



**a to m**

and **n to z**

**Alphabet Fun**

Pre-Nursery

**Teaching Guide (Combined)**

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# Introduction

Reading and writing are such important skills, and essential to all other formal education throughout life. It is therefore important that the basics are well taught and well learned. The lesson plans in this teaching guide present suggestions and ideas for teachers facing this key task of teaching young children to read and write in English. The basic method for learning to write, name, and say the phonic sound is repeated for each letter; the familiar approach will provide reassurance for students of this age. But it is also important to make learning fun, so there are also ideas for introductory and recapitulation activities and games that will add variety and fun to the lessons while reinforcing the formal teaching and learning.

No exact times are given for the lessons; judge 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.

## Sound of the week table

To reinforce initial sounds, ask the students to bring small items from home that begin with the chosen sound of the week. The student should show the class the item and say the name before it is displayed on the table in the classroom or, if there is no space for an extra table, place it in a large box. Make a sign or use the appropriate flashcard as a label for the table. Take a couple of minutes each day to look at the items and ask the students to name them and sound the initial letter as you point to them or hold them up.

Encourage the students to look at the items and name them if they have finished other tasks, but to avoid any accidental damage or breakages, make sure they understand that they should not handle them.

## 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.

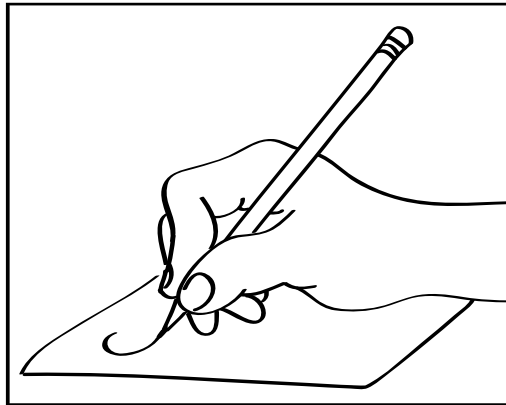
Some simple kinaesthetic learning techniques which can be applied to learning to write letters are suggested below:

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.

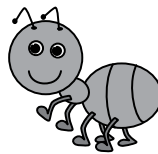
You can also supply each student with a mini-whiteboard made by inserting a sheet of plain white A4 paper into a plastic envelope. Each student will also require a board marker and an eraser made from a small piece of sponge, some tissues or kitchen roll. The student can practise writing the letters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

## **Making mistakes**

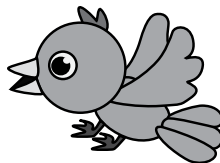
We all make mistakes, but there are some children who are unduly worried about doing so. To help them overcome this fear, make some 'mistakes' yourself. For example, write a letter the wrong way round, misspell a word or mismatch a picture and letter. The students will enjoy pointing out your error and 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

a



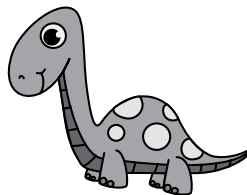
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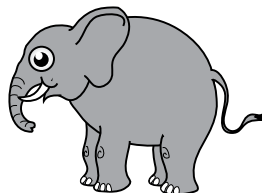
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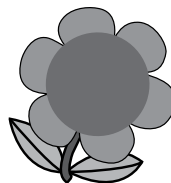
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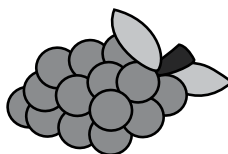
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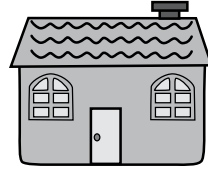


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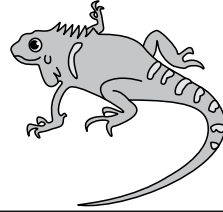




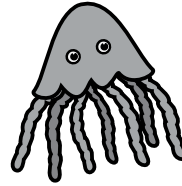
**h**



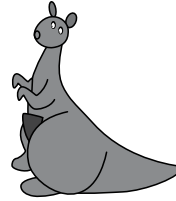
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**j**



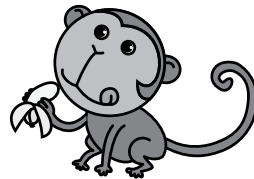
**k**



**l**



**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 use a rubber band to hold them together.

### 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.

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.

# Lesson Plans

## Lessons 1–8 Pattern tracing (Pages 2–9 Student's Book)

### Teaching objectives

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

### Learning outcomes

Students should be able to:

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

There is no set number of lessons for completing the work on pages 2–9. 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 1 (Page 2 Student's Book)

### 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

### Introduction

- Ask the students to name the animal they can see on the page, and talk about rabbits. Students might talk about their long ears and small tails and how they hop from place to place and live in underground burrows. (This can be done in English or the first language.)
- Ask if any students have seen rabbits in the countryside, or have a pet rabbit, or a toy rabbit. Talk about what rabbits like to eat.
- 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.

- Line 1 is a straight line like those in exercise books; it has no dips or bumps. Can students see other things that are straight? (e.g. the edge of the desk or door)
- Line 2 goes down, along, up, along. Have any students seen buildings with walls shaped like this at the top?
- Line 3 is similar to the second. Can the students explain how it is different?
- Line 4 is a series of curves. What does it look like? (waves on the sea)
- Line 5 is an inversion (upside-down copy) of line 4. What does it look like? (bridges, arches)
- Line 6 also goes up and down. How is it different from line 2 or line 5? What does it look like? (mountains)

### **Student activity**

- Draw a large copy of line 1 on the board. Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these on the board in turn.
- 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, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly.
- Again, this can be done by asking 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.
- Stress that there is no need to hurry, a slower approach will produce neat, accurate results.
- Repeat all steps of this activity for each of the other lines on the page.

### **Recapitulation**

Ask the students to trace over the lines in their books with their finger.

### Lesson 2

(Page 3 Student's Book)

#### Materials required

as for page 2; sheets of old newspaper and crayons for each child

#### Introduction

Give the students a few minutes to look at the content of page 3 before discussing it. Talk about the lorry shown in the first picture.

- Have the students seen large lorries?
- Talk about how some lorries are painted in bright colours. What do the lorries carry?
- Has any student ridden in a lorry?
- Talk about the sets of lines drawn on the lorry.
- Are they all the same?
- How are they different?

Ask the students to look at the picture at the bottom of the page and explain that it is an instrument called an accordion. You might wish to explain / mime how it is played.

#### Student Activity

- Draw lines on the board like those shown on the lorry.
- Ask the students to trace them in the air using the whole-arm method, and any other methods (as above), ending with tracing it on the palm of the hand.
- Before they draw the lines in their books, the students should trace each line with their forefinger, starting from the red dot each time. Revise posture and pencil grip and then ask the students to draw the lines carefully.
- As they draw, walk round to check pencil grip and posture and praise any students who are demonstrating good skills.
- Next, look at the dots in the boxes and explain that the students are going to draw lines starting from the dots.
- Again they should trace the lines with a finger before using a pencil or crayon.
- They should complete the lines on the accordion in the same way. Point out that there are three types of line – straight, to the left, and to the right.

#### Recapitulation

Give students sheets of old newspaper and crayons and ask them to draw lines like those shown on page 3.

**Lesson 3**

(Page 4 Student's Book)

**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

**Introduction**

- Display a copy of (or draw on the board) the figure with two loops as shown on page 4 of the Student Book.
- Ask the students to talk about how the shape is different from the lines they drew last time.
- Trace it with your finger. As you do, describe what you are doing (up, over, and down) and ask the students to note that your finger does not leave the board.
- Ask them to trace your pattern using the whole-arm movement, and any other methods (as above), ending with tracing it on the palm of the hand.
- Now repeat the activity with a copy of the figure with four loops.

**Student Activity**

- Ask the students to open their books at page 4 and look first at the large two-loop figures at the bottom of the page.
- Following the instructions given above, ask them to trace them first with a finger and then with pencil or crayon.
- Move on to the large four-loop figures before completing the pattern on the box.

**Recapitulation**

Ask each student in turn to suggest what might be inside the box.

**Lesson 4**

(Page 5 Student's Book)

**Materials required**

same as above

**Introduction**

- Ask the students to draw in the air, using the whole arm, the pattern they drew in the previous lesson. They could draw two, four, or more loops. As they draw, ask them to describe what they are doing (up, over and down).
- Display a copy of (or draw on the board) the new figure shown on page 5.
- Ask the students to explain how it is similar and how it is dissimilar to the previous figure (curved, but not joined to another curve by an up stroke).

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- Trace over the figure with your finger, describing your movement and then ask the students to trace your pattern using the whole-arm movement, and any other methods (as above), ending with tracing it on the palm of the hand.
- Ask the students to open their books at page 5 and look at the new figure, trace it with their finger and then with a pencil. Continue to stress the importance of posture and pencil grip and to identify students who are demonstrating this.
- After the students have completed the two rows of tracing, ask them to complete the figures that do not have guide lines.

### Recapitulation

Look at the picture at the top of the page and talk about kites. Ask the students to trace the kite string pattern with a finger before drawing it with pencil or crayon.

### Lesson 5

(Page 6 Student's Book)

### Materials required

as above; a picture of an elephant; old newspaper, crayons, finger paints or poster paint and paint brushes

### Introduction

- Display the picture of the elephant and encourage the students to talk about elephants.
- When they have given you their information and ideas, teach them the word *trunk* and ask them what the elephant uses its trunk for.

### Student Activity

- Display a copy of (or draw on the board) the new figure shown on page 6 and teach it as above.
- Ask the students to open their books at page 6 and complete the work as above.

### Recapitulation

Give students sheets of old newspaper and crayons or finger paints or paint and brushes and ask them to draw or paint lines like those shown on pages 4, 5, and 6. Alternatively, use mini-whiteboards for this activity.



**Lesson 6**

(Page 7 Student's Book)

**Materials required**

as above; a hockey stick or picture of a hockey player with a stick; sheets of plain paper and crayons

**Introduction**

- Show the students the hockey stick or picture and talk about the game of hockey.
- Ask them to describe the shape of the hockey stick and to draw the shape in the air, and encourage them to see the similarity with the shape of the elephant's trunk that they drew last time.

**Student activity**

- Display a copy of (or draw on the board) the figure shown on page 7 and revise it.
- Ask the students to open their books at page 7 and complete the tasks as above, leaving the shapes without guidelines until last.

**Recapitulation**

- Ask the students to name different sports, for example, cricket, tennis, hockey, football, badminton, etc., and talk briefly about the equipment used for each.
- Give each student a sheet of plain paper and crayons and ask them to draw a piece of sports equipment. Make a classroom display of their pictures and talk about what each of them has drawn.

**Lesson 7**

(Page 8 Student's Book)

**Materials required**

as above; tape / CD / DVD / YouTube clip of the song *Five Little Speckled Frogs* (see page 88 for complete lyrics)

**Introduction**

- Ask the students to open their books at page 7 and encourage them to talk about frogs, for example, that they live in water and on land, they have large back legs so they can hop on land and swim in water, what they eat, the noise they make, the young are tadpoles before they become frogs, etc.
- Ask the students to look at the picture of the three Russian dolls at the bottom of the page.
- Talk about the colours and patterns, and the different sizes.

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- Encourage students to point to the small doll, the larger doll and the largest doll.
- You could explain that it is possible to buy sets of these dolls; each comes apart in the middle so that they can all be stored one inside the other in decreasing order of size.

### Student activity

- Display a copy of (or draw on the board) the first figure shown on page 8 and teach it as in previous lessons.
- When the students have traced the figures in the first row, ask them to look at the figures in the second row and say how they are different from those they have just drawn.
- Display a copy of (or draw on the board) the figure from the second row and teach it as in previous lessons.
- When the students have traced the figures in the second row, ask them to look at the figures in the third row and say how they are different from those they have just drawn.
- Display a copy of (or draw on the board) the figure from the third row and teach it as in previous lessons.
- Finally, ask the students to trace the line around the dolls with a finger before drawing it.

### Recapitulation

Teach the students the song *Five Little Speckled Frogs*.

## Lesson 8

(Page 9 Student's Book)

### Materials required

as above

### Introduction

- Ask the students to draw in the air (whole arm movement) the shapes from the previous lesson; to remind them you could display your copy or draw the shapes on the board.
- Ask them to open their books at page 9 and look at the drawing. Ask them to talk about the creature — a dragon;
  - Do they know any stories about dragons?
  - Do they know that dragons breathe fire? etc.
- Ask them to trace its shape with their forefinger.

## Student activity

- Display a copy of (or draw on the board) the first dotted figure shown on page 9 (two arches) and teach it as in previous lessons.
- Display a copy of (or draw on the board) the second dotted figure shown on page 9 (three arches) and before teaching it, ask the students to tell you how the two figures are different.
- When they students have traced all the dotted figures, ask them to look at the first row of figures and tell you which of the figures they have drawn is the same as these. They may recognize the shape as being that of the sign for a well-known fast food outlet.
- Ask them to draw the lines inside the shapes, starting from the red dot each time.

## Recapitulation

- Using the copies you prepared for the previous lessons or drawings on the board, revise all the shapes the students have practised by asking them to trace your work in the air using whole arm movements, and then on the sandpaper and / or velvet if available, and on the palm of the hand.
- At this stage, assess individual student's sitting posture and pencil grip and give plenty of praise as well as any extra remedial help that might be required in these areas.

