

Aa TO Mm
and Nn TO Zz
Join the Dots
Alphabet Fun

Kindergarten
Teaching Guide (Combined)

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Introduction

In the Kindergarten Student Books of the series *Alphabet Fun*, students are given further practise of writing the letters of the alphabet in both small and capital letter form, and begin to spell familiar words and to read simple sentences and think about their meanings.

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

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

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

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

Kinaesthetic learning

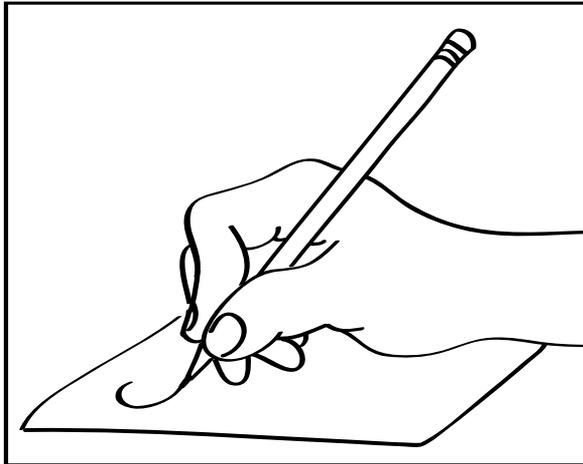
Kinaesthetic learning is learning by doing. This means that the brain not only remembers information that has been learned, it also remembers a physical action or sensation associated with it, and this reinforces the learning and the recall of the information.

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

1. Write the letter as large as possible on the board or on a large sheet of card.
Ask the students to trace your letter in the air. It is important that this is done using *the whole arm, moving from the shoulder*.
2. Supply each student with a 10 x 10cm square of sandpaper and ask them to use their finger to trace the target letter on the surface of the sandpaper.
3. Supply each student with a 10 x 10 cm square of velvet and ask them to use their finger to trace the target letter on the surface of the velvet.
4. Ask the students to use their right forefinger (if right-handed) to write the letter in the palm of their left hand (adapt instruction for left-handed students).
5. If finger any paint is 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.

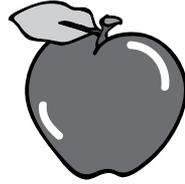
Making mistakes

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 Aa to Mm

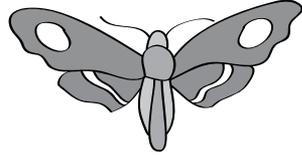
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a



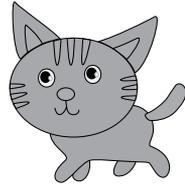
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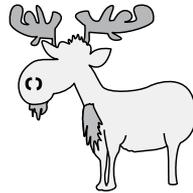
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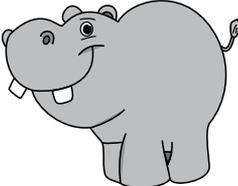
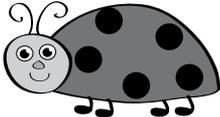
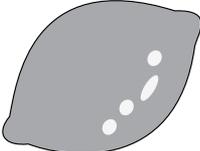
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G

g



H	h	
I	i	
J	j	
K	k	
L	l	
M	m	

Section I: Alphabet Fun Aa to Mm

Resource Sheet

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

Suggested activities using the cards

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

1. Show the students a picture flashcard and ask them to hold up the correct initial letter in either capital or small letter form.
2. Students can work in pairs to play letter snap. Use two sets of cards. Snap can be said for any matching combination of picture, capital letter or small letter.
3. 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.

4. 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.

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

Lesson Plans

Lesson 1

Capital letters writing practice

(Student's Book Pages 2–3)

Teaching objectives

- to revise capital letters **A** to **Z**
- to practise writing capital letters **A** to **Z**

Learning outcomes

Students should be able to:

- repeat the letters of the alphabet in the correct order.
- write the capital letters **A** to **Z**.

Materials required

a soft ball; flashcards of letters **A** to **Z**

Introduction

- To revise alphabetical order, ask the students to stand in a circle and play the ball game, or say the letters of the alphabet round the class.
- Show the students a letter flashcard and ask the whole class or individual students to tell you the name of the letter and the sound it makes.

Student activity

- Ask the students to open their books at page 2. Ask them to point to each letter in turn and say its name. Ask them to do the same for the letters on page 3.
- Point out how many letters are on each line and how they fit between the lines. Remind students of the correct way to sit to write, and the correct pencil grip, and ask them to trace over the letters and then write them in the lines below. As the students work, walk round, praise effort and careful work, and give any help required.

Recapitulation

Hold up a letter flashcard and ask the students to tell you the sound it represents and the name of any objects beginning with that letter. Repeat this for a range of letters.

Lesson 2

Missing letters (Student's Book Page 4)

Teaching objectives

- to help students identify and write the missing initial and final consonant of a word
- to help students identify and write the vowel in a one-syllable word

Learning outcomes

Students should be able to:

- identify and write the missing initial and final consonant of a word.
- identify and write the vowel in a one-syllable word.

Materials required

6 picture flashcards of familiar items from the Student Book *A to M Alphabet Fun* (Nursery), e.g. panda, tent, zebra, nest, etc. Blutak or similar adhesive material; mini-whiteboards, markers and erasers

Introduction

- Fix one of the picture flashcards, e.g. panda, on the board and ask the students to name the object shown. Write the name of the object under the flashcard, but without the initial letter. Ask the students to tell you the missing letter and write it in the correct place. Repeat this activity with the other cards you have prepared, omitting the vowel sound in, e.g. nest, and the final sound in, e.g. tent.

Student activity

- Ask the students to open their books at page 4, look at each item in turn, name it and identify the letter that is missing. Draw the students' attention to the fact that some words are written with capital letters and others with small letter. Give them a set amount of time to write the missing letters.
- While they are working, write the words on the board as they appear in the book and to check their work, ask student volunteers to complete the words on the board.

Recapitulation

- Give each student a mini-whiteboard, marker and eraser. Explain that you are going to say a word and ask them to write either the sound at the start of the word, at the end of the word, or the sound in the middle (the vowel sound). They should hold their work up and this will enable you to identify any student who is having difficulty with this activity and provide extra help as required.

Lesson 3**Word and letter recognition** (Student's Book Page 5)**Teaching objectives**

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

Learning outcomes

Students should be able to:

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

Materials required

none

Introduction

- Write about ten simple words on the board in a random order, e.g. grape, Green, Man, milk, Panda, pear, Sock, sit, Book, bat, etc. Point to one of the pairs of letters on the poster and ask the students to say the name of the letter and the sound it represents. Ask a student volunteer to come to the board and circle the words that begin with the letter you have indicated. Repeat this for the other letters and words.

Student activity

- Ask the students to open their books at page 5. Ask the students to identify the first object (a jelly) and the letter that appears on it and then ask them to point to the words in the box that begin with that letter. Do the same for the other items (vase, kettle, and mango).
- Give the students a set amount of time to go back over the work and circle the words they have identified.

Recapitulation

- Play I spy with words and names.

Lesson 4

Find the word that is different

(Student's Book Page 6)

Teaching objectives

- to help students identify one word that is different in a set of four words

Learning outcomes

Students should be able to:

- identify one word that is different in a set of four words.

Materials required

none

Introduction

- Write a set of four words on the board, similar to those shown on page 6, for example, Hot, Hot, Hop, Hot. Ask the students to tell you if all the words are the same and to identify the one that is different; ask a student to explain the difference (different final letter).
- Repeat this with other sets of words.

Student activity

- Ask the students to open their books at page 6. Explain that the task is the same as the one you have just done as a class and give them a set amount of time to complete all the exercises.
- When you check their answers, ask the students to explain how the odd word is different from the others.
- You could also ask the students to sound out the words in order to hear the difference.

Recapitulation

- Make three or four teams to play a team game, and draw a column on the board for each team.
- Explain that you are going to say a word and write part of it at the top of the board; the students should come to the board and write down the missing letter. For example, write **PI** on the board and say *pip*; the student should write **P** on the board. Next time you could say *pit*, or *pin*. The missing letter could be at the start or end of the word, or the vowel.

Lesson 5**Mark the correct sentence** (Student's Book Page 7)**Teaching objectives**

- to help students read simple phrases
- to help students decide whether a phrase is true or false

Learning outcomes

Students should be able to:

- read simple phrases.
- decide whether a phrase is true or false.

Materials required

flashcards of the words *dog, boat, sad, blue, in, a, sea, the*; paper and coloured pencils or crayons

Introduction

- Use the flashcards to teach the students the words; teach *a, in, sad,* and *dog* by asking the students to sound out the words phonetically; teach *blue, boat, sea,* and *the* as sight words. If necessary, give the meanings of the words in the students' first language.
- Make combinations of the words and ask the students to read them, e.g. the blue sea, a sad dog, in the sea, etc.

Student activity

- Ask the students to open their books at page 7. Talk about the picture and read the words in the box.
- Explain that they are going to read each phrase and look at the picture to decide if it is true or false, and write a tick or cross. Read the phrases together before giving the students a set amount of time to complete the task. Check their answers as a class.

Recapitulation

- Give each student a sheet of paper and coloured pencils or crayons and explain that they are going to draw a picture and write a phrase to describe it. The picture can show a dog or a cat in something, e.g. hat, car, cap, pot, pan, cup, etc. Discuss some ideas before they begin and help them to spell out any new words.

Section I : Aa to Mm

Lesson 6

Simple words (Student's Book Page 8)

Teaching objectives

- to help students write cvc words for a given vowel

Learning outcomes

Students should be able to:

- write cvc words for a given vowel.

Materials required

flashcards of the vowels a e i o u; flashcards of the consonants; Blotak or similar adhesive material; 5 or 6 large sheets of paper and markers

Introduction

- Begin by revising the vowel sounds by showing each vowel flashcard in turn and asking the students to tell you the sound that each represents (**a** as in *ant*; **e** as in *egg*; **i** as in *ink*; **o** as in *octopus*; **u** as in *umpire*).
- Fix one of the vowel flashcards on the board and fix one of the consonants in front of it, e.g. **m**. Sound out the two letters (**ma**) and ask the students to suggest words that begin with **ma**, e.g. man, map, mat, mad, etc. Ask a volunteer to add a final letter to make one of the words and write other possibilities on the board.
- Repeat this using the other vowels.

Student activity

- Ask the students to open their books at pages 8 and 9 and explain the task. The introductory activity should have given the students ideas, some of which will be on the board for guidance. Give them a set amount of time to complete the task.
- At the end of the time make lists on the board of all the words they have used.

Recapitulation

- Divide the class into groups of 4 or 5 students and give each group a large sheet of paper and a marker.
- Explain that you are going to give them a set amount of time to write on the sheet as many three-letter words as they can think of. At the end of the set time, ask the teams to read out their words and the team with the most correct words will be the winners. Their work can be displayed in the classroom.

Lessons 7–19 Join the dots with the letters Aa to Mm

(Student's Book Pages 10–35)

Lesson 7

Aa (Student's Book Pages 10–11)

Teaching objectives

- to practise writing the letter **Aa**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Apple*, *Arrow*, and *ant*

Learning outcomes

Students should be able to:

- write the letter **Aa**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Apple*, *Arrow*, and *ant* correctly.

Materials required

enough apples for each student to taste a little; copy of the story of *William Tell* (see below)

Introduction

- To revise alphabetical order, begin by singing the *Alphabet song* or saying the alphabet round the class.
- Write **A** and **a** on the board. Ask the students to name the letter, say its sound and explain why it is written in two different ways (capital letter and small letter). Revise the fact that small letters are usually used, but capital letters are used at the beginning of a sentence and for names of people and places.
- Ask the students to trace your letters in the air using whole-arm movements.

Student activity

- Ask the students to open their books at pages 10 and 11. Look at the outline picture and ask the students to guess what it is. Talk about apples and explain that they are a very healthy food.
- Ask the students to say the names of the letters on the picture as they trace them in alphabetical order with a finger.
- Ask them to look at page 11 and explain the task, teaching the words *Apple*, *ant*, and *Arrow*, along with their meanings as necessary.
- Give the students a set amount of time to complete all the work, reminding them to sit correctly, use the correct pencil grip and work slowly and carefully to produce neat work.

