Say the name of a student (beginning with the letters **N** to **Z**) and ask the students to write the first letter of the name and hold up their work for you to see.

#### Student activity

- Ask the students to open their books at page 36. Ask them to trace over each letter, **N** to **Z** with a finger. Ask them to tell you how they should hold their pencil, sit at the desk and position their book in front of them before they trace the letters with pencil. As they work, monitor their progress and praise good effort and neat work.
- When the tracing is complete, ask the students to write the letters on the lines below.

#### Recapitulation

- Sing some of the students' favourite songs.



## Lesson 21

## The letter before and the letter after

(Student's Book Page 37)

**Teaching objectives**

- to reinforce alphabetical order from N to Z
- to revise the meanings of *before* and *after*

**Learning outcomes**

Students should be able to:

- demonstrate a knowledge of alphabetical order from N to Z by writing the letter that comes before or after a given letter.
- use the terms *before* and *after* correctly.

**Materials required**

alphabet wall charts with the letters Nn to Zz; sets of student letter cards N to Z and n to z

**Introduction**

- Display the alphabet wall chart and ask the students to read the letters.
- To teach *before*, point to one of the letters, e.g. Q and q and tell the students that P comes *before* Q; repeat this with other letters. Point to a letter and ask a student to tell you the name of the letter that comes before the one you have chosen.
- Teach *after* in the same way.

**Student activity**

- Ask the students to open their books at page 37 and look at the top section of the page. Explain that they are going to write the letter that comes before each of the given letters and that capital letters will be written together and small letters written together. Before they begin to write, go through each question with the students orally. Remind them to look at the wall charts if they are uncertain. Give them a set amount of time to complete the work before checking their answers as a class.
- Ask them to look at the lower part of the page and explain that this time they are to write the letter that comes after the given letter. Proceed as for the first task.

**Recapitulation**

- Give each student a set of letter cards and ask them to arrange them on their desk in alphabetical order. Explain that you are going to hold up a letter card and say *before* or *after*. The students should hold up the appropriate card in the same form (capital or small) as the one you showed them.

### Lesson 22

### Initial capital letters (Student's Book Page 38)

#### Teaching objectives

- to help students identify the initial letter of a word by sound
- to help students match a capital letter to a given sound
- to practise writing some capital letters

#### Learning outcomes

Students should be able to:

- identify the initial letter of a word by sound.
- match a capital letter to a given sound.
- write selected capital letters accurately.

#### Materials required

a selection of picture flashcards; Blutak or similar adhesive material

#### Introduction

- Fix a flashcard on the board and ask the students to name the object. Ask them to say the initial sound of the word and to repeat it two or three times.
- Ask a student to name the letter that makes that sound and then ask a student volunteer to come and write that letter beneath the picture. When this has been done correctly, add the other letters of the word.

#### Student activity

- Ask the students to open their books at page 38 and identify each of the objects shown, the initial letter of each word, and the name of the letter. Complete the first example together and then give the students a set amount of time to complete the other words. Check their work as a class and ask them to sight read all the words with you.

#### Recapitulation

- Play a game:
  - Ask a student to choose a letter from **N** to **Z**; go round the class taking turns for each student to say a word or name that begins with that letter. Students must listen to each other carefully to avoid repeating a word that has already been said. When no new words can be provided, ask another student to select a different letter and start again.
  - Keep count, and write on the board how many words they know beginning with each letter; at the end of the game, they may be surprised by how many English words they know.

## Lesson 23

## Missing letters (Student's Book Page 39)

**Teaching objectives**

- to help students select the correct vowel to complete a cvc word
- to practise writing capital letters

**Learning outcomes**

Students should be able to:

- select the correct vowel to complete a cvc word.
- write capital letters accurately.