Before continuing, you may wish to explain, very simply, something about how letters are used in written communication.

1. People communicate using spoken *language*; throughout the world there are hundreds of different languages, but in Pakistan, the main ones are Urdu, Punjabi, Sindhi, Balochi, Pashto, and English.
2. When we speak, we tell other people things about ourselves, for example, what we want, how we feel, what we are doing, what we like, etc.
3. When we speak, we use *words*. Sometimes we only use one word, for example 'Stop!' or 'No'. Sometimes we use many words, for example, 'Now I would like you all to sit at your desks, please, and take out your English books.' (18 words)
4. We can also communicate with other people by writing the words for them to read.
5. To do this, we have to change the sounds we make into signs that we write on paper, or the computer.
6. Because there are so many different words, it would be very hard to learn a different sign for each of them, so we write different words by putting *letters* together.
7. To write all the many words in the English language we need to learn only twenty-six different letters. Together, these letters are called *the alphabet*, and the alphabet is always written in a special order, starting with the letter **A** and ending with **Z**.
8. Each letter has a name and each letter stands for a particular sound. For example, the name of the letter, **M**, is *em*, and the sound it makes is *mm*.

## Section I : a to m

9. Putting the letters together in different ways to make different words is learning to spell.
10. We are now going to learn to write some of the letters of the English alphabet, to learn the name of each letter, and the sound that it makes.

### Lesson 9

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

#### Teaching objectives

- to explain and demonstrate how to write the letter **a**
- to explain that **a** is the first letter of the alphabet and its name is 'ay'
- to explain that **a** represents the sound **a** (as in *ant*)

#### Learning outcomes

Students should be able to:

- write the letter **a** by tracing.
- 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

as above; a large drawing of the letter **a** as shown on page 10, on paper or the board; a large drawing or picture of an *ant*; a copy of the Aesop's fable *The Ant and the Grasshopper*

## The Ant and the Grasshopper

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the first ant replied, "To our ant hill. This is the third kernel I've delivered today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"We are helping to store food for the winter," said the ant, "and think you should do the same."

"Winter is far away and it is a glorious day to play," sang the grasshopper.

But the ants went on their way and continued their hard work.

The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.

He staggered to the ants' hill and saw them handing out corn from the stores

they had collected in the summer. He begged them for something to eat.

“What!” cried the ants in surprise, “haven’t you stored anything away for the winter? What in the world were you doing all last summer?”

“I didn’t have time to store any food,” complained the grasshopper; “I was so busy playing music that before I knew it the summer was gone.”

The ants shook their heads in disgust, turned their backs on the grasshopper and went on with their work.

**Moral:** Don’t forget—there is a time for work and a time for play!

## Introduction

Show the students the drawing of the ant and encourage them to talk about ants. The students may have seen ants in the garden or the kitchen; ants are insects, and have six legs; they live in large groups in ant hills. Ants are said to be very hard-working.

## Student activity

- Show the students the large drawing of the letter **a**.
- Tell them that this is the first letter of the English alphabet; its name is *ay*.
- Ask them to repeat the name of the letter, making sure that they open their mouths like a large circle. Explain that the sound it makes is **a**, like the beginning of the word *ant*. Ask them to repeat the sound *a* several times. Explain that the word *ant* also begins with the same sound.
- If there are any students in the class whose names begin with that sound say the names, stressing the initial sound each time. (For example: Anil, Angela, Anna, Amara, Abdul, etc).
- Next, trace the letter with your finger, explaining your movements as you do so (e.g. up and round and up and down). In particular, stress the starting point, and the fact that, although there are two dots, 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 10 and look at the picture of the ant. Read the sentence and point out the letter **a** at the start of the word *ant*. Can they see any other *a*'s in the sentence? (Do not count the capital at the beginning of the sentence.) Draw their attention to the large letter **a**. 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at page 11 and explain the task.

## Section I : a to m

- Ask them to point to the ants that have an **a** written on them before they begin to colour them.
- Finally, the students should colour the large drawing of the ant and complete the tracing at the bottom of the page.

### Recapitulation

In your own words (your mother tongue or English), tell the students the story of the Ant and The Grasshopper.

### Lesson 10

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

### Teaching objectives

- to explain and demonstrate how to write the letter **b**
- to explain that **b** is the second letter of the alphabet and its name is 'bee'
- to explain that **b** represents the sound **b** (as in *bird*)

### Learning outcomes

Students should be able to:

- write the letter **b** by tracing.
- 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.
- repeat the first two letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **b** as shown on page 12, on paper or the board; a large drawing or picture of a bird; two small pieces of coloured sticky tape or paper

### Introduction

- Show the students the drawing of the bird and encourage them to talk about birds
- Students may be familiar with garden birds or have pet birds. Talk about what birds eat, that they have wings covered with feathers, and they can fly.
- Talk about the sounds that birds make, and the fact that birds' mouths are called beaks.
- Also mention the fact that birds live in nests and lay eggs from which the baby birds hatch.

## Student activity

- Show the students the large drawing of the letter **b**.
- Tell them that this is the second letter of the English alphabet; its name is *bee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **b**, like the beginning of the word *bird*.
- Ask them to repeat the sound **b** several times. Explain that the words *bat* and *ball* also begin with the same sound. Can they think of any other words that begin with the same sound?
- If there any students in the class whose names also begin with **B**, say the names, stressing the initial sound each time. (For example: *Bina*, *Bahadur*, *Bashir*, etc.)
- Next, trace the letter with your finger, explaining your movements as you do so (for example, down, half way up, round and down). In particular, stress the starting point, and the fact that, although there are two dots, 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 12 and look at the large letter **b**. 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 13 and to trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page, and commenting on good posture, pencil grip and neat work.
- After the set time, ask them to look at the picture of the bird and read aloud the sentence on page 13. Point out the initial letter **b** for *bird*. Explain the meanings of *tweets* and *chirps* (the sounds made by birds).
- Ask them to look at the picture of the nest and suggest what it is made from.
- Ask them to look at the eggs and say if they are all alike.
- Point to each egg in turn and ask the students to tell you the name of the letter on each egg. Repeat this, asking the students to say the sound made by the letter on each egg.
- Ask the students to colour the eggs that have the letter **b** on them.
- Finally, the students should colour the large drawing of the bird.

## Recapitulation

- Explain that the students have now learned the first two letters of the English alphabet, **A** and **B**. Ask them to repeat A, B several times. Go round the class asking alternate students to say A and B. (ABABAB)
- Teach the children the rhyme *Two Little Dickie Birds*; the teacher should add the hand actions (see below) as they repeat the rhyme.

## **Two little dickie birds,**

Two little dickie birds,  
 Sitting on a wall;  
 One named Peter,  
 One named Paul.  
 Fly away Peter!  
 Fly away Paul!  
 Come Back Peter!  
 Come Back Paul!

### **Hand actions:**

Before you begin, use the coloured sticky tape or paper to mark the nail of the index finger on each hand. Show the students both hands as fists with all fingers folded downwards except the marked forefingers; these represent Peter and Paul.

As the rhyme is recited, the hand actions are:

<b>Line</b>	<b>Action</b>
<i>Two little dickie birds sitting on a wall</i>	Both of the exposed, marked, fingers are wiggled to attract attention.
<i>One named Peter</i>	Wiggle one marked finger, Peter, to attract attention.
<i>One named Paul</i>	Wiggle other marked finger, Paul, to attract attention.
<i>Fly away Peter</i>	Quickly pull the Peter hand back behind your head. As you do so, and before you return the hand to the table, fold in the marked forefinger and stick out the unmarked middle finger instead. The students will think that the marking has flown away.
<i>Fly away Paul</i>	Repeat the above step with the other, Paul, hand.
<i>Come Back Peter</i>	Reverse the action to make Peter reappear.
<i>Come Back Paul</i>	Reverse the action to make Paul reappear.



## Lesson 11

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

## Teaching objectives

- to explain and demonstrate how to write the letter c
- to explain that c is the third letter of the alphabet and its name is 'see'
- to explain that c represents the sound c (as in *cup*)

## Learning outcomes

Students should be able to:

- write the letter c by tracing.
- 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.
- repeat the first three letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter c as shown on page 15, on paper or the board; a large cup; flashcards of the letters a, b, and c

## Introduction

Show the students the cup and encourage them to talk about it. What colour is it? It has a handle. What is it used for? Do they have a special cup at home?

## Student activity

- Show the students the large drawing of the letter c.
- Tell them that this is the third letter of the English alphabet; its name is *see*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is c, like the beginning of the word *cup*. Ask them to repeat the sound several times. Explain that the words *cap* and *car* also begin with the same sound. Can they think of any other words that begin with the same sound? (If necessary, accept words that begin with k since it is the sound that is important at this stage.)
- 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 15 and look at the large letter c. 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 14 and to trace them in the same way.

## Section 1 : a to m

- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the cups at the bottom of page 15.
- Look at the cups in turn and ask the students to tell you the name of the letter on each cup.
- Repeat this, asking the students to say the sound made by the letter on each cup.
- Ask the students to circle the cups that have the letter **c** on them.
- Read the sentence on page 14, pointing out the initial letter **c** for cup, and ask the students to colour the large drawing of the cup.

### Recapitulation

- Explain that the students now know the first three letters of the English alphabet, A, B, C. Ask them to repeat A, B, C, several times. Go round the class repeating the three letters in sequence – ABCABC, etc.
- Hold up one of the letter flashcards and ask the students to tell you either its name or its sound. Repeat this for each of the three letters, asking the whole class or individual students to answer.
- Fix the cards on the board in random order and ask a student volunteer to arrange them in the correct order.

## Lesson 12

### Letter d (Pages 16–17 Student’s Book)

### Teaching objectives

- to explain and demonstrate how to write the letter **d**
- to explain that **d** is the fourth letter of the alphabet and its name is ‘dee’
- to explain that **d** represents the sound **d** (as in *dinosaur*)

### Learning outcomes

Students should be able to:

- write the letter **d** by tracing.
- 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.
- repeat the first four letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **d** as shown on page 16, on paper or the board; pictures, drawings or models of dinosaurs; student cards (made from resource sheet) of the letters a, b, c, and d

## Introduction

- Show the students the pictures / drawings / models and encourage them to tell you what they know about dinosaurs. If necessary, explain that these creatures lived a very long time ago but are no longer living on the Earth. Many of them were very large.
- Explain to the students that you are going to say the word dinosaur 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 **d**.
- Tell them that this is the fourth letter of the English alphabet; its name is *dee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **d**, like the beginning of the word dinosaur. Ask them to repeat the sound several times. Explain that the words daddy and dog also begin with the same sound. Can they think of any other words that begin with **d**?
- 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.
- Look at the picture of the dinosaur and read and explain the sentence.
- Point out the initial letter **d** for dinosaur.
- Ask the students to look very carefully at the sentence to see if they can point to an **a** or a **b**.
- Ask them to look at the large letter **d** and 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 pages 16 and 17 and trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page, and praising good work.
- After the set time, ask them to look at page 17. Explain the task and help the students to trace the path with a finger before they use a pencil.
- Finally, ask them to colour the picture of the dinosaur.  
*NOTE: It may be necessary to draw students' attention to the difference between **b** and **d** since these two letters are commonly confused.*

## Section I : a to m

### Recapitulation

- Explain that the students now know the first four letters of the English alphabet, A, B, C, and D. Ask them to repeat A,B,C,D several times as a class and then in sequence and / or individually round the class.
- Give each student a set of the cards **a**, **b**, **c**, and **d**. Explain that you are going to say the name of a letter and they should hold up the corresponding card. (This activity will enable you to see any student who has problems distinguishing between **b** and **d**.)
- Repeat the activity saying the sounds of the letters and finally saying the words ant, bird, cup, and dinosaur and asking the students to hold up the corresponding initial letter.
- Finally, ask the students to place the cards on their desk in the correct alphabetical order.

### Lesson 13

### Letter e (Pages 18–19 Student’s Book)

### Teaching objectives

- to explain and demonstrate how to write the letter **e**
- to explain that **e** is the fifth letter of the alphabet and its name is ‘*ee*’
- to explain that **e** represents the sound **e** (as in *elephant*)

### Learning outcomes

Students should be able to:

- write the letter **e** by tracing.
- 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.
- repeat the first five letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **e** as shown on page 18, on paper or the board; a large picture of an elephant; flashcards of the letters **a** to **e** and the corresponding pictures; recording / YouTube clip of the song *One Elephant Went Out to Play* (see page 88 for complete lyrics)

### Introduction

- Show the students the picture of the elephant and encourage them to talk about elephants. Discuss their size, how they are used to work in the forests and the differences between Asian and African elephants.
- Explain to the students that you are going to say the word elephant 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 **e**.
- Tell them that this is the fifth letter of the English alphabet; its name is *ee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **e**, like the beginning of the word elephant. Ask them to repeat the sound several times. Explain that the words *egg* and *empty* also begin with the same sound. Can they think of any other words that begin with **e**?
- 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 18 and 19.
- Look at the picture of the elephant and read and explain the sentence. Point out the initial letter **e** for elephant.
- Ask the students to look very carefully at the sentence to see if they can point to an **a** or a **b**?
- Ask them to look at the large letter **e** on page 18 and 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 19 and to trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task on page 19.
- Explain the task and identify all the letters in the drawing before they complete the task.
- Finally, ask them to colour the picture of the elephant.