Section I : Aa to Mm

Recapitulation

- Cut up the apples you have brought into enough pieces so that each student can try some.
- Tell the students the story of *William Tell* in your own words.

William Tell

Many years ago, the people of Switzerland were unhappy because they were ruled by a cruel Austrian lord called Gessler, who wanted everybody to obey him. To make sure that they showed him respect, he hung his hat on the top of a tall pole in the centre of the town and said that everybody who passed by should bow to his hat as a mark of respect.

One day William Tell was walking through the town. He walked past the hat on the pole but did not bow to it. Gessler's soldiers were watching and ordered William Tell to obey the rule, but he refused and laughed at them. When Gessler heard this, he was very angry because he thought that other people might hear about this and copy his action, so he ordered his soldiers to arrest William Tell.

William Tell lived in the mountains and was famous as a hunter. Gessler knew that nobody in the land could shoot a bow and arrow as well as Tell, so he made a cruel plan to punish him. He ordered William Tell to bring his son to the town square. An apple was placed on the boy's head and Tell was ordered to shoot the apple with an arrow.

William Tell begged Gessler not to make him do this. If his son moved, if the wind blew, if his hand shook, the boy would be killed. Gessler only laughed and told Tell that he could only use one arrow to shoot the apple; if the arrow missed, Gessler would order his soldiers to kill the boy in front of Tell's eyes.

Without another word, Tell took two arrows and aimed the first at the apple on his son's head. The arrow flew through the air and the apple was split in half without harming a hair on the boy's head. The watching crowd clapped and shouted with happiness.

As Tell was walking away, Gessler saw the second arrow and asked him what it was for.

'That,' said Tell, 'was for you. If I had hurt my son, I would have shot this arrow through *your heart*.'

Follow the structure of lesson 7 for lessons 8 – 19, referring to any additional notes below.

Lesson 8

Bb (Student's Book Pages 12–13)

Teaching objectives

- to practise writing the letter **Bb**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Butterfly*, *Bee*, and *bird*

Learning outcomes

Students should be able to:

- write the letter **Bb**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Butterfly*, *Bee*, and *bird* correctly.

Materials required

pictures of different butterflies native to Pakistan; copy of the story of *The Very Hungry Caterpillar* ; paper and coloured pencils or crayons

Introduction

- Show the students the pictures of the butterflies then tell them their names and talk about the colours. Talk a little about the life-cycle of the butterfly.

Recapitulation

- Tell the students the story of *The Very Hungry Caterpillar*.

If this is unavailable, give the students drawing materials and ask them to draw a picture of a beautiful, colourful butterfly.

Lesson 9

Cc (Student's Book Pages 14–15)

Teaching objectives

- to practise writing the letter **Cc**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Cat*, *Cake*, and *cup*

Learning outcomes

Students should be able to:

- write the letter **Cc**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Cat*, *Cake*, and *cup* correctly.

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Materials required

pictures of different breeds of cat; tape / CD / DVD / YouTube clip of *Pussy cat, Pussy cat, where have you been?* and / or *Three little kittens had lost their mittens* (see page 72 for complete lyrics)

Introduction

Talk about cats and how to look after a pet cat.

Recapitulation

- Sing *Pussy Cat, Pussy Cat, where have you been?* and / or *three Little kittens had lost their mittens*.

Lesson 10

Dd (Student's Book Pages 16–17)

Teaching objectives

- to practise writing the letter **Dd**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Doll, Dog, and duck*

Learning outcomes

Students should be able to:

- write the letter **Dd**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Doll, Dog, and duck* correctly.

Materials required

a selection of dolls or pictures of dolls from different countries; tape / CD / DVD / YouTube clip of *Miss Polly had a dolly* (see page 72 for complete lyrics)

Introduction

- Show the students the dolls or pictures of dolls from different countries and talk about the clothes they are wearing.

Recapitulation

- Sing *Miss Polly had a dolly* with the actions.

Lesson 11

Ee (Student's Book Pages 18–19)

Teaching objectives

- to practise writing the letter **Ee**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Elk, Elf, and egg*

Learning outcomes

Students should be able to:

- write the letter **Ee**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Elk, Elf, and egg* correctly.

Materials required

a picture of an elk; copy of the story of *The Elves and the Shoemaker* (see below)

Introduction

- Show the students the picture of the elk and tell them something about elks, for example: the elk is one of the largest species of deer in the world and one of the largest land mammals in North America. They live in forest areas and eat grass, plants, leaves and bark. The males have large antlers used to wrestle with other males, which are shed each year. Are there any animals in Pakistan that have antlers like this?

Recapitulation

- Tell the students the story of *The Elves and the Shoemaker*.

The Elves and the Shoemaker

There was once a shoemaker who worked very hard and was very honest, but still he could not earn enough to live upon; and at last all he had in the world was gone, except just enough leather to make one pair of shoes.

Then he cut his leather out, all ready to make up the next day, meaning to rise early in the morning to do his work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to Heaven, and soon fell asleep. In the morning after he had said his prayers, he sat himself down to his work; but, to his great wonder, there stood the shoes all ready made upon the table. The good man did not know what to say or think at such an odd thing happening. He looked at the workmanship; there was not one false stitch in the whole job; all was so neat and true, that it was quite a masterpiece.

The same day a customer came in, and the shoes suited him so well that he willingly paid a price higher than usual for them; and with the money, the poor shoemaker bought enough leather to make two more pairs. In the evening he cut

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out the work, and went to bed early, so he could get up and begin work early next day; but he was saved all the trouble, for when he got up in the morning the work was already done. Soon customers came who paid him well for his goods, so that he bought enough leather for four pair more. He cut out the work again at night and found it done in the morning, as before; and so it went on for some time: what was got ready in the evening was always done by daybreak, and the good man soon became well off again.

One evening, about Christmas-time, as he and his wife were sitting by the fire chatting, he said to her, 'I should like to sit up and watch tonight, to see who it is that comes and does my work for me.' The wife liked the idea, so they left a light burning, and hid themselves in a corner of the room, behind a curtain, and watched what would happen.

As soon as it was midnight, in came two little elves and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began stitching and rapping and tapping away at such a rate, that the shoemaker was amazed and could not take his eyes off them. And on they went, till the job was all done, and the shoes stood ready on the table. This was long before daybreak; and then the elves bustled away as quick as lightning.

The next day the wife said to the shoemaker. 'These little elves have made us rich, and we ought to be thankful to them, and do them a good turn if we can. I am quite sorry to see them run about as they do; for their thin clothes will not keep them warm. I'll tell you what, I will make each of them a shirt, and a coat and waistcoat, and a pair of trousers too, and you can make each of them a little pair of shoes.'

The thought pleased the good cobbler very much; and one evening, when all the things were ready, they laid them on the table, instead of the work, and then went and hid themselves, to watch what the little elves would do.

About midnight in they came, dancing and skipping, hopped round the room, and then went to sit down to their work as usual; but when they saw the clothes lying for them, they laughed and chuckled, and seemed highly delighted. They dressed themselves in the twinkling of an eye, and danced and jumped about, as merry as could be; till at last they danced out at the door, and away over the green.

The good couple never saw them again, but everything went well for them from that time forward, as long as they lived.

Lesson 12

Ff (Student's Book Pages 20–21)

Teaching objectives

- to practise writing the letter **Ff**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Football*, *Frog*, and *fish*

Learning outcomes

Students should be able to:

- write the letter **Ff**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Football*, *Frog*, and *fish* correctly.

Materials required

a football; copy of the story of *The Frog Prince*; tape / CD / DVD / YouTube clip of *Five Little speckled frogs* (see page 75 for complete lyrics)

Introduction

- Show the students the football and talk a little about the rules of the game.

Recapitulation

- Sing *Five Little Speckled Frogs* and / or tell the students the story of *The Frog Prince*.

The Frog Prince

One fine evening a young princess went for a walk by herself in a wood; and when she came to a cool pool she sat down to rest a while. Now she had a golden ball in her hand, which was her favourite toy; and she was always tossing it up into the air, and catching it again as it fell. After a time she threw it up so high that she missed catching it as it fell; and the ball bounced away, and rolled along upon the ground into the pool. The princess looked for her ball in the pool, but it was very deep, so deep that she could not see the bottom of it. Then she began to cry, and said, 'Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world.'

As she was speaking, a frog put its head out of the water, and said, 'Princess, why are you crying so bitterly?' 'Alas!' said she, 'what can you do for me, you nasty frog? My golden ball has fallen into the spring.' The frog said, 'I do not want your jewels, and fine clothes; but if you will love me, and let me live with you and eat from your golden plate, and sleep upon your bed, I will bring you your ball again.' 'What nonsense,' 'this silly frog is talking! He can never even get out of the spring to visit me, though he may be able to get my ball for me, and so I will tell him he shall have what he asks,' thought the princess. So she said, 'Well, if you will bring me my ball, I will do all you ask.' Then the frog put his head down, and dived deep under the water; and after a little while he came

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up again, with the ball in his mouth, and threw it on the edge of the spring. As soon as the young princess saw her ball, she ran to pick it up; and she was so overjoyed to have it in her hand again, that she never thought of the frog, but ran home with her ball as fast as she could. The frog called after her, 'Wait, princess, and take me with you as you said.' But she did not stop to hear a word.

The next day, just as the princess had sat down to dinner, she heard a strange noise—tap, tap—plash, plash—as if something was coming up the marble staircase: and soon afterwards there was a gentle knock at the door, and a little voice cried out and said:

'Open the door, my princess dear,
Open the door to your true love here!
Remember the words that you and I said
By the fountain cool, in the greenwood shade.'

Then the princess ran to the door and opened it, and there she saw the frog, whom she had quite forgotten. At this sight, she was frightened, and shutting the door as fast as she could came back to her seat. The king, her father, seeing that something had frightened her, asked her what the matter was. 'There is a nasty frog,' said she, 'at the door, that lifted my ball for me out of the pool this morning: I told him that he should live with me here, thinking that he could never get out of the pool; but there he is at the door, and he wants to come in.'

While she was speaking the frog knocked again at the door, and said the same words.

Then the king said to the young princess, 'You must keep your promise; so go and let him in.' She did so, and the frog hopped into the room, and then straight on—tap, tap—plash, plash—from the bottom of the room to the top, till he came up close to the table where the princess sat. 'Please lift me upon the chair,' said he to the princess, 'and let me sit next to you.' As soon as she had done this, the frog said, 'Put your plate nearer to me, that I can eat out of it.' This she did, and when he had eaten as much as he could, he said, 'Now I am tired; carry me upstairs, and put me into your bed.' And the princess, though very unwilling, took him up in her hand, and put him upon the pillow of her own bed, where he slept all night long. As soon as it was light he jumped up, hopped downstairs, and went out of the house. 'Now, then,' thought the princess, 'at last he is gone, and I shall be troubled with him no more.'

But she was mistaken; for when night came again she heard the same tapping at the door; and the frog came once more, and said:

'Open the door, my princess dear,
Open the door to your true love here!
Remember the words that you and I said
By the fountain cool, in the greenwood shade.'

And when the princess opened the door the frog came in, and slept upon her pillow as before, till the morning came. And the third night he did the same. But when the princess awoke on the following morning she was astonished to see, instead of the frog, a handsome prince, looking at her with the most beautiful eyes she had ever seen, and standing at the head of her bed.

He told her that he had been enchanted by a spiteful fairy, who had changed him into a

frog; and that he had to wait till some princess should take him out of the spring, and let him eat from her plate, and sleep upon her bed for three nights. 'You,' said the prince, 'have broken his cruel charm, and now I have nothing to wish for but that you should go with me into my father's kingdom, where I will marry you, and love you as long as you live.'

The young princess, you may be sure, was not long in saying 'Yes' to all this; and they set out, full of joy and merriment, for the prince's kingdom, which they reached safely; and there they lived happily ever after.