**Materials required**

vowel flashcards A, E, I, O; Blutak or similar adhesive material; tape / CD / DVD / YouTube clip of *Apples and bananas* (see pages 102 and 103 for complete lyrics)

**Introduction**

- Write on the board **P \_ T**. Ask the students to say the first sound and then the final sound. Show the students the **A** flashcard and ask them to pronounce the sound. Fix it in the space between the **P** and **T** and help the students to sound out the word that you have made (**PAT**). Repeat this with the other three vowels, making **pet**, **pit**, and **pot**.
- Now tell the students that you want to write the word **MAT**. Ask them to identify the initial sound and write it on the board; do the same for the end sound and finally ask them to supply the vowel sound. Ask a student volunteer to write in the missing vowel.
- Repeat this as many times as necessary with words such as **CAT**, **PIN**, **SIT**, **TIP**, etc.

**Student activity**

- Ask the students to look at page 39 and explain that they are going to write in the missing vowels. Work through the questions one at a time as a class.

**Recapitulation**

- Sing *Apples and bananas* using different vowel sounds.

Note: in *Apples and bananas*, the words are repeated, each time using a different vowel sound, e.g. I like to oat, oat, oat, opples and bononos, etc. At the start of each repeat, tell the students which vowel sound they are going to use. They will enjoy singing the strange words.

### Lesson 24

## Matching words and pictures

(Student's Book Page 40)

### Teaching objectives

- to help students match words and pictures by identifying initial sounds
- to help students match capital letters to their sounds

### Learning outcomes

Students should be able to:

- match words and pictures by identifying initial sounds and letters.
- identify capital letters by their sound and shape.

### Materials required

a selection of five or six picture flashcards (each beginning with a different letter, and different from those shown on page 40); Blutak or other adhesive material; sets of student letter and picture cards

### Introduction

- Draw two columns on the board. Fix the picture flashcards on the board in the left column. Write the name of each item, in a different order, in the right column. Point to the first picture and ask the students to name the object and its initial sound. Ask them to look at the words and find the word that begins with that sound. Ask a volunteer to come and point to the word and then draw a line between the picture and the word.
- Repeat this for the other pictures and words.

### Student Activity

- Ask the students to open their books at page 40. Ask them to name the five items shown, (make sure that they say telephone rather than phone) and to say the initial sound of each. Explain that the task is the same as the one they did on the board. Ask them to complete it carefully.

### Recapitulation

- Give each student one complete set of picture and letter cards and ask them to work in pairs, combining the two sets of cards to play Snap, matching letters, pictures, or letter with picture.

**Lesson 25****Alphabetical order** (Student's Book Page 41)**Teaching objectives**

- to revise and reinforce alphabetical order from **N** to **Z**

**Learning outcomes**

Students should be able to:

- follow a sequence of letters in alphabetical order from **N** to **Z**.

**Materials required**

a ball; letter flashcards from N to Z; Blotak or similar adhesive material; a sheet of A4 paper for each child with some spare; coloured pencils or crayons

**Introduction**

- Play the ball game to revise alphabetical order from **N** to **Z**.
- Fix the thirteen letter flashcards on the board in random order except for **N** at the start and **Z** at the end (as on page 41). Alternatively, you could prepare a similar maze on a large sheet of paper and fix this to the board. Explain that you have to make a path from **N** to **Z** by following the letters in the correct order. Ask a student volunteer to come and draw a line from **N** to the next letter (**O**).
- Repeat this with different volunteers until the path is complete.

**Student Activity**

- Ask the students to open their books at page 41. Explain that the task is the same as the one you have done on the board and ask the students to complete it carefully.

**Recapitulation**

- Give each student a sheet of paper and coloured pencils or crayons and help them to design their own letter puzzle like the one on page 41. They may wish to make a path for a rabbit to a carrot, or a penguin to a fish. Advise them to work in pencil first and write in the letters **N** to **Z** in order before adding the extra letters and colouring over them. When they are complete, partners can exchange puzzles and find the paths.

## Section 2 : N to Z

### Lesson 26

### Initial letters (Student's Book Page 42)

#### Teaching objectives

- to help students identify the initial letters of familiar words by sound and sight

#### Learning outcomes

Students should be able to:

- identify the initial letters of familiar words by sound and sight.