## Recapitulation

- Explain that the students now know the first five letters of the English alphabet, A, B, C, D, and E. Ask them to repeat A, B, C, D, E several times as a class and then individually round the class.
- Explain to the students that you are going to hold up a picture and a letter flashcard. If they match, the students should raise their hand; if they do not match, the students should fold their arms. This activity will help you to identify any students who are experiencing problems, and you can provide extra help to these students.
- Use the tape or YouTube clip to teach the song *One Elephant Went Out to Play*.

### Lesson 14

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

#### Teaching objectives

- to explain and demonstrate how to write the letter **f**
- to explain that **f** is the sixth letter of the alphabet and its name is 'ef'
- to explain that **f** represents the sound **f** (as in *flower*)

#### Learning outcomes

Students should be able to:

- write the letter **f** by tracing.
- 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.
- repeat the first six letters of the alphabet in sequence.

#### Materials required

as above; a large drawing of the letter **f** as shown on page 21, on paper or the board; a soft ball; some real or artificial flowers; student sets of flashcards of the letters a to f; a selection of collage materials such as small pieces of coloured paper or card or fabric or pasta shapes; a drinking straw for each student; sheets of sugar paper; glue or paste; a sample flower that you have made using the drinking straw as a stem and the other materials to form the centre and petals of the flower

#### Introduction

- Begin with **a** ball game to revise the first five letters of the alphabet.
  - Ask the students to form a circle. Start by saying **A**, and then throw the ball to a student who should catch the ball and say **B**. The student should then throw it to another student who should say **C**, etc. When they reach **E**, start again from **A**.
  - Any student who makes a mistake should sit down for one minute and then rejoin the game.

#### Student activity

- Show the students the large drawing of the letter **f**.
- Tell them that this is the sixth letter of the English alphabet; its name is *ef*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **f**, like the beginning of the word *flower*. Ask them to repeat the sound several times. Explain that the words *fish* and *fan* also begin with the same sound. Can they think of any other words that begin with **f**?
- Next, trace the letter with your finger, explaining your movements as you do. In particular, stress the starting point. Point out that to write this letter you must remove your finger from the drawing to make the horizontal 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.
- Show the students the flowers you have brought to class and talk about the colours and scents of flowers. Talk about the flowers in their gardens or the school garden.
- Ask the students to open their books at page 20.
- Look at the picture of the flower and read and explain the sentence. Talk about the colours of the flower.
- Point out the initial letter **f** for flower.
- Ask the students to look very carefully at the sentence to see if they can point to any other letters that they have learned and name them or say the sounds they make.
- Ask them to look at the large letter **f** on page 21 and 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task on page 21.
- Look at each small flower in turn and talk about the colours and the letter in the centre of each.
- Ask them to complete the task and then colour the centre of the large flower.

### Recapitulation

- Explain that the students now know the first six letters of the English alphabet, A, B, C, D, E and F. Ask them to repeat A,B,C,D,E,F several times as a class and then individually round the class.
- Show the students the flower you have prepared and talk about how you made it. Arrange the students in groups of 4 or 5. Give each group a set of collage materials and help them to make flowers. Their work can be used to make a classroom display.

## Lesson 15

### More words starting with the letters a to f (Pages 22–23 Student's Book)

### Teaching objectives

- to revise, expand, and consolidate learning of the letters **a** to **f**

### Learning outcomes

Students should be able to:

- demonstrate correct writing posture and grip and use of a pencil.
- identify correctly the letters **a** to **f** using the names and phonic sounds of the letters.

## Section 1 : a to m

- write the letters **a** to **f** with a reasonable degree of accuracy.
- match a picture of a word to the letter representing its initial sound.

### Materials required

flashcards of letters a to f and the corresponding pictures; flashcards of the additional words shown on pages 22 and 23; sets of student cards a to f and the corresponding pictures; mini-whiteboards, markers and erasers; a soft ball

*Observation of the students as they complete the suggested activities should enable the teacher to identify those who may need extra help with one or other area of learning.*

*For group activities, form mixed ability groups so that those who are more able can guide those who are less confident.*

### Introduction

- Begin by using the student letter cards to revise alphabetical order.
- Give each student a set of the cards **a** to **f** and ask them to arrange them on their desks in the correct order.
- Give each student a mini-whiteboard, marker and eraser, and revise phonic sounds and writing by showing the students a picture flashcard and asking them to name the object and then write the initial sound and hold up the whiteboard so that you can see what they have written.

### Student activity

- When you judge that the majority of the students are confident with initial sounds, ask the students to open their books at pages 22 and 23.
- Ask the students to point to the letter **a** and say its phonic sound.
- Teach them the new words, stressing the initial sound of each, and asking them to repeat the word several times.
- Encourage them to talk about each of the items.
- Repeat this procedure for the items beginning with the letter **b**.
- Ask the students to close their books and use the flashcards of the six new words to check their learning: hold up a flash card and ask one student to name the item and another to tell you the initial sound.
- Teach the other new vocabulary items in the same way, using more of the flashcards each time until the students are confident of the new words.
- Play a team game to check vocabulary, phonics and writing skills:
  - Divide the team up into two or three teams and draw a column on the board for each team.
  - Hold up one of the twenty-four picture flashcards and ask the first member of each team to come to the board and write the correct initial letter.
  - Give points for every correct answer.



## Recapitulation

Either

1. give each student a set of the letter and picture cards from **a** to **f** and show them how to play Snap in pairs. (See above, suggested activity no. 5.)

or

2. organise the students into groups of 4. Give each group two sets of the picture and letter cards from **a** to **f** and show them how to play the memory matching game (see above, suggested activity no. 7.)

## Lesson 16

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

## Teaching objectives

- to explain and demonstrate how to write the letter **g**
- to explain that **g** is the seventh letter of the alphabet and its name is 'gee'
- to explain that **g** represents the sound **g** (as in *grape*)

## Learning outcomes

Students should be able to:

- write the letter **g** by tracing.
- 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.
- repeat the first seven letters of the alphabet in sequence.

## Materials required

as above; flashcards of vocabulary items from pages 22 and 23; a large drawing of the letter g as shown on page 25, on paper or the board; a bunch of grapes if available; a selection of other fruits; a knife; a poster-sized sheet of paper divided into 5 or 6 columns; Blutak or other adhesive material; glue stick; a smiley face circle of paper for each student

## Introduction

- Begin by using the picture flashcards to revise the new items of vocabulary.
- Hold up each card in turn and ask the class or individual students to tell you the name of the item and the initial sound.

## Student activity

- Show the students the large drawing of the letter **g**.
- Tell them that this is the seventh letter of the English alphabet; its name is *gee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **g**, like the beginning of the word *grape*.

## Section 1 : a to m

- Ask them to repeat the sound several times. Explain that the words go and girl also begin with the same sound. Can they think of any other words or any names that begin with the same sound?
- Next, trace the letter with your finger, explaining your movements as you do. Point out that your finger remains in contact with the board the whole time.
- 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 large letter **g** and 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the picture of the grapes on page 24 and read the sentence.
- Ask the students if they like to eat grapes and, if you have a bunch of grapes, each student could try one.
- Look at the task on page 25 and identify the letter in each grape before asking the students to complete the task and the colouring activities.

### Recapitulation

- Explain that the students now know the first seven letters of the English alphabet. Ask them to repeat A, B, C, D, E, F, G several times as a class and then individually, one letter each, round the class.
- Explain to the students that it is good to eat grapes and other fruits because they are healthy foods. Show them some of the other fruits you have brought with you and cut them up into small pieces so that the students can taste them.
- Give each of them a smiley face circle. Fasten the large sheet of paper on the board and draw a different type of fruit at the top of each column, e.g. banana, mango, apple, grapes, orange (according to student's expressed preferences). Ask each student to come and glue their sticker in the column that shows their favourite fruit. Talk about the results, e.g. which fruit is most / least popular.
- The poster can be displayed in the classroom and used for maths work as well.

## Lesson 17

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

## Teaching objectives

- to explain and demonstrate how to write the letter **h**
- to explain that **h** is the eighth letter of the alphabet and its name is 'aitch'
- to explain that **h** represents the sound **h** (as in *house*)

## Learning outcomes

Students should be able to:

- write the letter **h** by tracing.
- 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.
- repeat the first eight letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter **h** as shown on page 26 on paper or the board; a large outline drawing of a house showing kitchen, sitting room, dining room, bedroom, bathroom; small, simple drawings or pictures from a catalogue, magazine or newspaper of household furniture and appliances; Blotak or other adhesive material; glue sticks

## Introduction

- Play the ball game to revise alphabetical order from **a** to **h**.

## Student activity

- Show the students the large drawing of the letter **h**.
- Tell them that this is the eighth letter of the English alphabet; its name is *aitch* (note—not *haitch*).
- Ask them to repeat the name of the letter. Explain that the sound it makes is **h**, like the beginning of the word *house*.
- Ask them to repeat the sound several times. Explain that the words *hand* and *hat* also begin with the same sound. Can they think of any other words or any names that begin with the same sound?
- Next, trace the letter with your finger, explaining your movements as you do. Point out that your finger remains in contact with the board the whole time.
- 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 26 and look at the large letter **b** and trace it with their finger two or three times before they use a pencil or crayon.

## Section I : a to m

- When they have completed the large letter, ask them to look at the small outlines on pages 26 and 27 and trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page. Praise good pencil grip, posture and neat work.
- After the set time, ask them to look at the picture of the house on page 27, and read the sentence to them. If necessary, explain the meaning of the word small.
- Ask them to count how many times the letter **a** appears in the sentence.
- Ask them to look at the picture and point to the roof, chimney, windows and door of the house and talk about the colours of these items. Look at the task on page 26 and identify each of the letters before asking the students to complete the task and the colouring activity.

### Recapitulation

- Encourage the students to talk about their own houses and to name the different rooms in the house, either in English or their first language.
- Fasten the large drawing of the house on the board and talk about the different rooms and what items are normally found in them.
- Give each student two or three of the small pictures you have prepared and ask them to take turns to come and glue their pictures in the correct room of the house.
- If there is space, you could ask the students to bring other pictures from home to add to the poster.
- The students will now know the first eight letters of the English alphabet. Ask them to repeat A, B, C, D, E, F, G, H several times as a class and then individually as you point to students in a random order.

## Lesson 18

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

### Teaching objectives

- to explain and demonstrate how to write the letter **i**
- to explain that **i** is the ninth letter of the alphabet and its name is 'eye'
- to explain that **i** represents the sound **i** (as in *impala*)

### Learning outcomes

Students should be able to:

- write the letter **i** by tracing.
- 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.
- repeat the first nine letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter i as shown on page 29, on paper or the board; sets of student picture and letter cards for a to i (enough for one set for two students); teacher picture and letter flashcards for a to i; Blutak or other adhesive material

## Introduction

- Ask the students to work in pairs and give each pair a set of student picture and letter cards for a to i; ask the students to arrange the letters in alphabetical order and to place the correct picture card next to each letter.
- As they do this, fix the flashcards on the board in a random order.
- When the students have completed the task, ask individual students to volunteer to come to the board and arrange the letters and pictures, one at a time, in the correct order.

## Student activity

- Show the students the large drawing of the letter i.
- Tell them that this is the ninth letter of the English alphabet; its name is *eye*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is i, like the beginning of the word in.
- Ask them to repeat the sound several times. Explain that the words important and ill also begin with the same sound. Can they think of any names that begin with the same sound? (for example: Ibrahim, Imran, etc.)
- Next, trace the letter with your finger, explaining your movements as you do. Explain that the dot is added at the end.
- 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 *impala*.
- Explain that it is an animal that lives in Africa. They can run fast and jump high, and the males have long horns.
- Read the sentence to the students and ask them how many times the letter i appears; do the same for the letters a, e and h.
- Now ask the students to look at the large letter i on page 29 and 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the six impalas at the top of the page and identify the letter on each before asking the students to complete the task and the colouring activity.

## Section 1 : a to m

### Recapitulation

- The students will now know the first nine letters of the English alphabet. Ask them to repeat A, B, C, D, E, F, G, H, I several times as a class and then individually as you point to students in a random order.
- Hold up a letter flashcard and ask the students to say its name and phonic sound. Then ask individual students to tell you any word that begins with that sound; it can be the name of a person or of any object that has been placed on the Sound of the Week table, or any item from the book, or words such as and, bad, cold, into etc. Continue with one sound until there are no more suggestions, and then change to a new flashcard.
- You may wish to keep count of how many words the students know for each sound and congratulate them on their expanding English vocabulary.

### Lesson 19

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

### Teaching objectives

- to explain and demonstrate how to write the letter j
- to explain that j is the tenth letter of the alphabet and its name is 'jay'
- to explain that j represents the sound j (as in *jellyfish*)

### Learning outcomes

Students should be able to:

- write the letter j by tracing.
- 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.
- repeat the first ten letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter j as shown on page 30, on paper or the board; 2 or 3 sets ( or more, so that there is one card for each student) of letter cards a to j, each set on a different colour card or written with a different colour pen; paper cups; plastic spoons; enough jelly and hot water to make a small portion of jelly for each student

### Introduction

- Play a simple game of I Spy, possibly using names of students rather than objects, so that you say, for example, 'I spy, with my little eye, somebody beginning with f.'
- Extend the game to include objects if there are obvious items available.