Lesson 13

Gg (Student's Book Pages 22–23)

Teaching objectives

- to practise writing the letter **Gg**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Goose*, *Gate*, and *gift*

Learning outcomes

Students should be able to:

- write the letter **Gg**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Goose*, *Gate*, and *gift* correctly.

Materials required

a picture of a goose; tape / CD / DVD / YouTube clip of *Goosey, goosey, gander* (see page 73 for complete lyrics); copy of the story of *The golden goose* or *The goose that laid golden eggs* (see below)

Introduction

- Show the students the picture of the goose and tell them a little about geese and point out that for more than one goose we say geese, not geoses. Explain that, like ducks they have webbed feet for swimming. They are very large birds and they hiss to warn people to keep away from them; on some farms they are used as guard dogs.

Recapitulation

- Sing *Goosey, Goosey, Gander*; or tell the students the story of *The Golden Goose* or *The Goose that Laid Golden Eggs*

The Golden Goose

There was a man who had three sons, the youngest of whom was called Dummling (stupid), and everybody always made fun of him.

One day the eldest son wanted to go into the forest to cut wood, and before he went his mother gave him a beautiful sweet cake and something cool to drink so he would not be hungry or thirsty.

When he entered the forest, he met a little grey-haired old man who said good day, and asked: 'Do give me a piece of cake out of your pocket, and let me have a sip of your drink; I am so hungry and thirsty.' But the clever son answered: 'If I give you my cake and drink, I shall have none for myself. Go away,' and he left the little man standing and went on.

But when he began to cut down a tree, the axe cut him in the arm, and he had to go home and have it bound up. And this was the little grey man's doing.

After this, the second son went into the forest, and his mother gave him, like the eldest, a cake and something cool to drink. The little old grey man met him too, and asked him for a piece of cake and a drink. But the second son also said, sensibly enough: 'What I give you will be taken away from myself; be off!' and he left the little man standing and went on. But he was soon punished; when he had made a few cuts in the tree he struck himself in the leg, so that he had to be carried home.

Then Dummling said: 'Father, do let me go and cut wood.' The father answered: 'Your brothers have hurt themselves, leave it alone, you do not understand anything about it.' But Dummling begged so long that at last his father said: 'Just go then, you will learn by hurting yourself.' His mother gave him a cake made with water and baked in the cinders, and a bottle of sour juice.

When he came to the forest, the little old grey man met him too, and said: 'Give me a piece of your cake and a drink out of your bottle; I am so hungry and thirsty.' Dummling answered: 'I have only cinder-cake and sour juice; if that pleases you, we will sit down and eat.' So they sat down, and when Dummling pulled out his cinder-cake, it was a fine sweet cake, and the sour juice had become sweet. So they ate and drank, and after that the little man said: 'Since you have a good heart, and are willing to share what you have, I will give you good luck. There is an old tree, cut it down, and you will find something at the roots.' Then the little man said good-bye.

Dummling went and cut down the tree, and when it fell there was a goose sitting in the roots with feathers of pure gold. He lifted her up, and taking her with him, went to a hotel where he thought he would stay the night. Now the owner had three daughters, who saw the goose and were curious to know what such a wonderful bird might be, and wanted to have one of its golden feathers.

The eldest thought: 'I shall soon find a chance to pull out a feather,' and as soon as Dummling had gone out, she took the goose by the wing but her finger and hand remained stuck to it.

The second came soon afterwards, thinking only of how she might get a feather for herself, but she just touched her sister and she was also stuck tight.

At last the third also came with the same idea, and the others screamed out: 'Keep away; for goodness' sake keep away!' But she did not understand why she was to keep away.

'The others are there,' she thought, 'I may as well be there too,' and ran to them; but as soon as she had touched her sister, she remained stuck fast to her. So they had to spend the night with the goose.

The next morning Dummling took the goose under his arm and set out, without troubling himself about the three girls who were hanging on to it. They had to run after him, now left, now right, wherever his legs took him.

In the middle of the fields the preacher met them, and when he saw the procession he said: 'For shame, you good-for-nothing girls, why are you running across the fields after this young man? Is that right?' At the same time he seized the youngest by the hand in order to pull her away, but as soon as he touched her he also stuck fast, and had to run behind.

Before long the servant came by and saw his master, the preacher, running behind three girls. He was astonished at this and called out: 'Sir, where are you going so quickly? Do not forget that you have work to do today!' and running after him he took him by the sleeve, but was also held fast to it.

Whilst the five were trotting like this, one behind the other, two labourers came from the fields; the preacher called out to them and begged that they would set him and his servant free. But they had scarcely touched the servant when they were held fast, and now there were seven of them running behind Dummling and the goose.

Soon afterwards he came to a city, where a king ruled who had a daughter who was so serious that no one could make her laugh. So he had said that whoever could make her laugh could marry her. When Dummling heard this, he took his goose and all the people to the king's daughter, and as soon as she saw the seven people running one behind the other, she began to laugh out loud, as if she would never stop. Dummling asked to have her for his wife. The wedding was celebrated, and they all lived happily ever after.

The Goose that laid the Golden Eggs

One day a countryman going to the nest of his Goose found there an egg all yellow and glittering. When he took it up, it was as heavy as lead. He was going to throw it away, as he thought a trick had been played upon him. But he took it home on second thoughts, and soon found to his delight that it was an egg of pure gold. Every morning the same thing occurred, and he soon became rich by selling his eggs. As he grew rich he grew greedy; and thinking to get at once all the gold the Goose could give, he killed it and opened it only to find nothing.

Moral: Greed often over reaches itself. (Do not be too greedy.)

Section I : Aa to Mm

Lesson 14

Hh (Student's Book Pages 24–25)

Teaching objectives

- to practise writing the letter **Hh**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Hippopotamus*, *Hen*, and *hat*

Learning outcomes

Students should be able to:

- write the letter **Hh**.
- follow the sequence of letters from **a** – **m** correctly.
- write the words *Hippopotamus*, *Hen*, and *hat* correctly.

Materials required

a picture of a hippopotamus; pictures of other wild animals, e.g. elephant, lion, tiger, zebra, etc.; a poster-sized sheet of paper divided into columns, headed with the names of the wild animals; a smiley face circle for each student; glue sticks; copy of the story of *Little Red Hen* (see below)

Introduction

- Show the students the picture of the hippopotamus and tell them a little about hippos, for example: They are very large animals that are found in Africa. Because they are so heavy, they spend most of the day in a river, just putting their nostrils above the surface of the water so that they can breathe. At night they come out of the water and eat the grass and leaves on the river banks.

Recapitulation

- Give each student a smiley face circle and ask them to write their name on it.
- Show them the pictures of wild animals you have prepared and ask them to decide which their favourite wild animal is. Display the poster you have prepared and ask the students to glue their sticker in the column that shows their favourite animal. Which animals are most popular?
- and / or tell the students the story of *Little Red Hen*.

Little Red Hen

Once upon a time, a little red hen lived on a farm with her friends, the lazy dog, the sleepy cat, and the noisy duck. One day Little Red Hen saw some seeds on the ground and had an idea: she decided that she would plant the seeds.

Little Red Hen needed some help, so she asked her friends, "Who will help me plant the seeds?" "Not me," barked the lazy dog. "Not me," purred the sleepy cat. "Not me,"

quacked the noisy duck. "Oh dear! Then I will have to plant them all by myself," said Little Red Hen. And that is just what she did.

When the seeds had grown, Little Red Hen asked her friends to help her harvest the wheat. "Who will help me cut the wheat?" she asked. "Not me," barked the lazy dog. "Not me," purred the sleepy cat. "Not me," quacked the noisy duck. "Oh dear! Then I will have to cut it all by myself," said Little Red Hen. And that is just what she did.

When all the wheat was cut, Little Red Hen needed help to take the wheat to the mill, so she asked her friends, "Who will help me take the wheat to the mill to be ground into flour?" "Not me," barked the lazy dog. "Not me," purred the sleepy cat. "Not me," quacked the noisy duck. "Oh dear! Then I will have to take it all by myself," said Little Red Hen. And that is just what she did.

The miller ground the wheat into flour and put it in a sack, and Little Red Hen carried the heavy sack back to the farm all by herself.

Next day Little Red Hen asked her friends, "Who will help me bake the bread?" "Not me," barked the lazy dog. "Not me," purred the sleepy cat. "Not me," quacked the noisy duck. "Oh dear! Then I will have to bake it all by myself," said Little Red Hen. And that is just what she did.

Before long, the lazy dog, the sleepy cat, and the noisy duck smelt the delicious smell of baking bread drifting across the farmyard and came to see what Little Red Hen was doing.

"I have just finished," said the tired Little Red Hen, and when she saw her friends she asked, "Who will help me eat this delicious bread?" "I will," barked the lazy dog. "And I will," purred the sleepy cat. "And I will," quacked the noisy duck.

"Oh no you won't!" said Little Red Hen. "I sowed the grain all by myself; I cut the wheat all by myself; I carried the grain to the mill all by myself; I carried the flour home all by myself and I baked the bread all by myself, so now I will eat the bread all by myself." And that is just what she did.

Lesson 15

Ii (Student's Book Pages 26–27)

Teaching objectives

- to practise writing the letter **Ii**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Insect*, *Impala*, and *ink*

Learning outcomes

Students should be able to:

- write the letter **Ii**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Insect*, *impala*, and *ink* correctly.

Section I : Aa to Mm

Materials required

a picture of a ladybird; a copy of the story of *The Bad-tempered Ladybird*; 6 (or more) dice, each in a shaker; paper and pencil for each student; a large copy of the diagram below; Blutak or similar adhesive material

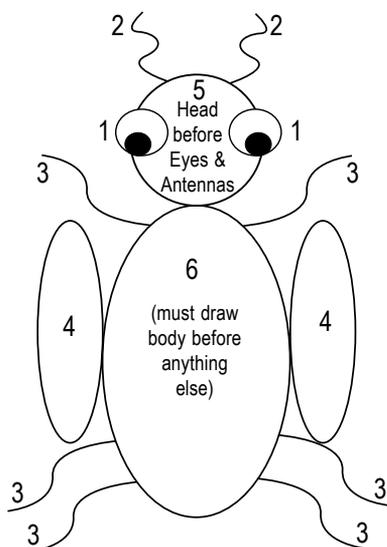
Introduction

- Show the students the picture of the ladybird and talk about its appearance.
- Explain that there are many types of insects, but that they all have six legs and two antennae. Beetles, cockroaches, and ants are also insects.

Recapitulation

- Read the story of *The Bad-tempered Ladybird*.
- Play the game *Beetle*. Ask the students to work in groups of 4 or 5 and give each group a dice in a shaker. Explain that they are going to take turns to throw the dice in order to draw a beetle; each number on the dice relates to a different body part and only one part can be drawn for each throw. Fix the diagram on the board and explain that:
 - 6 is the body and must be drawn before legs, wings or head can be added.
 - 5 is the head and this must be drawn before antennae or eyes can be added.
 - 4 is a wing and there must be two.
 - 3 is a leg and there must be six.
 - 2 is an antenna and there must be two.
 - 1 is an eye and there must be two.

Make it clear that each student must throw a 6 to begin and can then only add wings and legs until a 5 is thrown for the head. After this, any part can be added according to the number on the dice.



Lesson 16**Jj** (Student's Book Pages 28–29)**Teaching objectives**

- to practise writing the letter **Jj**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Jacket*, *Jeep*, and *jelly*

Learning outcomes

Students should be able to:

- write the letter **Jj**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Jacket*, *Jeep*, and *jelly* correctly.

Materials required

a jacket; paper and coloured pencils or crayons

Introduction

- Show the students the jacket and talk about when or why jackets are worn, for example: they are worn to keep us warm in winter; some men and women wear suit jackets when they go to work; soldiers wear special jackets, etc.

Recapitulation

- Give the students paper and coloured pencils or crayons and ask them to draw a picture of somebody wearing a jacket.