#### Materials required

a selection of picture flashcards (each beginning with a different letter and different from those shown in the book); Blotak or other adhesive material; student sets of N to Z letter and picture cards

#### Introduction

- Draw two columns on the board. Fix the picture flashcards on the board and write two letters under each of them, one of which should be the initial letter of the word (as in the book). Point to the first picture and ask the students to name the object and say its initial sound. Ask them to identify the sound by its name. Then ask them to look at the two letters written beneath the picture and decide which of them is correct. Ask a volunteer to come and circle the correct letter.
- Repeat this for the other pictures and words.

#### Student Activity

- Ask the students to open their books at page 42. Ask them to name the four items shown and to say the sound and letter name that begins each of them. Explain that the task is like the one you have done on the board and give them a set amount of time to complete it carefully before checking their answers as a class.

#### Recapitulation

- Give each student a full set of cards (N to Z) and ask them to match each picture with its initial sound letter. When they finish, and you have checked their work, the students can use the cards to play Snap or the memory game.

**Lesson 27****Final letters** (Student's Book Page 43)**Teaching objectives**

- to help students identify the final letters of familiar words by sound and sight

**Learning outcomes**

Students should be able to:

- identify the final letters of familiar words by sound and sight.

**Materials required**

picture flashcards of fox, octopus, yak, ring; letter flashcards of x, s, k and r; Blutak or similar adhesive material

**Introduction**

- Fix the four letter flashcards at the lower edge of the board. Fix the first picture flashcard in the centre of the board and ask a student to name the object, e.g. ring. Ask the students to repeat the word and listen carefully in order to tell you the final sound (**g**). Ask a student volunteer to find the correct letter for the ending sound and fix it beneath the picture.
- Repeat this for the other flashcards.

**Student activity**

- Ask the students to open their books at page 43, look at each picture and say the name of the object. Ask them to identify the final sound of each word. Do the first question with them, showing them how to circle the correct letter and then ask them to complete the other three questions. Check their answers after a given time.
- Ask the students if they can think of any other words that end with each given sound.

**Recapitulation**

- Play a game:
  - Divide the students into two or three teams and draw a column on the board for each team. Explain that you are going to say a word and either 'beginning' or 'end'. Say the word two or three times. The students should listen carefully for the given sound (beginning or end) and a member of each team should come to the board and write the letter as a capital letter. Make sure each student has at least one turn to write. If students are having difficulty hearing final sounds, ask for initial sounds only.
- You may wish to vary this by asking for either capital or small letters.

## Section 2 : N to Z

### Lesson 28

### Alphabetical order (Student's Book Page 44)

#### Teaching objectives

- to practise writing capital letters **N** to **Z** in alphabetical order

#### Learning outcomes

Students should be able to:

- write capital letters **N** to **Z** in alphabetical order.

#### Materials required

letter flashcards N to Z; Blotak or similar adhesive material; student letter flashcards N to Z; tape / CD / DVD / YouTube clips of some of the students' favourite songs.

#### Introduction

- Give each student a set of cards and ask them to arrange them on their desks in alphabetical order. While they are doing this, fix the letter flashcards on the board in random order.
- When you have checked the students' work, ask a volunteer to come and take the first letter (N) and hold it in front of them. Ask a second volunteer to take the second letter and stand next to the first student.
- Repeat this until thirteen students are standing in a line, each holding a letter of the alphabet in the correct order. When the line is complete, ask the students to take turns to fix their letters back on the board in the correct order.
- Leave the letters there for student reference.

#### Student activity

- Ask the students to open their books at page 44. Explain the task and before they begin, ask them to point to each square in sequence and say which letter they will write in it. Give them a set amount of time to complete the task.

#### Recapitulation

- Sing some of the students' favourite songs.



**Lesson 29****Initial letters** (Student's Book Pages 45–47)**Teaching objectives**

- to help students match initial letters (capital and small) by sight

**Learning outcomes**

Students should be able to:

- match initial letters (capital and small) by sight.