## Student activity

- Show the students the large drawing of the letter j.
- Tell them that this is the tenth letter of the English alphabet; its name is *jay*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is j, like the beginning of the word jellyfish.
- Ask them to repeat the sound several times. Explain that the words jump and jam also begin with the same sound. Can they suggest any other words or any names that begin with the same sound?
- Next, trace the letter with your finger, explaining your movements as you do. Explain that, as with the letter i, the dot is added at the end.
- 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.
- Now ask the students to look at the large letter j on page 30 and 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.
- Ask the students to look at the picture of the jellyfish on page 31 and read out the sentence. Can they suggest why this creature is called a jellyfish? Explain that it is because their bodies are soft, like jelly. Also point out that some of them have tentacles that sting and should be avoided. Has any student ever seen a jellyfish?
- Look at the task with the students and identify all of the letters before asking the students to complete it and then colour the large jellyfish.

## Recapitulation

- Show the students how to make jelly by dissolving jelly cubes or crystals in hot water. Pour a little jelly into each plastic cup and leave it in a cool place or refrigerator to set. The students can eat the jelly at break time or next day if it needs time to set.
- To practise alphabetical order, play a game:
  - Give each student one of the letter cards that you have prepared.
  - Point out that the cards are different colours and that each card shows one letter of the alphabet.
  - Explain that when you say they can move, they must first find all the other students with a card the same colour as their own, and then the ten students must form a line so that their cards are in the correct alphabetical order.
  - The winners will be the first team to finish the task.

Note 1: If possible, conduct this activity outside or in a large open area.

Note 2: It is likely that there will not be exactly twenty or thirty students in a class; in this case give selected students two consecutive cards of the same colour so that they can hold one in each hand in the line.

### Lesson 20

### Letter k (Pages 32–33 Student’s Book)

#### Teaching objectives

- to explain and demonstrate how to write the letter k
- to explain that k is the eleventh letter of the alphabet and its name is ‘kay’
- to explain that k represents the sound k (as in *kangaroo*)

#### Learning outcomes

Students should be able to:

- write the letter k by tracing.
- 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.
- repeat the first eleven letters of the alphabet in sequence.

#### Materials required

as above; flashcards of letters a to j; a large drawing of the letter k as shown on page 32, on paper or the board; a large globe or map of the world; Blotak or other adhesive material; pictures of other Australian marsupials, e.g. a koala bear, a platypus; 3 or 4 large sheets of paper; 3 or 4 board markers; tape / CD / DVD / YouTube clip of *The Animals Went in Two by Two* (see page 90 for complete lyrics)

#### Introduction

Quickly revise the letters learned so far by holding up a letter flashcard and asking individual students to tell you either its sound or its name, or an object that begins with the sound.

#### Student activity

- Show the students the large drawing of the letter k.
- Tell them that this is the eleventh letter of the English alphabet; its name is *kay*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is k, like the beginning of the word kangaroo.
- Ask them to repeat the sound several times. Explain that the words kick and king also begin with the same sound.
- At this stage you may wish to explain that there are two ways of writing this sound in English; sometimes c is used and sometimes k is used, but students will gradually learn which to use for different words. You may wish to use the terms ‘curly c’ and ‘kicking k’ to distinguish between the letters when you talk about them and point out that the letter c is a curled shape while the lower stroke of the k looks like a kicking leg.
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now ask the students to look at the large letter **k** on page 32 and 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 33 and trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- Ask the students to look at the picture of the kangaroo on page 32 and read out the sentence.
- Can they find a letter **j** in the sentence?
- Repeat the sentence and ask them to tell you which word begins with the letter **j**.
- Explain that the large back legs mean the kangaroo can jump long distances and the large tail that helps it to balance. Explain that kangaroo babies are very tiny when they are born and spend the first months of their lives inside a pouch on the mother's stomach.
- Display the globe or world map and point to Pakistan. Then point to Australia and explain that it is a very large island. Since it is surrounded by sea and separate from the other countries of the world, Australia has some animals that are not found in other countries. The kangaroo is one of these and the koala is another; write the word koala and point out that it also begins with the letter **k**. Show the students the pictures of the other Australian animals and encourage them to talk about them.
- Look at the task on page 33 with the students and identify all of the letters in the clouds before asking the students to complete the task and then colour the kangaroo.

## Recapitulation

- Play a team game to revise alphabetical order:
  - Divide the class into three or four teams and fix a large sheet of paper on the board for each team.
  - Provide a marker for each team.
  - The members of the team must take turns to come to the board and write one letter of the alphabet on their team's paper, in the correct sequence.
  - Only one student from each team should be at the board at a time.
  - To avoid rushing, remind students that you will award points for neat writing as well as for an accurate sequence.
  - Use the tape / CD / DVD / YouTube clip to teach the song *The Animals Went in Two by Two*.

### Lesson 21

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

#### Teaching objectives

- to explain and demonstrate how to write the letter l
- to explain that l is the twelfth letter of the alphabet and its name is 'ell'
- to explain that l represents the sound l (as in *lion*)

#### Learning outcomes

Students should be able to:

- write the letter l by tracing.
- 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.
- repeat the first twelve letters of the alphabet in sequence.

#### Materials required

as above; tape / CD / DVD / YouTube clip of *The Animals Went in Two by Two*; video / DVD / YouTube clip from *The Lion King*; materials to make lion face masks (see Recapitulation section below); a demonstration mask prepared in advance

#### Introduction

Play the ball game to revise alphabetical order and / or sing *The Animals Went in Two by Two*.

#### Student activity

- Show the students the large drawing of the letter l.
- Tell them that this is the twelfth letter of the English alphabet; its name is *ell*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is l, like the beginning of the word *lion*.
- Ask them to repeat the sound several times. Explain that the words *lollipop* and *leg* also begin with the same sound. Can they suggest any other words or names that begin with the l sound?
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now ask the students to look at the large letter l on page 35 and 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, making sure that they complete each letter without removing their pencil from the page.

- Ask the students to look at the picture of the lion on page 34 and read out the sentence.
- Ask them to find and point to the letters **k** and **j** in the sentence. Repeat the sentence very clearly and ask them to listen carefully to see if they can tell you the words that begin with **k** and **j**.
- Encourage the students to talk about lions. Have any of them seen the film of *The Lion King*?
- Look at the task on page 35 with the students and identify all of the letters on the drumsticks before asking the students to complete the task, and then colour the lion.

## Recapitulation

- Show the students a mask that you have made and demonstrate how you made it. (See instructions below) Then help the students to make their own masks.
- Show the students a clip from the film of *The Lion King*.

## Lion face mask

### Materials:

- a paper plate for each student with two eye holes cut in it. Before the lesson, measure the position for the eye holes for two or three students and use these as templates for the other plates.
- short lengths of string or brown or black wool, or narrow strips of brown paper for the mane
- glue sticks, markers or crayons, hole punch
- lengths of elastic, cord or string long enough to go round the head

### Instructions:

1. Give each student a paper plate and ask them to hold it up in front of their face to check that they can see through the eye holes; make any necessary adjustments.
2. Help the students to draw a nose, mouth and whiskers on the plate using the markers or crayons.
3. Glue the ends of the string or wool round the top edge of the plate to make the mane.
4. Use the hole punch to make a hole in each side of the plate, about level with the eyes.
5. Tie the ends of the elastic, cord or string through the holes at the sides of the mask.
6. Ask the students to try on the mask and adjust the length of the cord if necessary to make sure it fits securely without being too tight.

### Lesson 22

### Letter m (Pages 36–37 Student's Book)

#### Teaching objectives

- to explain and demonstrate how to write the letter **m**
- to explain that **m** is the thirteenth letter of the alphabet and its name is 'em'
- to explain that **m** represents the sound **m** (as in *monkey*)

#### Learning outcomes

Students should be able to:

- write the letter **m** by tracing.
- 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.
- repeat the first thirteen letters of the alphabet in sequence.

#### Materials required

as above; flashcards of the letter a to m; sets of student cards a to l

#### Introduction

- Give each student a set of cards and ask them to arrange them on their desk in alphabetical order.
- Ask partners to check each other's work for accuracy.

#### Student activity

- Show the students the large drawing of the letter **m**.
- Tell them that this is the thirteenth letter of the English alphabet; its name is *em*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **m**, like the beginning of the word *monkey*.
- Ask them to put their lips together and repeat the sound several times. Explain that the words *mummy* and *milk* also begin with the same sound. Can they suggest any other words or names that begin with the **m** sound?
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now ask the students to look at the large letter **m** on page 36 and 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 37 and trace them in the same way. Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- Ask the students to look at the picture of the monkey on page 36 and read out the sentence.

- Ask them to repeat the word bananas and then try to point to the word in the sentence; they should be able to identify it by the initial letter **b**.
- Encourage the students to talk about monkeys. Have any of them seen monkeys in the zoo?
- Look at the task on page 37 with the students and identify all of the letters on the bananas before asking the students to complete the task and then colour the monkey.

## Recapitulation

- Play a game:
  - Begin by selecting an action for a given letter. For example, **m** - march, **k** - kick a football, **c** - curl up small, **g** - grow tall, **j** - jump, **l** - laugh, **h** - hand up **b** - bend over, **f** - fold your arms, etc.
  - Show the students a letter flashcard and teach them the action.
  - When they know three actions, show the cards in a random order and, without speaking, the students should perform the correct action until you show a different letter.
  - Any student who makes a mistake should sit down for one minute before joining in the game again.
  - As the students become more familiar with the actions, increase the number of letters and actions.

## Lesson 23

### More words starting with the letters **g** to **m** (Pages 38–40 Student's Book)

## Teaching objectives

- to revise, expand, and consolidate learning of the letters **g** to **m**

## Learning outcomes

Students should be able to:

- demonstrate correct writing posture and grip and use of a pencil.
- identify correctly the letters **g** to **m** using the names and phonic sounds of the letters.
- write the letters **g** to **m** with a reasonable degree of accuracy.
- match a picture of a word to the letter representing its initial sound.

## Materials required

flashcards of letters **g** to **m** and the corresponding pictures; flashcards of the additional words shown on pages 38 and 40; sets of student cards **g** to **m** and the corresponding pictures; mini-whiteboards, markers and erasers; a soft ball

*As previously, observation of the students as they complete the suggested activities should enable the teacher to identify those who may need extra help with one or other area of learning. For group activities, form mixed ability groups so that those who are more able can guide those who are less confident.*

## Section 1 : a to m

### Introduction

- Begin by using the student letter cards to revise alphabetical order.
- Give each student a set of the cards **g** to **m** and ask them to arrange them on their desks in the correct order.
- Give each student a mini-whiteboard, marker and eraser, and revise phonic sounds and writing by showing the students a picture flashcard and asking them to write the initial sound and hold up the whiteboard so that you can see what they have written.

### Student activity

- When you judge that the majority of the students are confident with initial sounds, ask the students to open their books at pages 38 and 39.
- Ask the students to point to the letter **g** and say its phonic sound.
- Teach them the new words, stressing the initial sound of each, and asking them to repeat the word several times.
- Encourage them to talk about each of the items.
- Repeat this procedure for the items beginning with the letter **h**.
- Ask the students to close their books and use the flashcards of the six new words to check their learning: hold up a flash card and ask one student to name the item and another to tell you the initial sound.
- Teach the other new vocabulary items in the same way, using more of the flashcards each time until the students know the eighteen new words.
- Teach the words beginning with **m** on page 40 in the same way.
- Play a team game to check vocabulary, phonics and writing skills:
  - Divide the team up into two or three teams and draw a column on the board for each team. Hold up one of the twenty-seven flashcards and ask the first member of each team to come to the board and write the correct initial letter.
  - Give points for every correct answer.
- Explain to the students that they now know half of the English alphabet. Ask them to look at the outline letters at the bottom of page 40 and read them as a class, first using their names, and then their sounds. Ask them to trace over the letters very carefully.

### Recapitulation

Either

1. give each student a set of the letter and picture cards from **g** to **m** and ask them how to play Snap in pairs. (See above, suggested activity no. 5.)

or

2. organise the students into groups of 4. Give each group two sets of the picture and letter cards from **g** to **m** and show them how to play the memory matching game. (See above, suggested activity no. 7.)

## Lesson 24

**Write the missing letters in alphabetical order** (Page 41 Student's Book)**Teaching objectives**

- to help students write the first thirteen letters of the alphabet in alphabetical order:

**Learning outcomes**

Students should be able to:

- write the first thirteen letters of the alphabet in the correct alphabetical order.

**Materials required**

tape / CD / DVD / YouTube clip of the song *One Elephant Went Out to Play*

**Introduction**

Begin by revising alphabetical order. Take turns with the students to repeat the first thirteen letters of the alphabet in sequence; Teacher:A, Students: B, Teacher C, etc.

**Student activity**

- Ask the students to open their books at page 41.
- Ask them to start from the first car (letter **a**) and move their finger from one car to the next following the directions of the red arrows.
- As they move to each car they should name the letter that they will write in the car.
- Ask them to complete the task carefully.

**Recapitulation**

Sing and act out the song *One Elephant Went Out to Play*.

### Lesson 25

### Fill in the blanks with the correct letters

(Page 42 Student's Book)

#### Teaching objectives

- to help students write the initial letters of familiar words

#### Learning outcomes

Students should be able to:

- write the initial letters of familiar words.