Lesson 17**Kk** (Student's Book Pages 30–31)**Teaching objectives**

- to practise writing the letter **Kk**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *King*, *Kettle*, and *kite*

Learning outcomes

Students should be able to:

- write the letter **Kk**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *King*, *Kettle*, and *kite* correctly.

Section I : Aa to Mm

Materials required

a picture of a king; a tape / CD / DVD / YouTube clip of *Old King Cole* (see page 74 for complete lyrics)

Introduction

- Show the students the picture of the king and talk a little about kings; explain that some countries have kings and queens but in Pakistan there is a president instead.

Recapitulation

- Sing *Old King Cole*.

Lesson 18

Ll (Student's Book Pages 32–33)

Teaching objectives

- to practise writing the letter **Ll**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Lemon, Lion, and lamb*

Learning outcomes

Students should be able to:

- write the letter **Ll**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Lemon, Lion, and lamb* correctly.

Materials required

a lemon if available or some lemon juice; plastic spoons; tape / CD / DVD / YouTube clip of *Oranges and Lemons* (see page 73 for complete lyrics)

Introduction

- Show the students the lemon and talk about lemon flavoured food and drinks they are familiar with. Talk about the sharp / sour taste of lemon juice and if some is available, let each student taste a little from a spoon.

Note: When writing the word *lamb*, explain that the **b** at the end of the word is not pronounced.

Recapitulation

- Teach the students the song *Oranges and Lemons*.

Lesson 19

Mm (Student's Book Pages 32–33)

Teaching objectives

- to practise writing the letter **Mm**
- to revise alphabetical order from **a** to **m**
- to practise writing the words *Mouse*, *Man*, and *moth*

Learning outcomes

Students should be able to:

- write the letter **Mm**.
- follow the sequence of letters from **a** to **m** correctly.
- write the words *Mouse*, *Man*, and *moth* correctly.

Materials required

a picture of a mouse or a toy mouse; a copy of the story of *The Lion and the Mouse* (see below)

Introduction

- Show the students the toy mouse or the picture of the mouse. Explain that for more than one mouse we say mice, not mouses. Talk a little about mice.
Note: Explain that a moth is like a butterfly, but they are usually less brightly coloured and they fly at night, not in the day.

Recapitulation

- Tell the students the story of *The Lion and the Mouse*.

The Lion and the Mouse

Once, when a Lion was asleep, a little mouse began running up and down upon him; this soon wakened the lion, who placed his huge paw upon him, and opened his big jaws to swallow him.

"Pardon, O King," cried the little mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The lion was so amused at the idea of the mouse being able to help him that he lifted up his paw and let him go.

Some time after, the lion was caught in a trap, and the hunters who desired to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him on. Just then the little mouse happened to pass by, and seeing the sad situation, in which the lion was, went up to him and soon gnawed away the ropes that bound the king of the beasts and set him free. "Was I not right?" said the little mouse.

Moral: Little friends may prove great friends.

Section I : Aa to Mm

Lesson 20

Trace the letters and words

(Student's Book Pages 36–37)

Teaching objectives

- to practise writing a set of words beginning with the letters **A** to **M** by tracing

Learning outcomes

Students should be able to:

- write a set of words beginning with the letters **A** to **M** by tracing.

Materials required

picture flashcards for the words beginning with **A** to **M**; coloured pencils or crayons

Introduction

- Show the students the picture flashcards, in any order and ask them to tell you the name of the object shown and the first letter of the word.
- Ask them to write in the air the first letter of the target word.

Student activity

- Ask the students to open their books at pages 36 and 37 and explain that they should write the letters and words by tracing over them. Give them a set amount of time to complete the work as neatly and accurately as they can. As they work, monitor their progress and praise all careful work and good effort.

Recapitulation

- Ask the students to draw a small picture of the object next to each of the words they have written.

Lesson 21

Putting words in alphabetical order

(Student's Book Pages 38–39)

Teaching objectives

- to revise alphabetical order from **a** to **m**
- to help students arrange a series of three words in alphabetical order

Learning outcomes

Students should be able to:

- repeat the letters **a** to **m** in the correct order.
- arrange a series of three words in alphabetical order.

Materials required

a soft ball; 2 (or 3) sets of 13 cards each showing a word beginning with the letters **a** to **m**, e.g. ant, bat, car, dog, egg, frog, gate, hat, ink, jam, king, lip, mop – each set on a different colour paper or written with a different colour marker

Introduction

- Begin by playing the ball game to revise alphabetical order **a** to **m** (or to **z** if students are confident enough).
- Write the letters **Aa** to **Mm** at the top of the board. Below them write three words like those shown on pages 38 and 39, e.g. end, jam, and. Explain that you want to arrange them in alphabetical order so that the word that begins with the letter closest to the beginning of the alphabet should be written first. Point to the first letter of the alphabet (**a**) and elicit that there is a word, *and*, that begins with **a**, so that should come first. Write it on the board at the start of a new line. Ask if there is any word beginning with **b**, **c**, **d**, etc. and elicit that *end* should be written next, and *jam* should be the last word.
- Repeat this for a second set of words, using capital letters at the start of the three words, e.g. Fog, Log, and Dog.

Student activity

- Ask the students to open their books at pages 38 and 39 and explain that the task is the same as the one you have just done on the board. Give the students a set amount of time to complete the work on both pages, and remind them to refer to the letters **a** to **m** on the board if they need to. Check their work as a class.

Recapitulation

- Use the cards you have prepared for this activity and distribute enough cards so that each student has one card and certain students have two consecutive cards to make up the full set.
- Explain that they must first find all the other students who have a card of the same colour / written in the same colour. When they have made a set of thirteen cards, they must arrange the cards on a table in alphabetical order and put up their hands so that you can check their work.
- Collect the cards at the end of the activity and if there is time, redistribute them so that the students can repeat the activity.

Lesson 22

Vowels (Student's Book Pages 40–41)

Teaching objectives

- to identify the written vowels
- to practise pronouncing the short vowel sounds
- to practise reading cvc words
- to help students complete cvc words by writing a suitable vowel

Learning outcomes

Students should be able to:

- identify the written vowels.
- pronounce the short vowel sounds correctly.
- read cvc words.
- complete cvc words by writing a suitable vowel.

Materials required

vowels wall chart; flashcards of the vowels a, e, i, o, and u; different coloured markers or chalks; coloured pencils or crayons; tape / CD / DVD / YouTube clip of *Apples and bananas* (see page 75 for complete lyrics)

Introduction

- Display the wall chart so that each student can see it clearly. Encourage them to refer to it throughout the lesson to reinforce the difference between the vowels and the consonants.
- Use the flashcards to revise the five vowels and the short vowel sounds they represent.
- Write on the board the first and last letter of a cvc word, e.g. **b**___ **g**. With a different colour marker or chalk write a short vowel in the space, e.g. **a**, and ask the students to sound out the word you have written (bag). Underneath, write the letters again and this time add the vowel **e** and ask the students to sound out the new word (beg). Repeat this for the vowels **i** (big), **o** (bog) and **u** (bug).
- If necessary, repeat this for other cvc words.

Student activity

- When the students are working confidently, ask them to open their books at page 40. Starting with the **a** words, ask the students to take turns to read the words, helping them to sound them out if necessary.
- When they have read all the words, ask them to look at the lower part of the page and explain the task.
- Before the students start to write, look at each word and discuss the possibilities [tag, tog, tug; bad, bed, bid, bud; fan, fen, fin, fun; hip, hop; cat, cot, cut; hem, him, hum; Sam, (capital letter for a name) sum; pat, pet,

pit, pot, put; tan, ten, tin, ton; lag, leg, log, lug; etc.] Give the students a set amount of time to write their answers and then check their work as a class.

- Ask the students to look at page 41 and explain the task. Remind them of the capital form of the vowels before they begin, and stress the importance of working slowly and carefully. Make sure they all have coloured pencils or crayons and give them a set amount of time to complete the work.

Recapitulation

- Sing *Apples and bananas*.

Lesson 23

Articles (Student's Book Pages 42–43)

Teaching objectives

- to explain that the indefinite article *a* is used with nouns beginning with a consonant
- to explain that the indefinite article *an* is used with nouns beginning with a vowel

Learning outcomes

Students should be able to:

- use the indefinite article *a* before a consonant.
- use the indefinite article *an* before a vowel.

Materials required

a variety of items with names beginning with vowels and consonants, e.g. ball, cap, dice, fan, hat, jar, leaf, apple, orange, egg, umbrella, insect (picture); sheet of A4 size paper and a crayon or coloured pencil for each student

Introduction

- Begin by showing the students some of the first group of items. As you hold up each of them, say, e.g. This is a ball. This is a leaf. etc.
- When you have shown them all the items that begin with consonants, hold up the items and ask individual students 'What's this?' and encourage them to reply 'It's a '. Write a couple of examples on the board, e.g. a cap, a hat,
- Now repeat this with the second set of items, using *an* in place of *a*, e.g. This is an umbrella. This is an octopus. Etc.
- When the students are using *a* / *an* correctly, ask them if they can suggest why we use *an* for words that begin with a vowel. If necessary, ask them to try saying a egg and an egg, or a apple and an apple, so that they will realise how much easier it is to use an before a vowel sound.

Section I : Aa to Mm

Student activity

- Ask the students to open their books at page 42 and help them to complete the first task by identifying the five vowels and writing them in the spaces.
- Ask them to look at the pictures and read the captions.
- Ask them to look at page 43 and write the consonants in the spaces and then look at the illustrations and read the captions.

Recapitulation

- Give each student a sheet of paper and a marker of crayon / coloured pencil. Ask them to write a large a on one side of the paper and a large an on the other.
- Explain that you are going to say a word e.g. cat, and they must decide whether it is *a* cat or *an* cat and hold up the correct side of their paper so that you can see which they have chosen.
- Repeat this for a variety of words.

Lesson 24

Write words and identify vowels

(Student's Book Pages 44–45)

Teaching objectives

- to help the students match pictures and words
- to help students write words by copying
- to help students identify the vowels in given words

Learning outcomes

Students should be able to:

- match pictures and words.
- write words by copying.
- identify the vowels in given words.

Materials required

picture flashcards of the ten items on pages 44 and 45; Blotak or similar adhesive material

Introduction

- Write the five words from the top of page 44 on the board so that the corresponding flashcards can be fixed above them (mug, ring, watch, frog, and needle).
- Show the students the flashcards of the five objects and ask them to identify each of them.

- Talk about each object and identify the initial sounds and, for mug, ring, and frog only, the final sound of each word and the vowel sound.
- Ask a student volunteer to fix one of the picture cards under the corresponding word. Explain that they should think about the initial and final sounds of the word to help them do this. Repeat this until all five cards are matched with the words. You will need to explain that:
 - **ch** is used to represent the sound *ch* (as in check, and at the end of watch and catch).
 - **ee** makes the long *e* sound as in evening.
 - the final **e** in needle is not sounded.
 - in the word watch, **a** makes a new sound (as in watch and want).
- Teach the five words from page 45 in the same way. You will need to explain that:
 - the **h** in ghost is not sounded.
 - the **o** in ghost makes the long *o* sound (as in old and open).

Student activity

- Ask the students to open their books at page 44. Ask them to read the first word in the box and point to the correct illustration. Repeat this for the other words and pictures on this page and on page 45.
- Return to page 44 and ask the students to look at the first picture and find the corresponding word (mug) and then write the word underneath the picture. Give them a set amount of time to write the other nine words under the pictures in the same way.
- As you check their work as a class, ask the students to circle all the vowels in each word.

Recapitulation

Play I Spy

Lesson 25

Write a or an (Student's Book Pages 46–47)

Teaching objectives

- to practise using the indefinite articles *a* and *an*

Learning outcomes

Students should be able to:

- use the indefinite articles *a* and *an* correctly.