**Materials required**

alphabet wall charts with the letters Nn to Zz

**Introduction**

- Display the alphabet wall chart so that each child can see it clearly. Write about ten simple words beginning with the letters **Nn** to **Zz** on the board, e.g. nut, Nurse, Panda, pen, star, Sock, Rat, rabbit, truck, tent, water, Whale.
- Point to one small and capital letter on the wall charts and ask a student volunteer to come to the board and circle the words that begin with the letter you have indicated.
- Repeat this for the other letters and words.

**Student activity**

- Ask the students to open their books at page 45. Ask the students to identify by name the letter on the first swan, and then to find and circle the words in the box that begin with that letter.
- Look at the first example on pages 46 and 47 and complete it in the same way. Ask the children to complete all the exercises on pages 45, 46, and 47 in the same way and monitor their progress.
- As they finish, and when you have checked their work, ask them to go back to page 45 and begin the colouring activities.

**Recapitulation**

- Play I Spy with words and names beginning with letters **Nn** to **Zz**.

## Section 2 : N to Z

### Lesson 30

### Matching words (Student's Book Pages 48–49)

#### Teaching objectives

- to help students identify words that are different

#### Learning outcomes

Students should be able to:

- identify words that are different.

#### Materials required

tape / CD / DVD / YouTube clips of the students' favourite songs

#### Introduction

- Write on the board a set of four words like those shown on pages 48 and 49, e.g. mat, mat map mat
- Underline the first word and ask the students to look carefully and decide which of the other words is different from the one you have underlined. If they need help, ask them to compare the first letters, the end letters, and finally, if necessary, the middle letters. Ask a student volunteer to come and circle the odd word.

#### Student activity

- Ask the students to open their books at pages 48 and 49. Explain that the task is the same as the one you have just done on the board, and work through the first set of words as a class. Work through a second example if necessary and then give the students a set amount of time to complete the work on both pages. Monitor their progress and when they have finished, check their answers as a class.

#### Recapitulation

- Sing one or two of the students' favourite songs.

### Lesson 31

### Reading: a cat (Student's Book Page 50)

#### Teaching objectives

- to help students sight read the words *cat*, *mat*, *hat*, *red*, *a*, *on*, *in*
- to help students read simple phrases
- explain the meanings of the prepositions *on* and *in*

## Learning outcomes

Students should be able to:

- sight read the words *cat, mat, hat, red, a, on, in*
- sight read simple phrases.
- use the prepositions *on* and *in* correctly.

## Materials required

flashcards of each of the new words; a box; a bag; a toy dog or cat or doll; flashcard of the word dog or doll if used; Bluetak or similar adhesive material; sheets of plain paper, coloured pencils or crayons

## Introduction

- Fix the flashcard of the word *cat* on the board and help the students to sound out the word; repeat this for the words *mat, hat* and *red*. Test the students' learning by pointing to the words and asking individual students to read them. Fix the flashcard for **a** on the board and remind students that it says **a** as in *a boy, a girl*. Finally, teach the words *in* and *on* in the same way.
- Use the toy cat / dog / doll and the box or bag to teach the meanings of the prepositions *in* and *on*. Place the toy in the box and explain that it is *in* the box; place it on top of the box and explain that it is *on* the box. Do the same using the bag. To test learning, move the toy to different positions (in the bag / box, on the bag / box) and ask the students to say where the toy is.

## Student activity

- Ask the students to open their books at page 50. Begin by reading the words in the box.
- Help the students to read the first phrase and ask them to look at the picture and say whether the phrase is true or false and show them how to tick the correct box.
- Work through the other tasks in the same way.

## Recapitulation

- Play a short game of I Spy.
- Give each student a sheet of paper and crayons or coloured pencils and ask them to draw a toy or animal on or in an object. Ask for some ideas before they begin, e.g. a bird in a nest, a bee on a flower, a telephone on a table, etc. As they complete their drawing, help each student to write a phrase describing what they have drawn. When they are finished, the students can show their pictures to the rest of the class and talk about them. The pictures can be used to make a classroom display.