#### Materials required

a selection of picture flashcards and matching letter flashcards other than those shown on page 42; Blotak or other adhesive material; mini-whiteboards, markers and erasers

#### Introduction

- Fix the letter flashcards on the board.
- Give each student a mini-whiteboard, marker, and eraser.
- Hold up a picture flashcard and ask a student to name the object it shows.
- Repeat the name clearly, stressing the initial sound, and ask the students to write the initial letter of the word on their mini-whiteboards.
- Before they hold up their work, ask a volunteer to come to the board and select the correct letter from those fixed on the board.

#### Student Activity

- Ask the students to open their books at page 42.
- Ask them to name the six items shown and to say the initial sound of each.
- Explain the task and ask them to complete it carefully.

#### Recapitulation

Play the action game from lesson 22, adding more actions if appropriate.



## Lesson 26

## Draw lines to match each word with the correct picture

(Page 43 Student's Book)

### Teaching objectives

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

### Learning outcomes

Students should be able to:

- match words and pictures by identifying initial sounds.

### Materials required

a selection of five or six picture flashcards (each beginning with a different letter, and different from those shown on page 43); 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 43.
- 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 to play Snap, matching letters, pictures, or letter with picture.

### Lesson 27

## Circle the first letter of the name of each object (Page 44 Student's Book)

### Teaching objectives

- to help students identify the initial letters of familiar words

### Learning outcomes

Students should be able to:

- identify the initial letters of familiar words.

### 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 ask them to complete it carefully.

### Recapitulation

- Give each student a full set of cards and ask them to match each picture with its initial sound letter.

## Lesson 28

## Help the hen follow the letters from a to m to find her egg

(Page 45 Student's Book)

### 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; Blutak 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.
- 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 45). (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 45.
- 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 45.
- 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 path.

Section 2 : Resource Sheet n to z

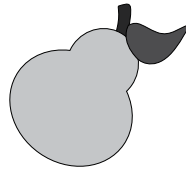
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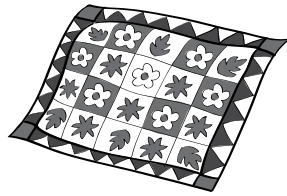
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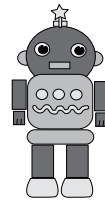
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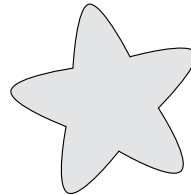
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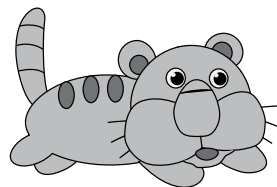
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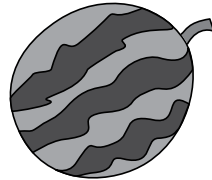
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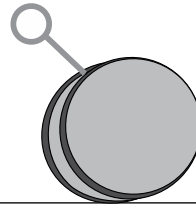
w



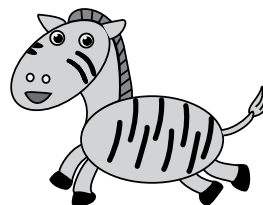
x



y



z



# Section 2: n to z Alphabet Fun

## 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.

## Note on Materials

Although most activities suggested in this book require only basic classroom materials, there are a few that call for a wider range of materials. The teacher should therefore begin a collection of items such as clean, empty food boxes, cardboard tubes and plastic pots that can be used for junk modelling, and coloured paper and scraps of fabric that can be used for collage work. Ask the students to contribute to the collections so that gradually a useful and sizeable collection will be readily available.

# Lesson Plans

## Lessons 1–5 **Pattern Tracing** (Pages 2–9 Student's Book)

### Teaching objectives

- to continue to help the students develop fine motor control skills
- to ensure that students are holding the pencil correctly
- to ensure that students sit correctly in order to write
- to help students follow verbal and printed instructions

### Learning outcomes

Students should be able to:

- demonstrate 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 2–9. 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 1 (Pages 2 and 3 Student's Book)

### 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 picture or drawing of the Sun; the wall chart of letters a to z; a selection of circular objects, e.g. a paper plate, a DVD, a biscuit tin, etc; a soft ball

### Introduction

- Begin by oral and visual revision of the first thirteen letters of the alphabet.
- Use the poster / picture and letter flashcards / sets of student cards / chanting to revise alphabetical order, phonics and the names of the letters.
- Students should be able to give the correct name and sound for a visual stimulus and sequence the letters **a** to **m** correctly.
- Show the students the picture of the Sun. Explain that the Sun is very, very far from the Earth but without its light and warmth we would not be able to live here.

## Section 2 : n to z

### Student activity

- On the board draw a large copy of the four-loop pattern. (Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these 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.
- Before asking the students to trace the line in the book, make sure that each student is sitting straight at the desk, with their book straight in front of them, and is holding his / her pencil correctly. Ask students who do this well to demonstrate to the other students.
- Ask the students to trace the lines carefully, starting at the red dot each time
- Stress that there is no need to hurry; a slower approach will produce neat, accurate results.
- Ask the students to look at the picture of the Sun on page 2.
- Explain that the shape of the Sun's face is a circle.
- Show the students the other circular objects you have brought to the lesson. It may be necessary to point out the circular face of an object such as the bottom of a mug.
- Can the students see any other circular objects in the classroom, e.g. the face of the clock?
- Ask the students to trace the dotted circle on the Sun's face with a forefinger and then with a pencil.
- Ask them to look at the clock on page 3 and talk about clocks before asking them to trace and draw the circle on its face. You may want to teach the terms *clock face* and the *hands of the clock*.
- Finally ask the students to trace the circles at the top of the page and draw those at the bottom of the page.

### Recapitulation

Play the ball game to revise alphabetical order from **a** to **m**.



## Lesson 2

(Page 4 Student's Book)

**Materials required**

as for lesson 1; **a** to **m** picture flashcards; mini-whiteboards, markers and erasers, or large sheets of paper and markers; large drawing of a spiral; large drawings of both shapes on page 4; tape / CD / DVD / YouTube clip of the *Alphabet Song* (see page 91 for complete lyrics)

**Introduction**

- Begin by written revision of the first thirteen letters of the alphabet.
- Give each student a mini-whiteboard or large sheet of paper and a marker.
- Begin by saying the name of a letter and ask the students to write the letter and hold up their work for you to check; repeat this for several letters and then do the same using phonic sounds and then the picture flashcards.
- Finally, ask the students to write the letters **a** to **m** in the correct sequence.

**Student Activity**

- Display the drawing of the large spiral, or draw one on the board. Using a finger, start from the centre as you trace the spiral from the centre to the outer edge, explaining that it is one continuous line.
- Introduce the term spiral and ask the students if they have seen any examples of spirals. They may, for example, have seen a spiral staircase, a sea shell or the shell of a snail.
- Ask them to trace your pattern using the whole-arm movement, and any other methods (as above), ending with tracing it on the palm of the hand.
- Ask the students to open their books at page 4 and look at the lollipops at the top of the page.
- Ask them to trace the green spirals on the lollipops with their finger first, starting at the centre, and then trace the dotted lines, first with a finger, and then with a pencil.
- Display or draw on the board the first of the other two drawings. As you trace it with your finger, describe your action.
- Ask the students to trace your pattern using the whole-arm movement, and any other methods (as above), ending with tracing it on the palm of the hand, before they complete the work on page 4.
- Repeat this for the second of the two shapes.

**Recapitulation**

Use the recording to teach the students the *Alphabet Song*.

## Section 2 : n to z

### Lesson 3

(Pages 5–7 Student’s Book)

#### Materials required

any of the materials suggested in the *Kinaesthetic learning* and *Learning to write* sections above; sheets of old newspaper; poster paints and brushes

#### Introduction

- Draw a vertical wavy line on the board and ask the students if they can name any objects that have a similar shape, e.g. waves, mountain range, sand dunes, a snake, wavy hair, etc.
- Ask them to trace your pattern using the whole-arm movement, and any other methods (as above), ending with tracing it on the palm of the hand.

#### Student Activity

- Ask the students to open their books at page 5.
- Look at the pictures of the snake and talk about snakes before you ask the students to trace the dotted lines, first with a finger and then with pencil or crayon.
- Repeat this for the other shapes on the page.
- Repeat these activities for the patterns on page 6. For each, draw a large version of the pattern on the board for the students to trace using the whole arm before they complete the work in the book.
- Continue to stress the importance of posture and pencil grip and to congratulate all students who are demonstrating this.

#### Recapitulation

Give each student a sheet of newspaper and paints and a brush and ask them to paint a pattern of wavy lines. Display their patterns in the classroom.

### Lesson 4

(Page 8 Student’s Book)

#### Materials required

as above; noughts and crosses grid (3 squares by 3 squares) for each student, or mini-whiteboards

#### Introduction

Draw a large **X** on the board and ask the students if they know what it is. Answers may include: two crossed lines, a mark used by a teacher to show that something is wrong, a sign meaning no, a road sign to show two roads cross, a kiss (at the bottom of a letter or text message), or used in the game of noughts and crosses. Explain that it is the letter **x** and they will learn more about it later.

## Student Activity

- Ask the students to open their books and look at the picture of the boxing glove at the top of page 8. Can any of them explain what it is and what it is used for? Talk a little about the sport of boxing.
- Ask the students to tell you the initial sound of the word boxing (**b**) and the name of the initial letter (*bee*), and write **b** on the board. Explain that **x** is one of the other letters in the word.
- Draw a large **x** on the board and trace over it with your finger, explaining your actions and pointing out that when writing this letter you have to remove your finger from the page.
- Teach the new shape as in previous lessons and then ask the students to complete the tasks on page 8.

## Recapitulation

- Draw a noughts and crosses grid on the board and demonstrate with a volunteer pupil how to play the game.

### How to Play:

- One player uses the symbol **X**, the other **O**.
  - The players take turns to draw their **X** or **O** in one of the squares
  - The first player to complete a row of 3 of his / her symbol is the winner.
- Play a second game on the board with a different volunteer. As you play, explain that it is as important to stop your opponent making a line as it is to make your own line. Answer any questions and then give each student a grid so that they can play in pairs, or give them one mini-whiteboard per pair and show them how to draw their own grid.

## Lesson 5

(Page 9 Student's Book)

## Materials required

as above; a picture of a fox and of a crow

## Introduction

Revise alphabetical order of the letters **a** to **m** orally round the class.

## Student activity

- On the board, draw a large **Z**.
- Trace it with your finger and explain your movements as for previous shapes; you may wish to introduce the term *zigzag* to describe this shape.
- Teach the shape as in previous lessons and then ask the students to open their books at page 9.

## Section 2 : n to z

- Ask them to complete all the tasks, starting with the simpler shapes in the centre of the page before attempting the more complex ones at the top of the page.
- You may wish to talk about the mouse eating cheese.

### Recapitulation

- Ask the students to draw in the air the letter they learned in the previous lesson (**x**).
- Show them the picture of the fox and explain that fox is another word that has an **x**.
- Show them the picture of the crow and talk briefly about crows.
- In your own words, in English or first language, tell the students the *Aesop's fable of The Fox and the Crow*. When you have finished, talk about the meaning in simple terms and ask a pair of students to act out the story as you retell it.

## The Fox and the Crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future." Do not trust flatterers."

### Lesson 6

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

### Teaching objectives

- to explain and demonstrate how to write the letter **n**
- to explain that **n** is the fourteenth letter of the alphabet and its name is 'en'
- to explain that **n** represents the sound **n** (as in *nurse*)

### Learning outcomes

Students should be able to:

- write the letter **n** by tracing.
- 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.
- repeat the first fourteen letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter **n** as shown on page 10, on paper or the board; pictures of a doctor and a nurse; a tape / CD / DVD / YouTube clip of *Miss Polly had a Dolly* (see page 91 for complete lyrics)

## Introduction

- Sing the *Alphabet Song* to practise alphabetical sequence.
- Display the pictures of the doctor and nurse and encourage the students to talk about who looks after them when they are ill. In particular talk about the work that nurses do, the equipment they use and the uniforms that nurses wear.

## Student activity

- Show the students the large drawing of the letter **n**.
- Tell them that this is the fourteenth letter of the English alphabet; its name is *en*.
- Ask them to repeat the name of the letter several times. Explain that the sound it makes is **n**, like the beginning of the word nurse.
- Ask them to repeat the sound **n** several times. Explain that the words new and no also begin with the same sound.
- If there any students in the class whose names begin with **n** say the names, stressing the initial sound each time. (For example: Nazeem, Nadia, etc).
- Next, trace the letter with your finger, explaining your movements as you do so. In particular, stress the starting point, and the fact that, although there are two dots, 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 11 and look at the picture of the nurse.
- Read the sentence and point out the letter **n** at the start of the word nurse. Can they see any other **n**'s in the sentence? Do they recognise any other letters in the sentence? If so, ask them to name them and say the sound.
- Draw their attention to the large letter **n** on page 10. 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task on page 10.
- Ask them to say the names of all the letters before they complete the task.
- Finally, the students should colour the large drawing of the nurse on page 11.

## Section 2 : n to z

### Recapitulation

- Tell the students that they now know fourteen letters of the English alphabet. Ask them to repeat the letters **a** to **n** in sequence and then round the class.
- Use the recording to teach them the song *Miss Polly had a Dolly*, with appropriate actions.