Materials required

flashcards of *ox* and *baby*; *Blutak* or similar adhesive material; 6 other flashcards (a mix of words beginning with vowels and consonants)

Section I : Aa to Mm

Introduction

- Begin by using the flashcards to teach the new words baby and ox; fix the flashcards on the board and write the words beneath them.
- Revise the vowel sounds.
- To revise a / an, show students one of the flashcards and ask "What is this?" and encourage them to reply with a sentence 'It is a / an ...' When you have shown them all the cards, ask them to explain the rule for using a or an.
- Write the question 'What is this?' on the board; help the students to sight-read it and explain that the question mark is use to show that we are asking something.
- Teach 'It is ...' in the same way.

Student activity

- Ask the students to open their books at pages 46 and 47. Look at the picture of the baby and elicit that we say a baby.
- Ask the students to read the question with you and to read the reply, adding the indefinite article, a. Ask them to write a in the space and read the sentence again.
- Give the students a set amount of time to complete the rest of the exercises in the same way and then check their answers as a class.

Recapitulation

- Ask the students to do oral work in pairs, taking turns to ask and answer the questions on pages 46 and 47, using a / an correctly. As they work, walk round and listen to check their oral work.
- When they have asked about all the items shown on the two pages, they should take turns to indicate objects on their desk or close to them (desk, table, chair, book, etc.) and ask and answer the same question.

Lesson 26

Spelling (Student's Book Pages 48–49)

Teaching objectives

- to help students begin to use phonetics to spell given words
- to help students write given words by copying

Learning outcomes

Students should be able to:

- begin to use phonetics to spell given words.
- write given words by copying.

Materials required

flashcards of the words *axe* and *owl*; Blotak or similar adhesive material; picture flashcards of 5 or 6 words that follow regular spelling rules, e.g. *cat*, *mug*, *frog*, *elk*, *lemon*; sets of student cards

Introduction

- Use the flashcards to teach the words *axe* and *owl* and write the words on the board beneath the pictures.
- Point to each picture in turn and ask the students ‘What is this?’ – they should use *an* in both answers (*an owl*; *an axe*).
- Show the students one of the other flashcards, e.g. the *cat*. Say the word very clearly and ask them to help you spell the word, letter by letter.
- Repeat this with the other flashcards.

Student activity

- Ask the students to open their books at pages 48 and 49. Look at each object in turn and ask the students to help you write the words on the board by telling you which letters to write. Encourage them to do this without looking at the words in the boxes.
- When you have written all the words, give the students a set amount of time to write each word next to the correct picture; to do this they may look at the words in the box for guidance if necessary.

Recapitulation

- Ask the students to work in pairs. Give each student a set of student cards and ask them to play one or two of the card games.

Lesson 27

Simple sentences (Student’s Book Pages 50–51)

Teaching objectives

- to revise the prepositions *on*, *in*, *under*, and *behind*
- to help students read simple sentences

Learning outcomes

Students should be able to:

- use the prepositions *on*, *in*, *under*, and *behind* correctly.
- read simple sentences.

Materials required

prepositions wall chart; picture flashcards for the words *girl*, *boy*, *wall*, *bird*, *sofa* and *car*; Blotak or similar adhesive material; a box; a small doll or soft toy

Section I : Aa to Mm

Introduction

- Display the wall chart so that each student can see it clearly and encourage them to refer to it throughout the lesson to reinforce the meaning of the prepositions
- Use the doll / soft toy and box to revise the meanings of the prepositions: place the doll on the box and say 'The doll is *on* the box.' Ask the students to repeat your sentence.
- Do the same for *in*, *behind* and *under*.
- Replace the box with a chair and place the doll on, behind and under the chair and ask the students to tell you where the doll is for each new position.
- Ask the students to place their hands on the desk, under the desk, behind their head, etc.
- Write the words on the board and help the students to read them.
- Next, use the flashcards to teach the new words; write each new word on the board and ask volunteers to fix each flashcard under the correct word.

Student activity

- Ask the students to open their books at page 50 and 51. Look at each picture in turn and help the students to read the sentences, or ask volunteers to read them.
- Ask questions about each picture, e.g. 'Is the bird behind the wall?' 'Is the mouse in the bed?' and encourage the students to reply with a full sentence each time.

Recapitulation

- Play *Simon says* and use some instructions that include the target prepositions, e.g. Simon says put your hand *behind* your back; Simon says put your bag *on* / *behind* the chair; Put your pencil *in* your bag, etc.

Lesson 28

Writing practice (Student's Book Pages 52–53)

Teaching objectives

- to help students write the words *bird*, *car*, *sofa*, *girl*, *mouse*, *wall*, *boy*, *bed*

Learning outcomes

Students should be able to:

- write the words *bird*, *car*, *sofa*, *girl*, *mouse*, *wall*, *boy*, *bed*.

Materials required

flashcards of the target words; Blotak or similar adhesive material; sets of student cards

Introduction

- Draw on the board, or on a large sheet of paper, a set of four horizontal lines like those shown on pages 52 and 53.
- Show the students the flashcard for car and ask them to sound the initial and final letters of the word. Ask the students to help you write the whole word by spelling it out and, as they do, write it on the lines.
- Point out how the letters are placed on the lines and ask a volunteer to come and write the word again, next to yours.
- Repeat this for the other words. It may be necessary to explain that:
 - the e at the end of mouse is silent and that *ou* together make the sound 'ow' (as in now).
 - the *ll* at the end of wall makes the same sound as a single l.
 - the *i* in bird and girl makes a different sound because it is followed by an r.
 - the *o* in boy makes a different sound because it is followed by a y.

Student activity

- Ask the students to open their books at pages 52 and 53. Ask them to tell you which word they will write in each space and remind them to place each letter correctly on the lines. Give them a set amount of time to write the words and as they work comment on their presentation and effort.

Recapitulation

- Ask the students to work in pairs. Give each student a set of student cards and ask them to play one or two of the card games.

Lesson 29

Fill in the blanks (Student's Book Pages 54–55)

Teaching objectives

- to help students write the prepositions *on*, *in*, *under*, and *behind* to complete simple sentences

Learning outcomes

Students should be able to:

- write the prepositions *on*, *in*, *under*, and *behind* to complete simple sentences.

Materials required

objects to demonstrate in, on, under and behind; flashcards of plate, cake, monkey, and tree; Blutak or similar adhesive material; tape / CD / DVD / YouTube clip of some of the students' favourite songs

Section I : Aa to Mm

Introduction

- Use the objects to revise the four prepositions, e.g. place a pencil on / under / behind a book and ask the students to tell you where the pencil is.
- Use the flashcards and write on the board to teach the words plate, cake, monkey and tree.

Student activity

- Ask the students to open their books at pages 54 and 55 and to look at and read the preposition words in the box.
- Look at each picture in turn and help the students to read the sentence and supply the missing word. Explain that each space is for one letter.
- Explain the written task and give the students a set amount of time to complete it.
Check their progress and supply any help as they work.

Recapitulation

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

Lesson 30

Reading (Student's Book Pages 56–57)

Teaching objectives

- to help students read simple sentences
- to help students decide whether a statement is true or false

Learning outcomes

Students should be able to:

- read simple sentences.
- decide whether a statement is true or false.

Materials required

flashcards of angry, happy, sad, running, sleeping, sitting

Introduction

- Use the flashcards to teach the new vocabulary.

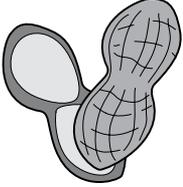
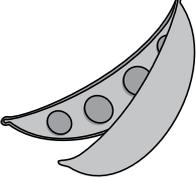
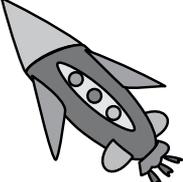
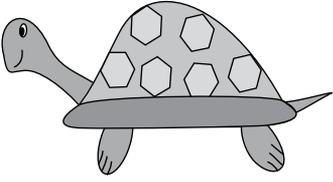
Student activity

- Ask the students to open their books at page 56. Ask them to look at the pictures and talk about the animals.
- Help them to read, or ask volunteers to read, the three sentences next to the first picture and to decide which of them is true; show them how to place a tick in the box next to the correct sentence.
- Ask them to complete the other two tasks on their own and then check their answers.
- Ask them to look at the pictures on page 57 and give them a set amount of time to complete the work before checking their answers. As you check their answers, ask volunteers to read each of the sentences.

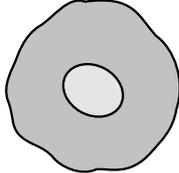
Recapitulation

- Use the flashcards to play a game. Explain that you are going to hold up one of the flashcards and they should perform the correct action, i.e. look happy / sad / angry or sleep, run on the spot or sit for the other cards. Any student who performs the wrong action should sit out for one minute before rejoining the game.

Section 2 : Resource Sheet Nn to Zz

N	n	
O	o	
P	p	
Q	q	
R	r	
S	s	
T	t	

Section 2 : Resource Sheet Nn to Zz

U	u	
V	v	
W	w	
X	x	
Y	y	
Z	z	

Section 2: Nn to Zz Join the Dots

Lesson 1

Putting words in alphabetical order

(Student's Book Pages 2–3)

Teaching objectives

- to revise alphabetical order from **n** to **z**
- to help students arrange a series of three words in alphabetical order

Learning outcomes

Students should be able to:

- repeat the letters **n** to **z** in the correct order.
- arrange a series of three words in alphabetical order.

Materials required

a soft ball; 2 (or 3) sets of 13 cards each showing a word beginning with the letters **n** to **z**, e.g. net, x-ray, zip, umbrella, mug, panda, rat, yoyo, ox, queen, sun, tap, van, wig, etc. – each set on a different colour paper or written with a different colour marker

Introduction

- Begin by playing the ball game to revise alphabetical order **n** to **z**.
- Write the letters **Nn** to **Zz** at the top of the board. Below them write three words like those shown on pages 2 and 3, e.g. *sad*, *pot*, and *run*. Explain that you want to arrange them in alphabetical order so that the word that begins with the letter closest to the beginning of the alphabet should be written first.
- Point to the letter **Nn** and elicit that there is no word, that begins with **n**. Elicit that the first word will be *pot* and write this at the beginning of the line; elicit that *run* should be written next and *sad* should be the last word.
- Repeat this for a second set of words, using capital letters at the start of the three words, e.g. *Win*, *Top*, and *Yak*.

Student activity

- Ask the students to open their books at pages 2 and 3 and explain that the task is the same as the one you have just done on the board. Give the students a set amount of time to complete the work on both pages, and remind them to refer to the letters **n** to **z** on the board if they need to. Check their work as a class.

Recapitulation

- Use the cards you have prepared for this activity and distribute enough cards so that each student has one card and certain students have two consecutive cards to make up the full set.
- Give each student a card and explain that they must first find all the other students who have a card of the same colour/written in the same colour. When they have a set of thirteen cards, they must arrange the cards on a table in alphabetical order and put up their hands so that you can check their work.
- Collect the cards at the end of the activity and if there is time, redistribute them so that the students can repeat the activity.

Lesson 2

Identify the vowels (Student's Book Pages 4–5)

Teaching objectives

- to revise the five short vowel sounds
- to help students identify vowels in a written word

Learning outcomes

Students should be able to:

- say the five short vowel sounds.
- identify each vowel sounds with its written form.
- identify vowels in a written word.

Materials required

picture flashcards of van, ring and tent; Blotak or similar adhesive material; tape/ CD/DVD/YouTube clip of *Apples and bananas* (see page 75 for complete lyrics)

Introduction

- Write the letters **a, e, i, o, u**, on the board and elicit from the students that these are the vowels. Ask them to say the sound each letter represents.
- Fix one of the flashcards on the board and ask the students to name the object it shows, e.g. *van*, and identify the vowel sound in the word.
- Ask the students to spell the word, and write it on the board and draw a ring round the vowel.
- Repeat this for the other flashcards and vowels.

Student activity

- Ask the students to open their books at pages 4 and 5. Look at each picture and ask the students to name the object shown and sound the vowel.
- Explain the task and give the students a set amount of time to complete the task before checking their work as a class.

Section 2 : Nn to Zz

Recapitulation

- Sing *Apples and bananas*.

Lesson 3

Spelling (Student's Book Page 6)

Teaching objectives

- to help students match words and pictures

Learning outcomes

Students should be able to:

- match words and pictures.