### Lesson 32

### Reading: a fox (Student's Book Page 51)

#### Teaching objectives

- to help students sight read the words *a, fox, box, big, small*
- to help students read simple phrases
- explain the meanings of the adjectives *big* and *small*

#### Learning outcomes

Students should be able to:

- sight read the words *a, fox, box, big, small*.
- sight read simple phrases.
- Use the adjectives *big* and *small* correctly.

#### Materials required

flashcards of each of the new words; a selection of pairs of items, one large and one small, e.g. two balls, two books, two pencils, two spoons; Blutak or similar adhesive material; sheets of plain paper, coloured pencils or crayons

#### Introduction

- Use the flashcards to teach the sight words as above.
- Use the pairs of items to teach the meanings of *big* and *small*.

#### Student activity

- Continue as for lesson 29 above.

#### Recapitulation

- Give each student a sheet of paper and crayons or coloured pencils and ask them to draw a pair of animals or objects, one big and the other small. Ask for some ideas before they begin, e.g. cats, dogs, pandas, vases, mangoes, etc. As they complete their drawing, help each student to write a phrase describing what they have drawn above each item, e.g. a large bird, a small bird. When they are finished, the students can show their pictures to the rest of the class and talk about them. The pictures can be used to make a classroom display.

## Lesson 33

## Making simple words

(Student's Book Pages 52–53)

**Teaching objectives**

- to help students write simple cvc words by adding two consonants to a given vowel

**Learning outcomes**

students should be able to:

- write simple cvc words by adding two consonants to a given vowel.

**Materials required**

flashcards of the consonants; Blotak or similar adhesive material; a very large sheet of paper and a board marker for each group of four to five students

**Introduction**

- Draw on the board a flower shape like those on pages 52 and 53 and write a vowel in the centre, e.g. **a**. Ask the students to say the sound of the vowel. Use the flashcards to make a word in the horizontal direction e.g. **c** and **n** to make *can*. Help the students to sound out the word.
- Now ask the students to help you to make a word in the horizontal direction. You could select the first letter e.g. **m** and ask the students to suggest possible final letters, e.g. **d** (mad), **p** (map), **t** (mat), **n** (man).
- Repeat this using different vowels and consonants and helping the students to sound out each word that you make. If the students suggest a combination that does not make a real word, e.g. mas, explain that it does not have a meaning in English.

**Student Activity**

- Ask the students to open their books at pages 52 and 53. Look at each flower in turn, identify the given vowel and look at the examples. Explain that the students should make their own words, working individually or in pairs. Monitor their work and ask them to read the words to you as you move from student to student.

**Recapitulation**

- Play a game of I Spy.
- Play a team game:
  - Ask the students to work in groups of four or five. Give each team a large sheet of paper and a marker. Explain that they are going to work together to write as many cvc words as they can think of, taking turns to write. Give them a set amount of time and then ask them to add up how many words they have written. Ask one of the team to read out their list and see which team has the longest list of correct words.

## Songs Section I: A to M Alphabet Fun

### 1. Pussycat, pussycat, where have you been?

"Pussycat, pussycat, where have you been?"  
"I've been up to London to visit the Queen."  
"Pussycat pussycat, what did you there?"  
"I frightened a little mouse under her chair"  
"MEOWW!"

### 2. Old MacDonald had a farm

Old MacDonald had a farm,  
Ee i ee i oh!  
And on that farm he had some chickens,  
Ee i ee i oh!  
With a cluck-cluck here,  
And a cluck-cluck there  
Here a cluck, there a cluck,  
Everywhere a cluck-cluck  
Old MacDonald had a farm  
Ee i ee i oh!

Old MacDonald had a farm,  
Ee i ee i oh!  
And on that farm he had some dogs,  
Ee i ee i oh!  
With a woof-woof here,  
And a woof-woof-woof there  
Here a woof, there a woof,  
Everywhere a woof-woof  
Old MacDonald had a farm  
Ee i ee i oh!