### Lesson 7

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

### Teaching objectives

- to explain and demonstrate how to write the letter **o**
- to explain that **o** is the fifteenth letter of the alphabet and its name is 'oh'
- to explain that **o** represents the sound **o** (as in *orange*)

### Learning outcomes

Students should be able to:

- write the letter **o** by tracing.
- 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.
- repeat the first fifteen letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **o** as shown on page 13, on paper or the board; a large drawing or picture of an ostrich; a life-size picture or drawing of an ostrich egg; a hen's egg; two small pieces of coloured sticky paper or tape for each student

### Introduction

- Ask the students if they have ever seen any large birds. They may have seen crows or perhaps a peacock in a zoo.
- Show them the picture of the ostrich and explain that it is one of the largest birds in the world; it lives in Africa and although it can run very fast, almost 100kph, it cannot fly.
- Show them the hen's egg and then the drawing of the ostrich egg and talk about the difference in size. (On average an ostrich egg is 15 centimetres (5.9 in) long, 13 centimetres (5.1 in) wide, and weighs 1.4 kilograms (3.1 lb), over twenty times the weight of a hen's egg.)

## Student activity

- Show the students the large drawing of the letter **o**.
- Tell them that this is the fifteenth letter of the English alphabet; its name is *oh*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **o**, like the beginning of the word ostrich.
- Ask them to repeat the sound several times. Explain that the word orange also begins with the same sound. Can they think of any other words that begin with the same sound?
- If there any students in the class whose names begin with **o**, say the names, stressing the initial sound each time. (For example: Osama, Osman etc.)
- Next, trace the letter with your finger, explaining your movements as you do so. In particular, stress the starting point at the top of 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 **o**. 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. Compliment neat, careful work and good posture and pencil grip.
- After the set time, ask them to look at the picture of the ostrich on page 12 and read aloud the sentence. How many **o**'s can they see in the sentence? How many **n**'s?
- Ask them to look at the maze puzzle on page 13 and trace the path with a finger before using a pencil.
- Ask them to point to other letters in the maze as you name them.
- Finally, ask them to colour the picture of the ostrich on page 12.

## Recapitulation

- Explain that the students have now learned the first fifteen letters of the English alphabet. Ask them to repeat the letters **a** to **o** in the correct order, either as a class or in sequence as you point to individual students.
- Repeat the *Two Little Dickie Birds* rhyme from Section 1 of this guide. This time, show the students the 'trick' and give them each sticky paper or tape so that they can also make the birds appear to fly away and return.

## Section 2 : n to z

### Lesson 8

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

#### Teaching objectives

- to explain and demonstrate how to write the letter **p**
- to explain that **p** is the sixteenth letter of the alphabet and its name is 'pee' to explain that **p** represents the sound **p** (as in *pot*)

#### Learning outcomes

Students should be able to:

- write the letter **p** by tracing.
- 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.
- repeat the first sixteen letters of the alphabet in sequence.

#### Materials required

as above; a large drawing of the letter **p** as shown on page 15, on paper or the board; pears (fresh or tinned) if available; a knife; a selection of other fruits; paper cups; plastic spoons; tape / CD / DVD / YouTube clip of *I Had a Little Nut Tree* or *I Like to Eat Apples and Bananas* (see pages 91 and 92 for complete lyrics)

#### Introduction

Begin by showing the students the fruit you have brought in and explain that it is good to include a lot of fruit in the diet because fruit contains vitamins. We cannot see vitamins, but we know that we need to eat small amounts of them to stay healthy and strong. For example, oranges contain lots of vitamin C which helps to prevent us from catching cold.

#### Student activity

- Show the students the large drawing of the letter **p**.
- Tell them that this is the sixteenth letter of the English alphabet; its name is *pee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **p** like at the beginning of the word *pear*.
- Ask the students to repeat the sound several times. Explain that the words *pan* and *puppy* also begin with the same sound. Can they think of any other words that begin with **p**?
- 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 15 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 to trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the picture of the pear on page 14, and read the sentence. What other letters can they recognise by name or sound in the sentence?
- Explain the task on page 15 and identify the letter on each pear before asking the students to complete the task and colour the large picture of the pear.

### Recapitulation

- Explain that the students now know the first sixteen letters of the English alphabet, and go round the class repeating the letters in sequence.
- If you have brought a pear into class, show it to the students and cut it up so that each of them can taste it.
- Cut up the other fruits to make a fruit salad. As you cut each piece of fruit, ask the students to name the fruit and tell you the initial sound of the name, e.g. banana, mango, apple, etc.
- Give each student a plastic spoon and a little of the fruit salad in a plastic cup . As they eat it, ask them to try to identify the different fruits.
- Teach the students *I Had a Little Nut Tree* and / or *I Like to Eat Apples and Bananas*.
- 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 9

### Letter q (Pages 16–17 Student’s Book)

#### Teaching objectives

- to explain and demonstrate how to write the letter **q**
- to explain that **q** is the seventeenth letter of the alphabet and its name is ‘*cue*’
- to explain that **q** represents the sound **q** (as in *quilt*)

#### Learning outcomes

Students should be able to:

- write the letter **q** by tracing.
- identify the letter **q** by sight and sound.
- identify the letter **q** by its name (*cue*).

## Section 2 : n to z

- say the sound (q) that the letter **q** represents.
- repeat the first seventeen letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **q** as shown on page 16, on paper or the board; a quilt; pictures of patchwork quilts; A4 size sheets of sugar paper; 5 cm squares of coloured paper or fabric; scissors; glue

### Introduction

- Show the students the quilt and elicit from them that it is used to keep you warm in bed.
- Show them the pictures of the patchwork quilts and talk about the way the small squares have been put together to make a large pattern.
- Ask the students to listen very carefully as you say the word quilt and then try to say the initial sound of the word.

### Student activity

- Show the students the large drawing of the letter **q**.
- Tell them that this is the seventeenth letter of the English alphabet; its name is *cue*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **q** like the beginning of the word quilt.
- Ask them to repeat the sound several times. Explain that the words quick and quiet also begin with the same sound. Can they think of any other words that begin with **q**?
- 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. Look at the picture of the quilt and read and explain the sentence. Point out the initial letter **q** for *quilt*.
- Ask them to look at the large letter **q** on page 16 and 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 17 and trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page, and praising good work.
- After the set time, ask them to look at the task on page 16. Ask them to identify the letter on each quilt before they complete the task, and colour the large quilt.

## Recapitulation

- Explain that the students now know the first seventeen letters of the English alphabet.
- Ask them to stand up and sing the *Alphabet Song* and ask them to stop when they reach **q**. Any student who sings further should sit down and sing while the song is repeated. Repeat the song several times.
- Finally, ask the students to work in groups to design their own quilts. Give each child a sheet of sugar paper and make sure each group has access to scissors, glue and a collection of coloured paper or fabric squares. Talk a little about simple repeating patterns and draw some examples on the board before they begin.
- Use the quilts to make a colourful classroom display.

## Lesson 10

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

## Teaching objectives

- to explain and demonstrate how to write the letter **r**
- to explain that **r** is the eighteenth letter of the alphabet and its name is '*are*'
- to explain that **r** represents the sound **r** (as in *robot*)

## Learning outcomes

Students should be able to:

- write the letter **r** by tracing.
- 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.
- repeat the first eighteen letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter **r** as shown on page 18, on paper or the board; large pictures of robots; toy robots if available; student cards of the letters **a** to **r**; materials for making junk models of robots; a sample junk model of a robot

## Introduction

- Show the students the toys or pictures of robots and encourage them to talk about robots and what they can do.
- Can any student pretend to walk, move or talk like a robot?

## Student activity

- Show the students the large drawing of the letter **r**.
- Tell them that this is the eighteenth letter of the English alphabet; its name is *are*.

## Section 2 : n to z

- Ask them to repeat the name of the letter. Explain that the sound it makes is **r**, like the beginning of the word robot.
- Ask them to repeat the sound several times. Explain that the words run and read also begin with the same sound. Can they think of any other words that begin with **r**? (At this stage, accept write or any other word that begins with a silent **w** since it is the sound that is important.)
- 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 19.
- Look at the picture of the robot and read and explain the sentence.
- Encourage the students to describe the way the robot is put together.
- Ask them to look at the large letter **r** on page 18 and 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task on page 18.
- Explain the task and help them to trace the correct path with their finger before they complete the task with pencil.
- Finally, ask them to colour the picture of the robot.

### Recapitulation

- Give each student a set of the alphabet cards **a** to **r**. Explain that they now know the first eighteen letters of the English alphabet. Ask them to arrange the cards in alphabetical order on their desks. Collect the cards at the end of the activity.
- Ask students to work in pairs to make a model of a robot using junk materials. Encourage them to discuss their ideas before they begin the work. The work may take two lessons. When complete, encourage each pair to show their robot to the rest of the class and talk a little about what their robot can do.

## Lesson 11

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

**Teaching objectives**

- to explain and demonstrate how to write the letter **s**
- to explain that **s** is the nineteenth letter of the alphabet and its name is 'es'
- to explain that **s** represents the sound **s** (as in *star*)

**Learning outcomes**

Students should be able to:

- write the letter **s** by tracing.
- identify the letter **s** by sight and sound.
- identify the letter **s** by its name (*es*).
- say the sound (**s**) that the letter **s** represents.
- repeat the first nineteen letters of the alphabet in sequence.

**Materials required**

as above; a large drawing of the letter **s** as shown on page 21, on paper or the board; glitter powder and glue, if available; enough sets of student cards and pictures from **a** to **s** for pair work; tape / CD / DVD / YouTube clip of *Twinkle, Twinkle Little Star* (see page 92 for complete lyrics)

**Introduction**

Begin with a ball game to revise the first nineteen letters of the alphabet.

**Student activity**

- Show the students the large drawing of the letter **s**.
- Tell them that this is the nineteenth letter of the English alphabet; its name is *es*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **s**, like the beginning of the word *star*.
- Ask them to repeat the sound several times. Explain that the words *sit* and *stand* also begin with the same sound. Can they think of any other words or names that begin with **s**?
- Next, trace the letter with your finger, explaining your movements as you do.
- 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 20 and 21. Look at the picture of the star and read and explain the sentence.
- Encourage the students to talk about the stars that they see in the night sky.
- Ask them to look at the large letter **s** on page 21 and 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.

## Section 2 : n to z

- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task on page 21.
- Look at each small star in turn and identify the letter in the centre of each.
- Ask them to complete the task and then colour the large star.
- If glitter powder and glue are available, they could add glitter to make the star shine.

### Recapitulation

- Explain that the students now know the first nineteen letters of the English alphabet.
- Give each pair of students a set of letter and picture cards and ask them to arrange them in alphabetical order and place the correct picture with each letter; students who finish early can use the cards to play Snap.
- Teach the song *Twinkle, Twinkle, Little Star*

## Lesson 12

### More words starting with the letters n to s

(Pages 22–23 Student's Book)

### Teaching objectives

- to revise, expand, and consolidate learning of the letters n to s

### Learning outcomes

Students should be able to:

- demonstrate correct writing posture and grip and use of a pencil.
- identify correctly the letters n to s using the names and phonic sounds of the letters.
- write the letters n to s with a reasonable degree of accuracy.
- match a picture of a word to the letter representing its initial sound.

### Materials required

flashcards of letters a to s and the corresponding pictures; flashcards of the additional words shown on pages 22 and 23; sets of student cards n to s and the corresponding pictures; mini-whiteboards markers and erasers; a soft ball

*Observation of the students as they complete the suggested activities should enable the teacher to identify those who may need extra help with one or other area of learning.*

*For group activities, form mixed ability groups so that those who are more able can guide those who are less confident.*

## Introduction

Give each student a mini-whiteboard marker and eraser, and begin by revising phonic sounds and writing by showing the students a picture flashcard and asking them to name the object and then write the initial sound and hold up the whiteboard so that you can see what they have written.

## Student activity

- When you judge that the majority of the students are confident with initial sounds, ask the students to open their books at pages 22 and 23.
- Ask the students to point to the letter **n** and say its phonic sound.
- Teach them the new words, stressing the initial sound of each, and asking them to repeat the word several times.
- Encourage them to talk about each of the items.
- Repeat this procedure for the items beginning with the letter **o**.
- Ask the students to close their books and use the flashcards of the six new words to check their learning: hold up a flash card and ask one student to name the item and another to tell you the initial sound.
- Teach the other new vocabulary items in the same way, using more of the flashcards each time until the students are confident of the new words.
- Play a team game to check vocabulary, phonics and writing skills:
  - Divide the team up into two or three teams and draw a column on the board for each team.
  - Hold up one of the picture flashcards and ask a member of each team to come to the board and write the correct initial letter.
  - Give points for every correct answer.

## Recapitulation

Organise the students into groups of 4. Give each group two sets of the picture and letter cards from a to s and remind them how to play the memory matching game, (see above, suggested activity no. 7.)

### Lesson 13

### Letter t (Pages 24–25 Student's Book)

## Teaching objectives

- to explain and demonstrate how to write the letter **t**
- to explain that **t** is the twentieth letter of the alphabet and its name is 'tee'
- to explain that **t** represents the sound **t** (as in *tiger*)

## Learning outcomes

Students should be able to:

- write the letter **t** by tracing.
- identify the letter **t** by sight and sound.
- identify the letter **t** by its name (*tee*).

## Section 2 : n to z

- say the sound (t) that the letter **t** represents.
- repeat the first twenty letters of the alphabet in sequence.