Materials required

two or three picture flashcards; Blotak or similar adhesive material; enough pairs of student picture and word cards from Student Book *N to Z Alphabet Fun* (Nursery) so that each student has either a word or a picture

Introduction

- Write the three words for the flashcards on the board. Show the students the first flashcard, identify its initial and final sounds and ask a student to fix the flashcard above the correct word.
- Repeat this with the other flashcards and words.

Student activity

- Ask the students to open their books at page 6, explain the task, and give them a set amount of time to complete it before checking their work as a class.

Recapitulation

- Give each student one card—either a word or a picture. Explain that when you say, they must find the student who has the word or picture card that matches their own. As soon as they have done so, they should sit down.
- Collect the cards and redistribute them so that the students can make new pairs.

Lesson 4**Missing articles** (Student's Book Page 7)**Teaching objectives**

- to revise the use of *a / an*

Learning outcomes

Students should be able to:

- use *a* or *an* correctly.

Materials required

a variety of objects beginning with vowels and consonants, e.g. umbrella, eggcup, shoe, pen, atlas, book, etc.

Introduction

- Hold up one of the objects and ask the students, 'What is this?' Encourage them to reply using the words 'It is a/an '
- Repeat this for the other items and at the end revise the rule for using *an* before a word that begins with a vowel.

Student activity

- Ask the students to open their books at page 7 and work through the exercises as a class. Ask volunteers to ask and answer the questions.

Recapitulation

- Ask the students to work in pairs to practice asking and answering the question 'What is this?' 'It is a / an ' using classroom items, e.g.

Student 1: What is this?

Students 2: It is a pencil case. What is this?

Student 1: It is a water bottle. What is this?

Lesson 5**Choose the right description**

(Student's Book Page 8)

Teaching objectives

- to help students read simple sentences
- to help students decide whether a statement is true or false

Section 2 : Nn to Zz

Learning outcomes

Students should be able to:

- read simple sentences.
- decide whether a statement is true or false.

Materials required

flashcards for flying, hiding, sitting, and bear; tape/CD/DVD/ YouTube clip of *The Bear went over the mountain* (see pages 75 and 76 for complete lyrics)

Introduction

- Use the flashcards to teach the words: flying, hiding, sitting, and bear. Then write the words on the board.

Student activity

- Ask the students to open their books at page 8. Ask them to look at the pictures and talk about them.
- Help them to read, or ask volunteers to read, the three sentences next to the first picture and to decide which of them is true; show them how to place a tick in the box next to the correct sentence. Ask them to complete the other two tasks on their own and then check their answers.

Recapitulation

- Teach the song *The bear went over the mountain*

Lesson 6

Fill in the blanks (Student's Book Page 9)

Teaching objectives

- to revise the prepositions *in*, *on*, and *behind*

Learning outcomes

Students should be able to:

- use the prepositions *in*, *on*, and *behind*.
- write the prepositions *in*, *on*, and *behind*.

Materials required

a toy car; a box; picture flashcards for the words: ghost, bee, stool, and jeep; Blutak or similar adhesive material

Introduction

- Use the toy car and box to revise the meanings of the prepositions: place the car *in* the box and ask the students to tell you where it is. Repeat this to revise *on* and *behind*.
- Ask the students to place their book on the desk, in their hand, behind their chair, etc. Write the words on the board and help the students to read them.
- Next, use the flashcards to teach the new words; write each new word on the board and ask volunteers to fix the flashcards under the correct words.

Student activity

- Ask the students to open their books at page 9. Look at each picture in turn and help the students to read the sentences, or ask volunteers to read them.
- Ask questions about each picture, and encourage the students to reply with full sentences each time.

Recapitulation

- Play *Simon says* and use some instructions that include the target prepositions, e.g. Simon says, 'Put your book on your head.' Simon says, 'Put your bag behind your partner.' 'Put your pencil in your hand.' etc.

Lesson 7–19 Join the dots with the letters N to Z Pages 10–35

Lesson 7

Nn (Student's Book Pages 10–11)

Teaching objectives

- to practise writing the letter **Nn**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Nut*, *Net*, and *nail*

Learning outcomes

Students should be able to:

- write the letter **Nn**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Nut*, *Net*, and *nail* correctly.

Section 2 : Nn to Zz

Materials required

a selection of nuts; tape/CD/DVD/YouTube clip of *I had a little nut tree* (see page 76 for complete lyrics)

Note: some people are allergic to nuts and the consequences of even touching a nut can be very serious, so do not let students handle the nuts.

Introduction

- To revise the alphabetical order, begin by singing the *Alphabet song* or saying the alphabet round the class.
- Write **N** and **n** on the board. Ask the students to name the letter, say its sound and explain why it is written in two different ways (capital letter and small letter). Revise the fact that mostly small letters are used when writing, but capital letters are used at the beginning of a sentence and for names of people and places.
- Ask the students to trace your letters in the air using whole-arm movements.

Student activity

- Ask the students to open their books at pages 10 and 11. Look at the outline picture and ask the students to guess what it is. Talk about nuts and explain that they are a very healthy food.
- Ask the students to say the names of the letters in the picture as they trace them in alphabetical order with a finger.
- Ask the students to look at page 11 and explain the task, teaching the words *nut*, *net*, and *nail* and their meanings as necessary. Give the students a set amount of time to complete all the work, reminding them to sit correctly, use the correct pencil grip and work slowly and carefully to produce neat work.

Recapitulation

- Sing *I had a little nut tree*.

Follow the structure of lesson 7 for lessons 8–19, referring to any additional notes below.

Lesson 8

Oo (Student's Book Pages 12–13)

Teaching objectives

- to practise writing the letter **Oo**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Ostrich*, *Onion*, and *orange*

Learning outcomes

Students should be able to:

- write the letter **Oo**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Ostrich*, *Onion*, and *orange* correctly.

Materials required

picture of an ostrich; tape/CD/DVD/YouTube clip of *Oranges and lemons* (see page 74 for complete lyrics)

Introduction

- Show the students the picture of the ostrich and ask them to tell you what they know about ostriches.

Recapitulation

- Teach the song *Oranges and lemons*.

Lesson 9

Pp (Student's Book Pages 14–15)

Teaching objectives

- to practise writing the letter **Pp**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Pea*, *Pot*, and *pear*

Learning outcomes

Students should be able to:

- write the letter **Pp**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Pea*, *Pot*, and *pear* correctly.

Materials required

a variety of vegetables, including fresh peas if they are available, or a tin of peas; plastic spoons; paper and coloured pencils or crayons, or paints

Introduction

- Show the students the assortment of vegetables and talk about them. Which vegetables do the students like best? Explain that it is very healthy to eat lots of vegetables in order to grow big and strong. If fresh or tinned peas are available, let the students taste them.

Section 2 : Nn to Zz

Recapitulation

- Make an attractive arrangement of the vegetables in a basket or box. Give the students paper and paints or coloured pencils and ask them to paint or draw a picture of the vegetables. The pictures will make a colourful classroom display.

Lesson 10

Qq (Student's Book Pages 16–17)

Teaching objectives

- to practise writing the letter **Qq**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Quail*, *Quill*, and *queen*

Learning outcomes

Students should be able to:

- write the letter **Qq**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Quail*, *Quill*, and *queen* correctly.

Materials required

pictures of different birds, including a quail; tape/CD/DVD/YouTube clip of *Lavender's blue, dilly, dilly* (see pages 76 and 77 for complete lyrics)

Introduction

- Show the students the pictures of the birds, tell them the names of the birds and talk about the different birds they see in their gardens, etc.

Recapitulation

- Sing *Lavender's blue, dilly, dilly*.

Lesson 11

Rr (Student's Book Pages 18–19)

Teaching objectives

- to practise writing the letter **Rr**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Rocket*, *Radio*, and *robot*

Learning outcomes

Students should be able to:

- write the letter **Rr**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Rocket*, *Radio*, and *robot* correctly.

Materials required

a picture of a space rocket; sugar paper and chalks or paper and crayons or coloured pencils

Introduction

- Show the students the picture of the space rocket and talk a little about space exploration.

Recapitulation

- Give the students drawing materials and ask them to draw a picture of a rocket.

Lesson 12

Ss (Student's Book Pages 20–21)

Teaching objectives

- to practise writing the letter **Ss**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Sun*, *Straw*, and *star*

Learning outcomes

Students should be able to:

- write the letter **Ss**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Sun*, *Straw*, and *star* correctly.

Materials required

pictures or diagrams of one or two constellations; tape/CD/DVD/YouTube clip of *Twinkle, twinkle, little star* (see page 77 for complete lyrics)

Introduction

- Talk about the Sun and explain how important it is to life on Earth; without the heat and light from the Sun nothing would grow and we would freeze to death.

Section 2 : Nn to Zz

- Show the students the pictures of the stars and explain that the stars can be seen in certain positions in the night sky, and some stars form patterns that we can recognise called constellations. Show them the diagrams or pictures and ask them to try to look for them on a clear night.

Recapitulation

- Sing *Twinkle, twinkle, little star*.

Lesson 13

Tt (Student's Book Pages 22–23)

Teaching objectives

- to practise writing the letter **Tt**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Turtle*, *Tent*, and *tree*

Learning outcomes

Students should be able to:

- write the letter **Tt**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Turtle*, *Tent*, and *tree* correctly.

Materials required

picture of a turtle and a tortoise; a copy of the story of *The Hare and the Tortoise* (see below)

Introduction

- Show the student the picture of the turtle and tell them a little about the giant sea turtles that live in the sea but come out on to the beaches of Pakistan at night to lay their eggs. The turtles can swim very quickly in water, but on land, they move slowly because they are very heavy and have flippers instead of legs. Explain that baby turtles are very small and do not have a hard shell to protect them so, to help them survive, the eggs are collected and kept safe until they hatch and then the baby turtles are returned to the sea.
- Show them a picture of a tortoise and point out that the animals are very similar but the tortoise is a land animal and cannot swim; it has legs instead of flippers but moves very slowly because it is heavy.

Recapitulation

- Tell the students the story of *The Hare and the Tortoise*. Ask them to explain the lesson that the story teaches us.

The Hare and the Tortoise

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," he said. "I challenge any one here to race with me."

The tortoise said quietly, "I accept your challenge."

"That is a good joke," said the hare; "I could dance round you all the way."

"Keep your boasting till you've beaten me," answered the tortoise. "Shall we race?"

So a course was fixed and the race began. The hare darted almost out of sight at once, but soon stopped and, because he knew he would beat the tortoise, he lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise just near the winning-post and could not run in time to win the race.

Then the tortoise said: "Slow and steady wins the race."

Lesson 14

Uu (Student's Book Pages 24–25)

Teaching objectives

- to practise writing the letter **Uu**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Urn*, *Under*, and *up*

Learning outcomes

Students should be able to:

- write the letter **Uu**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Urn*, *Under*, and *up* correctly.

Materials required

pictures of Greek urns if available; an urn shape cut from thin card or paper for each student; coloured pencils or crayons

Introduction

- Show the students the pictures of the urns, or ask them to look at the picture on page 24. Explain that many hundreds of years ago the people in Greece made many urns to store their food and oil, and decorated them with pictures of daily life such as shopping, wrestling, fighting, etc.

Recapitulation

- Give each student a cut-out urn and ask them to draw on it a scene from their daily life, and then colour it. The urns can be displayed in the classroom.

Section 2 : Nn to Zz

Lesson 15

Vv (Student's Book Pages 26–27)

Teaching objectives

- to practise writing the letter **Vv**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Volcano*, *Vase*, and *van*

Learning outcomes

Students should be able to:

- write the letter **Vv**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Volcano*, *Vase*, and *van* correctly.

Materials required

DVD/YouTube clip of a volcanic eruption; materials to make a demonstration volcano (see below);

Making a demonstration volcano

1. Take an empty plastic bottle and fix a cone of paper or card round it to make it look like a volcano.
2. Almost fill the bottle with warm water and a few drops of red food colouring.
3. Add 6 drops of washing-up liquid to the bottle; this helps trap the bubbles produced by the reaction so you get better lava.
4. Add 2 tablespoons of baking soda to the liquid.
5. Slowly pour vinegar into the bottle. Watch out—eruption time!