Old MacDonald had a farm,  
Ee i ee i oh!  
And on that farm he had some ducks,  
Ee i ee i oh!  
With a quack, quack here here,  
And a quack, quack there  
Here a quack, there a quack,  
Everywhere a quack-quack  
Old MacDonald had a farm  
Ee i ee i oh!

Old MacDonald had a farm,  
 Ee i ee i oh!  
 And on that farm he had some cows,  
 Ee i ee i oh!  
 With a moo-moo here,  
 And a moo-moo there  
 Here a moo, there a moo,  
 Everywhere a moo-ooo  
 Old MacDonald had a farm,  
 Ee i ee i oh!

### 3. Five little ducks

Five little ducks went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 but only four little ducks came waddling back...

Four little ducks went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 but only three little ducks came waddling back...

Three little ducks went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 but only two little ducks came waddling back...

Two little ducks went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 but only one little duck came waddling back...

One little duck went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 but no little ducks came waddling back...

No little ducks went out one day  
 Over the hills and far away  
 Mama duck said, "Quack, quack, quack, quack,"  
 and all five ducks came waddling back.

### 4. **One, two, three, four, five—once I caught a fish alive**

One, two, three, four, five.  
Once I caught a fish alive,  
Six, seven, eight, nine, ten,  
Then I let it go again.

Why did you let it go?

Because it bit my finger so.  
Which finger did it bite?  
This little finger on the right.

### 5. **Mary had a little lamb**

Mary had a little lamb  
Its fleece was white as snow;  
And everywhere that Mary went,  
The lamb was sure to go.  
It followed her to school one day,  
Which was against the rule;  
It made the children laugh and play,  
To see a lamb at school.

### 6. **Baa, baa, black sheep**

Baa, baa, black sheep,  
Have you any wool?  
Yes sir, yes sir,  
Three bags full.

One for my master,  
One for my dame,  
And one for the little boy  
Who lives down the lane.

### 7. **Apples and bananas**

I like to eat, eat, eat apples and bananas  
I like to eat, eat, eat apples and bananas

*Now change the vowel sound to A:*

I like to ate, ate, ate ay-ples and ba-nay-nays  
I like to ate, ate, ate ay-ples and ba-nay-nays



*Now change the vowel sound to E:*

I like to eat, eat, eat ee-ples and bee-nee-nees  
I like to eat, eat, eat ee-ples and bee-nee-nees

*Now change the vowel sound to I:*

I like to ite, ite, ite i-ples and bi-ni-nis  
I like to ite, ite, ite i-ples and bi-ni-nis

*Now change the vowel sound to O:*

I like to ote, ote, ote oh-ples and bo-no-nos  
I like to ote, ote, ote oh-ples and bo-no-nos

*Now change the vowel sound to U:*

I like to ute, ute, ute u-ples and bu-nu-nus  
I like to ute, ute, ute u-ples and bu-nu-nus

### Song for Section 2: N to Z

#### I. Lavender's blue, dilly dilly

Lavender's blue, dilly dilly,  
Lavender's green  
when you are king, dilly dilly  
I shall be queen

Who told you so, dilly dilly  
Who told you so?  
'Twas my own heart, dilly dilly,  
That told me so

Call up your friends, dilly dilly  
Set then to work  
Some to the plough, dilly dilly,  
Some to the fork

Some to make hay, dilly dilly,  
Some to make thresh corn  
Whilst you and I, dilly dilly,  
Keep ourselves warm

Lavender's blue, dilly dilly,  
Lavender's green  
When you are king, dilly dilly  
I shall be queen

**2. Incey wincey spider**

The incey wincey spider  
Climbed up the spout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up all the rain  
And the incey wincey spider  
Climbed up the spout again

**3. Head, shoulders, knees and toes**

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose.  
Head, shoulders, knees and toes, knees and toes  
(Repeat, getting faster each time)