### Materials required

as above; flashcards of vocabulary items from pages 22 and 23; a large drawing of the letter **t** as shown on page 24, on paper or the board; a picture of a tiger or a toy tiger; a poster-sized sheet of paper divided into 5 or 6 columns; Blutak or other adhesive material; glue stick; a smiley face circle of paper for each student

### Introduction

Begin by using the picture flashcards to revise the new items of vocabulary. Hold up each card in turn and ask the class or individual students to tell you the name of the item and the initial sound.

### Student activity

- Show the students the large drawing of the letter **t**.
- Tell them that this is the twentieth letter of the English alphabet; its name is *tee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **t**, like the beginning of the word *tiger*.
- Ask them to repeat the sound several times. Explain that the words *top* and *toe* also begin with the same sound. Can they think of any other words or any names that begin with the same sound?
- Next, trace the letter with your finger, explaining your movements as you do. Point out that your finger remains in contact with the board the whole time.
- 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 24 and look at the large letter **t** and 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 25 and to trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the picture of the tiger on pages 24 and 25 and read the sentence. Have any of them seen a tiger in the zoo? Show them the pictures and the model and encourage the students to share with you what they know about tigers.
- Look at the task on page 25 and help the students to trace the correct path with a finger before using a pencil.
- Finally, ask them to colour the large picture of the tiger.



## Recapitulation

- Explain that the students now know the first twenty letters of the English alphabet.
- Ask them to sing the *Alphabet Song*, stopping when they reach **t**.
- Ask the students to talk about their favourite wild animals.
- Give each of them a smiley face circle. Fasten the large sheet of paper on the board and draw a different animal at the top of each column, e.g. elephant, lion, monkey, (according to student's expressed preferences). Ask each student to come and glue their sticker in the column that shows their favourite animal.
- Talk about the results, e.g. which animal is most / least popular.
- The poster can be displayed in the classroom and used for maths work as well.

### Lesson 14

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

## Teaching objectives

- to explain and demonstrate how to write the letter **u**
- to explain that **u** is the twenty-first letter of the alphabet and its name is 'you'
- to explain that **u** represents the sound **u** (as in *umbrella*)

## Learning outcomes

Students should be able to:

- write the letter **u** by tracing.
- 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.
- repeat the first twenty-one letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter **u** as shown on page 26 on paper or the board; an umbrella; small pictures or drawings of different types of weather; a poster-sized sheet of card or paper to make a weather poster; glue; Blutak or other adhesive material

## Introduction

- Revise alphabetical order orally round the class, starting at a different point and moving in a different direction each time.
- Show the students the umbrella you have brought to class and elicit from them that it can be used as a sunshade as well as to keep you dry when it is raining.
- Talk about different types of weather and ask the students which type of weather they prefer.

## Section 2 : n to z

### Student activity

- Show the students the large drawing of the letter **u**.
- Tell them that this is the twenty-first letter of the English alphabet; its name is *you*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **u**, like the beginning of the word umbrella.
- Ask them to repeat the sound several times. Explain that the words up and Urdu also begin with the same sound.
- Next, trace the letter with your finger, explaining your movements as you do. Point out that your finger remains in contact with the board the whole time.
- 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 look at the large letter **u** and 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, making sure that they complete each letter without removing their pencil from the page.
- Praise good pencil grip, posture and neat work.
- After the set time, ask them to look at the picture of the umbrella on page 27, and read the sentence to them.
- Ask them to count how many times the letter **s** appears in the sentence.
- Look at the task on page 26 and identify each of the letters before asking the students to complete the task and the colouring activity.

### Recapitulation

- The students will now know the first twenty-one letters of the English alphabet.
- Ask them to repeat them in sequence several times as a class and then individually as you point to students in a random order.
- Fix the large sheet of card on the board. Ask the students to list different types of weather, e.g. rainy, sunny, cloudy, snowing, windy, and divide the poster into a section for each type. Give each section a heading.
- Give each student one or two of the small weather pictures and ask them to take turns to come and glue their picture on the poster in the correct section.
- Display the poster and use it to talk about the weather conditions each day.

**Lesson 15****Letter v** (Pages 28–29 Student’s Book)**Teaching objectives**

- to explain and demonstrate how to write the letter **v**
- to explain that **v** is the twenty-second letter of the alphabet and its name is ‘*vee*’
- to explain that **v** represents the sound **v** (as in *van*)

**Learning outcomes**

Students should be able to:

- write the letter **v** by tracing.
- identify the letter **v** by sight and sound.
- identify the letter **v** by its name (*vee*).
- say the sound (**v**) that the letter **v** represents.
- repeat the first twenty-two letters of the alphabet in sequence.

**Materials required**

as above; a large drawing of the letter **v** as shown on page 28, on paper or the board; teacher picture and letter flashcards for a to v; Blutak or other adhesive material; toy vans or pictures of vans; mini-whiteboards, markers and erasers

**Introduction**

Fix the flashcards on the board in a random order and ask individual student volunteers to come to the board and arrange the letters and pictures, one pair at a time, in the correct order.

**Student activity**

- Show the students the large drawing of the letter **v**.
- Tell them that this is the twenty-second letter of the English alphabet; its name is *vee*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **v**, like the beginning of the word *van*.
- Ask them to repeat the sound several times. Explain that the words *very* and *vase* also begin with the same sound.
- This letter is commonly mispronounced, so to make sure that students pronounce this letter correctly, ask them to place the upper teeth over the lower lip. Ask them to do this and make a **v** sound that continues for 2 or 3 seconds.
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.

## Section 2 : n to z

- Ask the students to open their books at page 29 and look at the large picture of the van.
- Read the sentence to the students.
- If necessary, teach the colours blue and green and ask the students to point to the parts of the van that are blue, and the parts that are green. Can they see any other objects in the classroom that are blue or green?
- Show them your pictures / models / toy vans and talk about what vans are used for and the differences between cars, vans and trucks. How many of them come to school in a van?
- Now ask the students to look at the large letter v on page 28 and 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, making sure that they complete each letter without removing their pencil from the page.
- After the set time, ask them to look at the task.
- Identify the letter on each van before asking the students to complete the task and the colouring activity.

### Recapitulation

- The students will now know the first twenty-two letters of the English alphabet.
- Ask them to repeat the letters in sequence several times as a class and then individually as you point to students in a random order.
- Give each student a mini-whiteboard marker and eraser.
- Write a letter on the board and ask the students to say its name and phonic sound.
- Draw short lines each side of the letter you have written, e.g. **\_\_ d \_\_** and ask a student volunteer to write on the lines the letters that come before and after your letter.
- Repeat this with another letter as practice and when the students appear confident, write a letter on the board and ask them to copy it onto their whiteboards and add the letters that come before and after it. Give the students enough time to complete the task before asking them to hold up their work.
- Repeat this for other letters of the alphabet, beginning with letters closer to the start and gradually including the letters that come later in the alphabet.

## Lesson 16

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

## Teaching objectives

- to explain and demonstrate how to write the letter w
- to explain that w is the twenty-third letter of the alphabet and its name is 'double you'
- to explain that w represents the sound w (as in *watermelon*)

## Learning outcomes

Students should be able to:

- write the letter w by tracing.
- 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.
- repeat the first twenty-two letters of the alphabet in sequence.

## Materials required

as above; a large drawing of the letter w as shown on page 30, on paper or the board; a watermelon; 1 or 2 sets (or more, so that there is one card for each student) of letter cards a to w, each set on a different colour card or written with a different colour pen

## Introduction

- Play a simple game of I Spy, possibly using names of students rather than objects, so that you say, for example, 'I spy, with my little eye, somebody beginning with S'. Extend the game to include objects if there are obvious items available.
- Show the students the watermelon. Talk about its size and shape and allow the students to feel how heavy it is.
- Cut the watermelon open and talk about the colours — the green outside, the red inside and the black pips.
- Leave a slice for the students to refer to when colouring later, and cut the watermelon into small pieces so that they can all taste it.

## Student activity

- Show the students the large drawing of the letter w.
- Tell them that this is the twenty-third letter of the English alphabet; its name is *double you*. Ask them to repeat the name of the letter.
- Explain that the sound it makes is w, like the beginning of the word *watermelon*.
- Ask them to repeat the sound several times. Since this sound is commonly mispronounced (as v) make sure that they pronounce it correctly. The lips should be pushed forward as if they are going to blow out a candle. Practise the sound several times.

## Section 2 : n to z

- Explain that the words watch and wait also begin with **w** and practise round the class saying these words with the correct initial sound.
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now ask the students to look at the large letter **w** on page 30 and 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.
- Ask the students to look at the picture of the watermelon on page 31 and read out the sentence.
- Look at the task with the students and identify all of the letters before asking the students to complete it using the colours they can see in the remaining slice of watermelon.

### Recapitulation

- To practise alphabetical order, play a game:
  - Give each student one of the letter cards that you have prepared.
  - Point out that the cards are different colours and that each card shows one letter of the alphabet from **a** to **w**.
  - Explain that when you say they can move, they must first find all the other students with a card the same colour as their own, and then the students must form a line so that their cards are in the correct alphabetical order.
  - The winners will be the first team to finish the task.
- Note
  1. If possible, conduct this activity outside or in a large open area.
  2. It is likely that there will not be exactly twenty-two students in a class; in this case give selected students, two consecutive cards of the same colour, so that they can hold one in each hand in the line.

## Lesson 17

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

### Teaching objectives

- to explain and demonstrate how to write the letter **x**
- to explain that **b** is the twenty-fourth letter of the alphabet and its name is 'eks'
- to explain that **x** represents the sound **x** (as in *xiasaurus*)

## Learning outcomes

Students should be able to:

- write the letter **x** by tracing.
- 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.
- repeat the first twenty-four letters of the alphabet in sequence.

## Materials required

as above; flashcards of letters a to w; a large drawing of the letter **x** as shown on page 33, on paper or the board; pictures or models of dinosaurs

## Introduction

- Quickly revise the letters learned so far by holding up a letter flashcard and asking individual students to tell you either its sound or its name, or an object that begins with the sound.
- Show the students the pictures or models of the dinosaurs and ask them to tell you what they remember about them (They learned about dinosaurs when learning the letter **d** in *a to m Alphabet Fun*.)

## Student activity

- Show the students the large drawing of the letter **x**.
- Tell them that this is the twenty-fourth letter of the English alphabet its name is *eks*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **x**, like at the beginning of the word *xiasaurus* and at the end of the words *fox* and *box*.
- Ask them to repeat the sound several times.
- Next, trace the letter with your finger, explaining that to write **x** it is necessary to remove your pencil from the paper to write the second 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.
- Now, ask the students to look at the large letter **x** on page 33 and 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.
- Ask the students to look at the picture of the *xiasaurus* on pages 32 and 33 and read out the sentence. Can they identify the word *dinosaur* from its initial sound?
- Look at the task on page 33 with the students and help them to trace the path with a finger before they complete the task with a pencil, and then colour the large picture.

## Section 2 : n to z

### Recapitulation

- Play a team game to revise alphabetical order.
  - Divide the class into three or four teams and fix a large sheet of paper on the board for each team.
  - Provide a marker for each team.
  - The members of the team must take turns to come to the board and write one letter of the alphabet on their team's paper, in the correct sequence.
  - Only one student from each team should be at the board at a time.
  - To avoid rushing, remind students that you will award points for neat writing as well as for an accurate sequence.

### Lesson 18

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

### Teaching objectives

- to explain and demonstrate how to write the letter **y**
- to explain that **y** is the twenty-fifth letter of the alphabet and its name is 'wy'
- to explain that **y** represents the sound **y** (as in *yoyo*)

### Learning outcomes

Students should be able to:

- write the letter **y** by tracing.
- 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.
- repeat the first twenty-five letters of the alphabet in sequence.

### Materials required

as above; a large drawing of the letter **y** as shown on page 35; a selection of yoyos

### Introduction

- Sing the *Alphabet Song* to revise alphabetical order, stopping before the final letter.
- Show the students the selection of yoyos you have brought with you and demonstrate how to play with a yoyo.

### Student activity

- Show the students the large drawing of the letter **y**.
- Tell them that this is the twenty-fifth letter of the English alphabet; its name is *wy*.
- Ask them to repeat the name of the letter. Explain that the sound it makes is **y**, like the beginning of the word *yoyo*.



- Ask them to repeat the sound several times. Explain that the words you and yoghurt also begin with the same sound.
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now, ask the students to look at the large letter **y** on page 35 and 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, making sure that they complete each letter without removing their pencil from the page.
- Ask the students to look at the picture of the yoyo on page 34 and read out the sentence.
- Teach them the meanings of the words up and down if necessary and ask them to find the words in the sentence by looking for their initial sounds.
- Look at the task on page 35 with the students and identify the letters on all of the yoyos before asking the students to complete the task, and then colour the yoyo on page 34.

### Recapitulation

- Let the students take turns to play with the yoyos.
- Play 'Simon says' to practise the terms up and down. For example, 'Simon says, put your hands up'; 'Simon says lift your book up'; 'put your book down', etc.

## Lesson 19

### Letter z (Pages 36–37 Student's Book)

### Teaching objectives

- to explain and demonstrate how to write the letter **z**
- to explain that **z** is the twenty-sixth, and last, letter of the alphabet and its name is '*zed*'
- to explain that **z** represents the sound **z** (as in *zebra*)

### Learning outcomes

Students should be able to:

- write the letter **z** by tracing.
- 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.
- repeat all twenty-six letters of the alphabet in sequence.