Notes:

The cool red lava is the result of a chemical reaction between the baking soda and vinegar. In this reaction, carbon dioxide gas is produced, which is also present in real volcanoes. As the carbon dioxide gas is produced, pressure builds up inside the plastic bottle, until the gas bubbles (thanks to the detergent) out of the 'volcano'. Adding a little food colouring will result in red-orange lava. Orange seems to work the best. Add some red, yellow, and even purple for a bright display.

Introduction

- Begin by asking the students to pronounce the letter **v** and make sure that they do so correctly by placing their upper teeth over the lower lip.
- If possible, show them some film of a volcanic eruption. Explain that volcanoes occur when very hot melted rock escapes from deep underground through a hole in the surface of the Earth. They are very dangerous because when they erupt, large rocks, dust, and ash are thrown up into the air, while hot liquid rock runs down the sides of the volcano.

Recapitulation

Show the students the demonstration of the volcano.

Lesson 16

Ww (Student's Book Pages 28–29)

Teaching objectives

- to practise writing the letter **Ww**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Watch*, *Water*, and *wall*

Learning outcomes

Students should be able to:

- write the letter **Ww**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Watch*, *Water*, and *wall* correctly.

Materials required

a variety of watches (it does not matter if they are broken)

Introduction

- Begin by asking the students to pronounce the letter **w** and make sure that they do so correctly by pushing both lips forward as if to blow out a candle.
- Show the students the watches and talk about how watches are used to tell the time. Revise the terms for the face and hands of the watch and the fact that the minute hand is longer than the hour hand, and that it moves more quickly.
- Set one of the watches at different o'clock times and ask the students to tell you the time.

Recapitulation

- Play the game: What's the time Mr. Wolf?
 - One player is chosen to be Mr. Wolf and stands at the opposite end of the play ground from the other players, facing away from them. A call-and-response then takes place: all players except Mr. Wolf chant in unison, "What's the time, Mr Wolf?", and Mr Wolf will then answer in one of two ways:
 - If Mr. Wolf calls a time ending in o'clock, e.g. 3 o'clock, the other players will then take that many steps towards Mr Wolf, counting the steps out loud as they go. They then ask the question again.
 - If Mr. Wolf calls 'Dinner time!' s/he can turn and chase the other players back to their starting point. If Mr. Wolf touches a player, that player becomes the new Mr. Wolf for the next round.

Section 2 : Nn to Zz

Lesson 17

Xx (Student's Book Pages 30–31)

Teaching objectives

- to practise writing the letter **Xx**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Xiasaurus*, *X-ray*, and *taxi*

Learning outcomes

Students should be able to:

- write the letter **Xx**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Xiasaurus*, *X-ray*, and *taxi* correctly.

Materials required

pictures or models of dinosaurs; sets of student cards

Introduction

- Show the students the models or pictures of dinosaurs and talk about some of them. Explain that dinosaurs are now extinct and we only know about them because their bones have been found buried in the earth and fossilised in rocks.

Recapitulation

- Give the students sets of cards and ask them to work in pairs to play one or two of the card games.

Lesson 18

Yy (Student's Book Pages 32–33)

Teaching objectives

- to practise writing the letter **Yy**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Yolk*, *Yoyo*, and *yak*

Learning outcomes

Students should be able to:

- write the letter **Yy**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Yolk*, *Yoyo*, and *yak* correctly.

Materials required

a fresh egg; a plastic bowl or basin; sets of student cards

Introduction

- Ask the students to stand round a table and break the egg into the bowl. Point out the yellow part of the egg that is called the yolk, and the clear part that is called the white because it becomes white when it is cooked.
- Ask the students if they prefer to boiled, fried, poached eggs or omelettes. Explain that eggs are used to make other foods including cakes, and that eggs are a very healthy food.

Recapitulation

- Give the students sets of cards and ask them to work in pairs to play one or two of the card games.

Lesson 19

Zz (Student's Book Pages 34–35)

Teaching objectives

- to practise writing the letter **Zz**
- to revise alphabetical order from **n** to **z**
- to practise writing the words *Zebra*, *Zoo*, and *zip*

Learning outcomes

Students should be able to:

- write the letter **Zz**.
- follow the sequence of letters from **n** to **z** correctly.
- write the words *Zebra*, *Zoo*, and *zip* correctly.

Materials required

pictures of zoo animals, including a zebra; tape/CD/DVD/ YouTube clip of *Daddy's taking us to the zoo tomorrow* or *The animals went in two by two* (see pages 77, 78, and 79 for complete lyrics)

Introduction

- Show the students the pictures of animals and talk about the animals. Ask if any student has been to the zoo and talk a little about the need to be kind to the animals in the zoo and make sure they have enough space and the correct type of food so that they will remain healthy.

Recapitulation

- Teach the students the song *Daddy's taking us to the zoo tomorrow*, or sing *The animals went in two by two*.

Section 2 : Nn to Zz

Lesson 20

Trace the letters and words

(Student's Book Pages 36–37)

Teaching objectives

- to practise writing a set of words beginning with the letters **N** to **Z** by tracing

Learning outcomes

Students should be able to:

- write a set of words beginning with the letters **N** to **Z** by tracing.

Materials required

picture flashcards for the words beginning with **N** to **Z**; coloured pencils or crayons

Introduction

- Show the students the picture flashcards, in any order and ask them to tell you the name of the object shown and the first letter of the word.
- Ask them to write in the air the first letter of the target word.

Student activity

- Ask the students to open their books at pages 36 and 37 and explain that they should write the letters and words by tracing over them.
- Give them a set amount of time to complete the work as neatly and accurately as they can. As they work, monitor their progress and praise all careful work and good effort.

Recapitulation

- Ask the students to draw a small picture of the object next to each of the words they have written.

Lesson 21

This is (Student's Book Pages 38–39)

Teaching objectives

- to practise using and reading the expression *This is a/an ...*
- to practise asking the question *What is this?*
- to practise the response *'It is a /an ...*

Learning outcomes

Students should be able to:

- use the expression *This is a / an ...* .
- use the question *What is this?*
- use the response *It is a / an ...* .

Materials required

a selection of small items

Introduction

- To teach *This is a / an ...* show the students various items and for each of them say, e.g. This is a pencil. This is a ruler. This is a plant. etc. Ask the students to copy you, e.g. they each touch an object and say, 'This is a pencil/ruler/desk, etc.
- Explain to the students that we say *this* when we are talking about items that we can touch or are close to us.
- To teach *What is this?* pick up classroom items, ask the question, and teach the response *It is a/ an* .
- Write the question *What is this?* and the phrase *It is* on the board and help the students to read them.

Student activity

- Ask the students to open their books at pages 38 and 39 and help them to read the questions and answers.

Recapitulation

- Ask the students to work in pairs to use the target language to ask and answer questions about different classroom objects. As they practise, move around, listen, and give any help required.

Lesson 22

That is (Student's Book Pages 40–41)

Teaching objectives

- to practise using and reading the expression '*That is a /an*'

Learning outcomes

Students should be able to:

- use and read the expression *That is a/an* .

Materials required

none

Section 2 : Nn to Zz

Introduction

- Point to the light, and ask, 'What is that?' and encourage the students to reply, 'It is a light.' Point to the door and other objects that are some distance away from you and repeat the question and answer exchange.
- Explain that we use *that* to ask or talk about objects that are too far away for us to touch.
- Ask them to point to, e.g. the ceiling, and ask the question.
- Write the question: *What is that?* and the phrase: *That is* on the board and help the students to read them.

Student activity

- Ask the students to open their books at pages 40 and 41. Look at the pictures and elicit that all of the objects shown are too far away to touch, so we say *that*.
- Read through the questions and answers with the students.

Recapitulation

- Ask the students to work in pairs to use the target language to ask and answer questions about objects they can see but not touch. As they practise, move around, listen and give any help required.

Lesson 23

What is this?/that? (Student's Book Pages 42–43)

Teaching objectives

- to help students write answers to the questions *What is this?* and *What is that?*
- to practise using *this* and *that* correctly to answer questions

Learning outcomes

Students should be able to:

- write answers to the questions *What is this?* and *What is that?*
- use *this* and *that* correctly to answer questions.

Materials required

10 –12 small objects on a tray; a cloth to cover the tray

Introduction

- Practise the use of *What is this/that?* and *It is a/That is a*, by asking questions about different objects in the classroom as you touch some and point to others.
- Ask the students to explain when they should use *this* and when they should use *that*.

- Write the phrases *It is a...* and *That is a....* on the board and help the students to read them.

Student activity

- Ask the students to open their books at pages 42 and 43. Look at each picture in turn and ask the students to answer the questions orally.
- Explain the writing tasks and give them a set amount of time to complete them. Check their progress as they work and praise good effort and neat work.

Recapitulation

- Place the tray of objects on a table and ask the students to stand round the table so that they can see them. Pick up each item in turn and ask, 'What's this?' and encourage the students to say, e.g. 'It is a mug / pencil / pair of scissors, etc.'
- Return all the items to the tray; stand a little further back and point to each of them, asking the question, 'What is that?'. Encourage the students to reply 'That is a marker / spoon, etc. Explain that you are going to give the students two minutes to look at the items and try to remember them all. After two minutes, cover the tray with the cloth and ask the students to tell you what was on the tray. This can be done as a whole class activity or the students can work in small groups to compile an oral list.

Lesson 24

I am / You are (Student's Book Pages 44–47)

Teaching objectives

- to practise using *I am* to talk about oneself
- to practise using *You are* to refer to a second person
- to practise writing *I am* and *You are*
- to explain the use of *my* and *your*

Learning outcomes

Students should be able to:

- use *I am* to talk about him/herself.
- use *You are* to refer to a second person.
- write *I am* and *You are* correctly.
- use *my* and *your* correctly.

Materials required

none

Section 2 : Nn to Zz

Introduction

- Point to yourself and say, 'I am (your name).' Ask a student to copy your words but substitute their own name for yours, e.g. 'I am Sameena.' Ask each student in turn to repeat the phrase with his/her own name.
- Point to yourself and then a student as you say, 'I am (your name). You are Sameena.'
- Ask Sameena to copy you but point to herself and then a second student, e.g. 'I am Sameena. You are Ibrahim.' Continue to drill the phrases round the class until the last student points to him / herself and then you and says, 'I am (name). You are (teacher's name).'
- Now repeat the drill using the words 'I am a teacher. You are a girl/boy'.
- Write the phrases *I am* and *You are* on the board and teach the students to read them.
- To teach *my* and *your*, pick up a book, hold it close to you, and say, 'This is my book.' Touch a student's book and say 'That is your book.' Repeat the phrases *my book* and *your book* as you touch each of the books. Drill *my book* and *your book* round the class as students touch their own book and then the book of the person sitting next to or behind them.

Student activity

- Ask the students to open their books at page 44 and help them to read the sentences. Ask the students to tell you what Umer is saying to Hina, and help them to write the missing words.
- Ask the students to look at page 45 and read the teacher's words. Look at the lower part of the page and ask the students to tell you what the boy is saying to his teacher. Help them to write the words.
- Ask the students to look at the picture of the Haq family on page 46 and read the names of the family members. Explain that Mr. is the way to write Mister and is the term used for a man; explain that Mrs. is the way to write missus and is used for a married woman. Work through the exercises together. Identify the speaker each time and help the students to complete the tasks.

Recapitulation

- Play a game to practise I am and You are:
 - Ask the students to stand in a circle and explain that each student must make three statements: first they must turn to the person on their right and say, e.g. You are Ali. You are a boy.' then they must point to themselves and say, e.g. 'I am Faisal. I am a boy.' finally they must turn to the person on their left and say, e.g. 'You are Farida. You are a girl.'
 - Farida then takes a turn, beginning by turning to Ali, who will be on her right, etc.
 - All students in the circle should take a turn to say the three pairs of sentences.

Lesson 25**He / She** (Student's Book Pages 48–49)**Teaching objectives**

- to explain the use of *he* and *she*
- to practise using *he* and *she*
- to practise writing *he* and *she*

Learning outcomes

Students should be able to:

- use *he* and *she* correctly.
- write *he* and *she* correctly.

Materials required

a set of pictures of men and women, boys and girls taken from magazines, newspapers, internet, etc.; mini-whiteboards, markers and erasers

Introduction

- Ask a boy student to stand up, point to him and say 'He is (name). He is a boy. He is a student. He is a good boy.' As you say the sentences a second time, ask the students to repeat them one at a time.
- Ask the students to sit down and ask a girl to stand up. Point to her and say 'She is (name). She is a girl. She is a student. She is a good girl.' Ask the students to repeat the sentences as you say them a second time.
- Walk around the classroom and touch or point to each student; as you do, ask all the students to say either, e.g. 'Ali; boy; he...' or, e.g. 'Farida; girl; she...' depending on the gender of the student.
- Draw on the board a simple boy and girl and write below them the words He/he and She/she; explain that if the word is written at the start of the sentence it must be written with a capital letter.

Student activity

- Ask the students to look at the picture of the Haq family on page 46 and say either he or she as they point to each member of the family.
- Ask them to turn to page 48. Look at each picture in turn and elicit whether the person is male or female. Read the sentences and ask the students to supply the missing pronoun orally, and then in writing.

Recapitulation

- Give each student a whiteboard, marker, and eraser. Use the pictures you have collected, and explain that you are going to show them a picture of a person. They must decide whether the person is he or she, write the correct word on their whiteboard and hold it up for you to see.

Section 2 : Nn to Zz

Lesson 26

Reading (Student's Book Pages 50–51)

Teaching objectives

- to help students read two nursery rhymes

Learning outcomes

Students should be able to:

- read two nursery rhymes.

Materials required

tape/CD/DVD/YouTube clip of *Incey wincey spider* and *Little Miss Muffet*

Introduction

- Write on the board *Incey wincey spider* and explain that it is the title of a song and that is why the words all begin with capital letters. Point out the word spider and help the students to sight read it.

Student activity

- Ask the students to open their books at page 50 and follow the words as you read the rhyme to them.
- Ask them if they can see any words they recognize (the, up, and, sun, spider, etc.).
- Teach them to sight read the rhyme, one line at a time.
- Teach Little Miss Muffet in the same way.

Recapitulation

Sing the two songs.

Lesson 27

Match the words to the boxes

(Student's Book Pages 52–53)

Teaching objectives

- to help students identify words by shapes
- to help students match words to given shapes

Learning outcomes

Students should be able to:

- identify words by shapes.
- to help students match words to given shapes.

Materials required

tape/CD/DVD/YouTube clip of *Incey wincey spider* and *Little Miss Muffet*

Introduction

- Write on the board a word such as *car* and ask the students to read it. Draw a box around it and erase the word, leaving only the outline of the box. Do the same for the words *cat* and *cap*.
- Write the three words at the top of the board and ask the students to look at the three boxes and tell you which word fits inside which box. Encourage the students to refer to the shapes of the final letters when they explain their choices.
- Repeat this activity with three different words such as *fan*, *man*, and *pan*.

Student activity

- Ask the students to open their books at page 52. Ask them to look at the words in the box and help them to read them.
- Ask them to look at the first completed shape and elicit that it is a set of five boxes and the final one is for a letter that is written with a stroke below the line; *incey* is the only given word that will fit that space.
- Examine the second example in the same way and put lines through the words *incey* and *Down* in the word box at the top of the page.
- Look at the next shape and elicit that it is for a four-letter word and none of the letters has strokes above or below the line. Ask them to find a suitable word from the word box (*rain* or *came*) and write it in the box.
- If they appear confident, give them a set amount of time to complete the work on the page before checking their work as a class. Provide any assistance necessary on an individual basis.
- Ask the students to look at page 53 and complete the work in the same way.

Recapitulation

Sing the songs again.

Lesson 28

Words that rhyme (Student's Book Pages 54–55)

Teaching objectives

- to introduce the concept of rhyming words
- to help the students identify aurally words that rhyme

Section 2 : Nn to Zz

Learning outcomes

Students should be able to:

- say a word that rhymes with a given word.
- identify rhyming words aurally.

Materials required

coloured pencils or crayons; 5 or 6 large sheets of paper and markers

Introduction

- Ask the students to listen carefully as you say two words that rhyme, e.g. *man* and *pan*.
- Repeat the words very clearly two or three times and elicit that the two words sound alike. Explain that when two words sound alike, we say they rhyme.
- Write the two words on the board and ask the students to suggest any other words that rhyme with *man* and *pan* (*ran, can, tan, fan, ban, Dan, nan, van*). Write all their correct suggestions beneath the first two words and explain that all those words rhyme with each other.
- Repeat this with two other starter words, e.g. *hen* and *pen*.

Student activity

- Ask the students to open their books at pages 54 and 55 and work through the first two exercises together.
- Explain the task and give them a set amount of time to complete the work before checking their answers as a class.

Recapitulation

- Ask the students to work in small groups and give each group a large sheet of paper and a marker pen. Explain that you are going to say a word and they should write down as many words that rhyme with it as they can think of. Give them a set amount of time before checking their work to see which team has the most words. (At this stage accept nonsense words as long as they rhyme.)
- Repeat this with other starter words.

Lesson 29**Rhyming noughts and crosses**

(Student's Book Pages 56–57)

Teaching objectives

- to help students identify a set of three rhyming words

Learning outcomes

Students should be able to:

- identify a set of three rhyming words.

Materials required

a grid of words like those shown on pages 56 and 57 drawn on a large sheet of paper; Blotak or similar adhesive material; a soft ball

Introduction

- Revise rhyming words by saying a word, e.g. bat, and asking students to tell you words that rhyme with it (cat, fat, hat, mat, pat, rat, sat, vat).
- Fix the grid you have prepared on the board and, leaving the rhyming row until last, show the students to look at the horizontal, vertical and diagonal rows of words in order to find one in which all the words rhyme, and then draw a line through the words.

Student activity

- Ask the students to open their books at pages 56 and 57. Explain the task and ask the students to work in pairs to complete the task. Give them a set amount of time and check their progress as they work before checking their answers as a class.

Recapitulation

- Play the ball game to practise rhyming words; start with the ball and say a word. Throw the ball to a student who must catch the ball and say a word that rhymes with your starter word and then throw the ball to another student who must catch the ball and say another word. If any student drops the ball, or repeats a word that has already been said, they should sit down for one minute before rejoining the game. Let the students say four or five rhyming words before changing the starter word.

Songs Section I: Aa to Mm Join the Dots

1. Pussy cat, pussy cat, where have you been?

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

2. Three little kittens had lost their mittens

Three little kittens had lost their mittens, and they began to cry,
"Oh mother dear, we sadly fear that we have lost our mittens."
"What! Lost your mittens, you naughty kittens!
Then you shall have no pie."
"Meeow, meeow, meeow, now we shall have no pie."

The three little kittens they found their mittens,
And they began to cry,
"Oh mother dear, see here, see here
For we have found our mittens."
"Put on your mittens, you silly kittens
And you shall have some pie"
"Meeow, meeow, meeow,
Now let us have some pie."

3. Miss Polly had a dolly

Miss Polly had a dolly
Who was sick, sick, sick,
So she called for the doctor
To be quick, quick, quick;
The doctor came
With his bag and his hat,
And he knocked at 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 out a paper
For a pill, pill, pill,
"That'll make her better,
Yes it will, will, will!"

4. Five little speckled frogs

Five little speckled frogs
Sat on a speckled log
Eating some most delicious grubs - yum, yum
One jumped into the pool
Where it was nice and cool
Now there are four green speckled frogs - glub, glub.

Four little speckled frogs
Sat on a speckled log
Eating some most delicious grubs - yum, yum
One jumped into the pool
Where it was nice and cool
Now there are three green speckled frogs - glub, glub.

Three little speckled frogs
Sat on a speckled log
Eating some most delicious grubs - yum, yum
One jumped into the pool
Where it was nice and cool
Now there are two green speckled frogs - glub, glub.

Two little speckled frogs
Sat on a speckled log
Eating some most delicious grubs - yum, yum
One jumped into the pool
Where it was nice and cool
Now there are one green speckled frogs- glub, glub.

One little speckled frog
Sat on a speckled log
Eating some most delicious grubs - yum, yum
One jumped into the pool
Where it was nice and cool
Now there are no green speckled frogs - glub, glub.

5. Goosey, goosey gander

Goosey Goosey Gander where shall I wander,
Upstairs, downstairs and in my lady's chamber
There I met an old man who wouldn't say his prayers,
I took him by the left leg and threw him down the stairs.

Songs Aa to Mm

6. Old King Cole

Old King Cole was a merry old soul, and a merry old soul was he;
He called for his pipe in the middle of the night
And he called for his fiddlers three.
Every fiddler had a fine fiddle, and a very fine fiddle had he;
Oh there's none so rare as can compare
With King Cole and his fiddlers three.

7. Oranges and lemons

"Oranges and lemons" say the Bells of St. Clement's
"You owe me five farthings" say the Bells of St. Martin's
"When will you pay me?" say the Bells of Old Bailey
"When I grow rich" say the Bells of Shoreditch
"When will that be?" say the Bells of Stepney
"I do not know" say the Great Bells of Bow

Songs for Nn to Zz Join the Dots

1. Apples and bananas

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

Now change the vowel sound to A:

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

Now change the vowel sound to E:

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

Now change the vowel sound to I:

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

Now change the vowel sound to O:

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

2. The bear went over the mountain

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.

And what do you think he saw?
And what do you think he saw?

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

So what do you think he did?
So what do you think he did?

He climbed back over the mountain,
He climbed back over the mountain,

He climbed back over the mountain,
To see what he could see.

And what do you think he saw?
And what do you think he saw?

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

So what do you think he did?
So what do you think he did?
(repeat as many times as you wish)

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. Lavender's blue, dilly, dilly

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

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

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

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

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

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,
 How I wonder what you are!

When the blazing sun is gone,
 When there's nothing he shines upon,
 Then you show your little light,
 Twinkle, twinkle, through the night.
 Twinkle, twinkle, little star,
 How I wonder what you are!

6. Daddy's taking us to the zoo tomorrow

Daddy's taking us to the zoo tomorrow,
 Zoo tomorrow, zoo tomorrow;
 Daddy's taking us to the zoo tomorrow,
 We can stay all day.

[Chorus:]

We're going to the zoo, zoo, zoo;

How about you, you, you?

You can come too, too, too.

We're going to the zoo, zoo, zoo.

See the elephant with the long trunk swingin',

Great big ears and long trunk swingin',

Snuffin' up peanuts with the long trunk swingin';

We can stay all day.

[Chorus:]

See all the monkeys scritch scritch scratchin',
Jumpin' all around and scritch scritch scratchin',
Hangin' by their long tails scritch scritch scratchin';
We can stay all day.

[Chorus:]

Big black bear, all a huff huff a-puffin';
Coat's too heavy, he's huff huff a-puffin',
Don't get too near the huff huff a-puffin',
Or you won't stay all day.

[Chorus:]

Seals in the pool all honk honk honkin',
Catchin' fish and honk honk honkin',
Little seals honk honk honkin'; (*high pitched voice*)
We can stay all day.

[Chorus:]

(Slower tempo)

We stayed all day and we're gettin' sleepy,
Sittin' in the car gettin' sleep sleep sleepy,
Home already and we're sleep sleep sleepy,
We have stayed all day.

[Chorus: (alternate)]

We've been to the zoo, zoo, zoo;
So have you, you, you.
You came too, too, too,
We're been to the zoo, zoo, zoo.

Momma's taking us to the zoo tomorrow,
Zoo tomorrow, zoo tomorrow;
Momma's taking us to the zoo tomorrow,
We can stay all day.

[Chorus:]

7. 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.