## Section 2 : n to z

### Materials required

as above; a large drawing of the letter z as shown on page 36; a picture of a zebra; flashcards of the letter a to z; sets of student picture and letter cards a to z

### Introduction

- Sing the *Alphabet Song* all the way to the end and ask students to tell you the name of the last letter. (Note, in UK the name is *zed*; in the US the letter z is known as *zee*).
- Show the students the picture of the zebra and tell them a little about where it lives and how the stripes make it hard for other animals to see it when they are hunting for food.

### Student activity

- Show the students the large drawing of the letter z.
- Tell them that this is the twenty-sixth, and last, letter of the English alphabet; its name is *zed*.
- Ask them to repeat the name of the letter.
- Explain that the sound it makes is **z**, like the beginning of the word zebra. Explain that the letter z is not used very much in English and not many words begin with the z sound.
- Can they suggest any words that begin with the z sound? For example, zoo and zip, etc.
- Next, trace the letter with your finger, explaining your movements as you do.
- 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.
- Now ask the students to look at the large letter z on page 36 and 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 37 and trace them in the same way.
- Give them a set amount of time to complete the task and monitor their progress, making sure that they complete each letter without removing their pencil from the page.
- Ask the students to look at the picture of the zebra on pages 36–37 and read out the sentence.
- If necessary, teach the colours black and white and ask the students to identify black and white objects in the room.
- Look at the task on page 37 with the students and identify all of the letters and help the students to trace the path with a finger before completing the task.

## Recapitulation

- Congratulate the students on learning all the letters of the alphabet and sing the alphabet song again.
- Play a game:
  - Begin by selecting an action for a given letter n to z.
  - For example: **n** - nod, **p** – punch the air, **r** – run on the spot, **s** – sit, **t** – touch your toes or stand on tiptoes, **w** – wobble, **x** – make an x with your arms and legs spread out, **y** – yawn, etc.
- Show the students a letter flashcard and teach them the action.
- When they know three actions, show the cards in a random order and, without speaking, the students should perform the correct action until you show a different letter.
- Any student who makes a mistake should sit down for one minute before joining in the game again.
- As the students become more familiar with the actions, increase the number of different letters and actions and you can include the actions from Section 1 of this guide.

## Lesson 20

### More words starting with the letters t to z

(Pages 38–40 Student’s Book)

## Teaching objectives

- to revise, expand, and consolidate learning of the letters t to z

## Learning outcomes

Students should be able to:

- demonstrate correct writing posture and grip and use of a pencil.
- identify correctly the letters t to z using the names and phonic sounds of the letters.
- write the letters t to z with a reasonable degree of accuracy.
- match a picture of a word to the letter representing its initial sound.

## Materials required

flashcards of letters t to z and the corresponding pictures; flashcards of the additional words shown on pages 38 and 40; sets of student cards t to z and the corresponding pictures; mini-whiteboards markers and erasers; a soft ball

*As previously, observation of the students as they complete the suggested activities should enable the teacher to identify those who may need extra help with one or other area of learning.*

*For group activities, form mixed ability groups so that those who are more able can guide those who are less confident.*

## Section 2 : n to z

### Introduction

- Begin by using the student letter cards to revise alphabetical order.
- Give each student a set of the cards **t** to **z** and ask them to arrange them on their desks in the correct order.
- Give each student a mini-whiteboard marker and eraser, and revise phonic sounds and writing by showing the students a picture flashcard and asking them to write the initial sound and hold up the whiteboard so that you can see what they have written.

### Student activity

- When you judge that the majority of the students are confident with initial sounds, ask the students to open their books at pages 38 and 39.
- Ask the students to point to the letter **t** and say its phonic sound.
- Teach them the new words, stressing the initial sound of each, and asking them to repeat the word several times.
- Encourage them to talk about each of the items.
- Repeat this procedure for the items beginning with the letter **u**.
- Ask the students to close their books and use the flashcards of the six new words to check their learning: hold up a flash card and ask one student to name the item and another to tell you the initial sound.
- Teach the other new vocabulary items in the same way, using more of the flashcards each time until the students know the eighteen new words.
- Teach the words beginning with **z** on page 40 in the same way.
- Play a team game to check vocabulary, phonics and writing skills:
  - Divide the team up into two or three teams and draw a column on the board for each team.
  - Hold up one of the twenty-seven flashcards and ask the first member of each team to come to the board and write the correct initial letter.
  - Give points for every correct answer.
- Ask the students to look at the outline letters at the bottom of page 40 and read them as a class, first using their names, and then their sounds.
- Ask them to trace over the letters very carefully.

### Recapitulation

Either

1. give each student a set of the letter and picture cards from **n** to **z** and ask them to play Snap in pairs (see above, suggested activity no. 5),  
or
2. organize the students into groups of 4. Give each group two sets of the picture and letter cards from **n** to **z** and remind them how to play the memory matching game (see above, suggested activity no. 7.)

**Lesson 21****Write the missing letters in alphabetical order** (Page 41 Student's Book)**Teaching objectives**

- to help students write the last thirteen letters of the alphabet in alphabetical order

**Learning outcomes**

Students should be able to:

- write the last thirteen letters of the alphabet in the correct alphabetical order.

**Materials required**

none

**Introduction**

Begin by revising alphabetical order; take turns with the students to repeat the letters of the alphabet in sequence; Teacher:A, Students: B, Teacher C, etc.

**Student activity**

- Ask the students to open their books at page 41. Look at the picture and talk about how the fish blow bubbles in the water as they breathe.
- Ask them to start from the first bubble (letter n) and move their finger from one bubble to the next, following the directions of the blue arrows.
- As they move to a new bubble, they should name the letter that they will write in it.
- Remind them to complete the task carefully.

**Recapitulation**

Sing one or two of the students' favourite songs.

### Lesson 22

## Fill in the blanks with the correct letters

(Page 42 Student's Book)

### Teaching objectives

- to help students write the initial letters of familiar words

### Learning outcomes

Students should be able to:

- write the initial letters of familiar words.

### Materials required

a selection of picture flashcards and matching letter flashcards other than those shown on page 42 ; Blotak or other adhesive material; mini-whiteboards markers and erasers

### Introduction

- Fix the letter flashcards on the board.
- Give each student a mini-whiteboard, marker and eraser.
- Hold up a picture flashcard and ask a student to name the object it shows.
- Repeat the name clearly, stressing the initial sound, and ask the students to write the initial letter of the word on their mini-whiteboards.
- Before they hold up their work, ask a volunteer to come to the board and select the correct letter from those fixed on the board.

### Student activity

- Ask the students to open their books at page 42.
- Ask them to name the six items shown and to say the initial sound of each.
- Explain the task and ask them to complete it carefully.

### Recapitulation

Play the action game from lesson 22, adding more actions if appropriate.

## Lesson 23

**Draw lines to match each word with the correct picture** (Page 43 Student's Book)

**Teaching objectives**

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

**Learning outcomes**

Students should be able to:

- match words and pictures by identifying initial sounds.

**Materials required**

a selection of five or six picture flashcards (each beginning with a different letter, and different from those shown on page 43); Blotak or other adhesive material; full 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 43.
- 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 to play Snap, matching letters, pictures, or letter with picture.

## Section 2 : n to z

### Lesson 24

### Circle the first letter of the name of each object (Page 44 Student's Book)

#### Teaching objectives

- to help students identify the initial letters of familiar words

#### Learning outcomes

Students should be able to:

- identify the initial letters of familiar words.

#### 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 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 ask them to complete it carefully.

#### Recapitulation

Give each student a full set of cards and ask them to match each picture with its initial sound letter.



## Lesson 25

## Help grandmother follow the letters from n to z to find the oranges. (Page 45 Student's Book)

### 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:
- 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 45). (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 45.
- 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 45.
- Advise them to work in pencil first and write in the letters n to z (or a to z if they are confident enough) in order before adding the extra letters and colouring over them.
- When they are complete, partners can exchange puzzles and find the path.

## Songs Section I: a to m

### 1. Five little speckled frogs

Five little speckled frogs  
Sat on a speckled log  
Eating some most delicious grubs.  
One jumped into the pool  
Where it was nice and cool  
Then there were four green speckled frogs.

*The verse is then repeated, but with one fewer frog each time.*

*Alternatives include using the word bugs instead of grubs, and adding 'Yum, yum!' after that line.*

### 2. One elephant went out to play,

One elephant went out to play,  
Upon a spider's web one day.  
He had such enormous fun,  
That he called for another elephant to come!

*Or as a group action song:*

*Description: All children sit in a circle on the floor. One child gets up and imitates an elephant with one arm dangling like a trunk, and the other arm dangling behind like a tail. The child then skips around the circle while everyone sings:*

One elephant went out one day,  
Upon a spiders web to play,  
He / she had such tremendous fun,  
That he called for another elephant to come.

The child then picks a friend to come and join him / her. The friend stands behind the first child in the same position holding hands, as if they are elephants in the circus. Everyone then continue to sing as the two elephants skip around them:

Two elephants went out one day,  
Upon a spiders web to play,  
They had such tremendous fun,  
That they called for another elephant to come.

This continues with each new elephant picking a friend until everyone is up. Then everyone sings, as follows.

Five elephants went out one day,  
Upon a spiders web to play,  
They had such tremendous fun,  
But the web it broke and they all fell down.

Everyone then falls to the floor.

**3. Five Little Ducks**

Five little ducks  
Went out one day  
Over the hill and far away  
Mother duck said  
'Quack, quack, quack, quack.'  
But only four little ducks came back.

Four little ducks  
Went out one day  
Over the hill and far away  
Mother duck said  
'Quack, quack, quack, quack.'  
But only three little ducks came back.

Three little ducks  
Went out one day  
Over the hill and far away  
Mother duck said  
'Quack, quack, quack, quack.'  
But only two little ducks came back.

Two little ducks  
Went out one day  
Over the hill and far away  
Mother duck said  
'Quack, quack, quack, quack.'  
But only one little duck came back.

One little duck  
Went out one day  
Over the hill and far away  
Mother duck said  
'Quack, quack, quack, quack.'  
But none of the five little ducks came back.

Sad mother duck  
Went out one day  
Over the hill and far away  
The sad mother duck said  
'Quack, quack, quack.'  
And all of the five little ducks came back.

### 4. The animals went in two by two

The animals went in two by two, hurrah! hurrah!  
The animals went in two by two, hurrah! hurrah!  
The animals went in two by two, the elephant and the kangaroo  
And they all went into the ark, for to get out of the rain.

The animals went in three by three, hurrah! hurrah!  
The animals went in three by three, hurrah! hurrah!  
The animals went in three by three, the wasp, the ant,  
and the bumble bee  
And they all went into the ark, for to get out of the rain.

The animals went in four by four, hurrah! hurrah!  
The animals went in four by four, hurrah! hurrah!  
The animals went in four by four, the great hippopotamus  
stuck in the door  
And they all went into the ark, for to get out of the rain.

The animals went in five by five, hurrah! hurrah!  
The animals went in five by five, hurrah! hurrah!  
The animals went in five by five, they warmed each other  
to keep alive  
And they all went into the ark, for to get out of the rain.

The animals went in six by six, hurrah! hurrah!  
The animals went in six by six, hurrah! hurrah!  
The animals went in six by six, they turned out the monkey  
because of his tricks  
And they all went into the ark, for to get out of the rain.

The animals went in seven by seven, hurrah! hurrah!  
The animals went in seven by seven, hurrah! hurrah!  
The animals went in seven by seven, the little lamb thought  
he was going to heaven  
And they all went into the ark, for to get out of the rain.

## Songs Section 2: n to z Alphabet Fun

### 1. Alphabet Song

A - B - C - D - E - F - G  
 H - I - J - K - L - M - N - O - P  
 Q - R - S - T - U and V,  
 W - X - Y and Z  
 Now I know my A - B - C  
 Next time won't you sing with me?

### 2. Miss Polly had a Dolly

#### Lyrics:

Miss Polly had a dolly who was  
 sick, sick, sick.  
 So she called for the doctor to  
 come quick, quick, quick.  
 The doctor came with his bag and  
 his hat  
 And he knocked on the door with  
 a rat-a-tat-tat.  
 He looked at the dolly and he  
 shook his head  
 And he said "Miss Polly, put her  
 straight to bed!"  
 He wrote on a paper for some  
 pills, pills, pills  
 "I'll be back in the morning with  
 my bill, bill, bill."

#### Actions:

Pretend to be holding a rocking a baby  
 Hold a phone to your ear and make the  
 "come here" motion with either your  
 finger or your hand.  
 Hold a bag and touch your hand to  
 your head to indicate a hat.  
 Make a knocking motion.  
 Shake your head.  
 Shake your finger at "Miss Polly" as  
 though  
 reprimanding her.  
 Write with an imaginary pencil on your  
 palm.  
 Hold the same paper out on the words  
 "bill, bill, bill".

### 3. I had a little nut tree

I had a little nut tree,  
 Nothing would it bear  
 But a silver nutmeg,  
 And a golden pear;  
 The King of Spain's daughter  
 Came to visit me,  
 And all for the sake  
 Of my little nut tree.

Her dress was made of crimson,  
 Jet black was her hair,  
 She asked me for my nut tree  
 And my golden pear.

I said, "So fair a princess  
Never did I see,  
I'll give you all the fruit  
From my little nut tree."

#### 4. I like to eat 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:*

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

#### 5. Twinkle, twinkle little star

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky!  
Twinkle, twinkle little star.

# Notes

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