

Letterfun

Teacher's Book

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Letterfun

Teacher's Edition

Elizabeth Gray - Virginia Evans



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Introduction

► Description

Letterfun is a starter book, which introduces children to the English alphabet. It accompanies the **Set Sail!** course but can also be used independently or with any other early primary (nursery) or primary (junior) course.

Letterfun is designed so that children are exposed to the English alphabet gradually and meaningfully as children learn the letters phonetically and through everyday words. Their literacy in English develops as the tasks progress from pre-reading and pre-writing to more systematic, yet communicative ones, encouraging children to talk and interact with their peers, think in English and do different kinds of activities, making use at the same time of their powers of fantasy.

Letterfun begins with some motor-skill practice. This stage will help children learn the skills and concepts that form the basis of literacy (i.e. pen-to-paper control, left-to-right movement across the page, etc).

In the following stage children will learn letter shape recognition and the sounds of individual letters. Each letter is reinforced with a word associated with the letter and its sound.

e.g. c-*cat*. In this way, the letters and their sounds are committed to the children's long-term memory.

Once children become familiar with the individual letter sounds, they are then presented with the letter blends (i.e. sh, ch, th, ph). This focuses children's attention on the differences in sound when two letters are joined.

e.g. t /t/ - h /h/ **but** th /θ/ or /ð/

The next stage concentrates on rhyming words. e.g. *cake-snake*. Children are given the opportunity to explore and play with the sounds of words whilst at the same time improving both reading and speaking skills.

Towards the end of the book the letters are presented in both upper and lower case. Children are also able to pronounce the letters both phonetically and in the way they are said in the alphabet. e.g. a /æ/, /eɪ/

Letterfun ends with *Now I know*, a consolidation lesson.

Letterfun comprises 23 lessons. Each lesson can be taught in fifty minutes. However, this schedule may vary depending on the age range and individual needs of a group. The teacher is strongly advised to modify the lesson according to the special needs and age of his/her group of children.

► Components

- The **Pupil's book** presents the new letters in a clear and enjoyable way. Children first trace over them, using arrows as a guide. The new letters are then reinforced through the teaching of simple, everyday words. A variety of functional exercises, songs and games help children practise the new letters/words in an interesting way. The words and songs are on CD or cassette. The Pupil's book includes **stickers** and **picture word cards**.

a) **Stickers**: in every lesson children are asked to use stickers as part of an activity consolidating the newly presented words. In this way, children associate themselves with the new language and incorporate it into their own world.

In addition, there are some **reward stickers** whose aim is to give children a sense of achievement and satisfaction. Teachers are advised to use them throughout the course and whenever they feel that the children should be praised (which is all the time!). For instance, when children complete the writing of the letters in a lesson, teachers could reward them by telling them to use one of the reward stickers to decorate that page. Young learners' effort is then fully appreciated and, thus, rewarded.

b) **Picture word cards**: The picture word cards are at the back of the pupil's book for children to cut out and store in an envelope. They are replicas of the words presented in the pupil's book. During the first lesson, spend some time guiding your young learners to cut them out and put them in an envelope (provide some envelopes if necessary). Explain to them that they should always have this envelope with them. The teacher's book provides many suggestions for using these picture word cards in a wide variety of drills and activities. You can also use the picture word cards to revise and consolidate the words taught in previous lessons.

eg. Teacher holds up a picture flashcard and asks children to find the corresponding picture word card from their set. They can be asked to look either at the illustrated side or at the other side with the word on it (for ideas on how to use the picture word cards see **Games for Young Learners**).

- The **Teacher's book** provides step-by-step lesson plans. Each lesson plan provides detailed suggestions for presenting, practising and



consolidating the new letters and their respective words. There are also further extension activities and games making the teacher's book a complete and comprehensive guide to teaching young learners. The fact that it is interleaved makes it easier to be used in a classroom.

Note: The language necessary for each lesson has been divided into **Pupil language** and **Teacher language**. Pupil language comprises the sounds, words and patterns that we expect children to use **actively**. On the other hand, the Teacher language is the patterns and words to be used by the teacher only, without expecting children to reproduce it. Children are only expected to understand what their teacher is saying, building at the same time their passive knowledge of the English language.

- The **Picture Flashcards** include all the pictures necessary for the presentation and revision of the words in each lesson. In each lesson plan there are suggestions for further use of the picture flashcards in group or class games/activities.
- The **CD or Cassette** includes the words and the songs presented in the pupil's book. Children can use the songs for home study, too, providing an excellent opportunity to improve their intonation and maintain their interest in the foreign language.
- The **Video Cassette** reinforces the book, attracting children's attention and making learning an enjoyable activity.
- The **Alphabet Poster** accompanies the book and can be used by the teacher to present, practise and/or consolidate the English letters.

▶▶ *Typical Lesson Features*

The teaching of English should resemble the natural acquisition of the mother tongue: children learn in their native language through having fun and have fun through learning! They pick up sounds and, later on, words to be able to communicate in their social environment. The conditions in our classrooms should promote learning as such. Thus, each lesson follows the next steps:

▶▶ *Beginning the lesson*

This is an integral part of a lesson as children get the chance to communicate with their teacher and their classmates. The teacher is also given the opportunity to greet the children and create a friendly environment as well as review what the children have learned from the previous lessons. Within this step the teacher is expected to do the following things:

- a) Greet the class cheerfully. It is a perfect opportunity for the children to learn to greet in the target language. At the same time, children feel comfortable as they do not feel that they are

being tested on something from the very beginning of the lesson.

- b) Revise the letter and/or words taught in the previous lesson. This should not be a formal check of homework! The teacher plays a game using visual aids (picture flashcards, picture word cards) or realia, miming, etc., as a means of ensuring the children's progress in the English language.
- c) Play the song from the previous lesson. Our objective here is primarily to amuse the children. Meanwhile, the children practise the new words as well as improve their pronunciation while singing as they concentrate on sound (how the words are sung) rather than meaning (what the words actually mean).

▶▶ *Presentation & Practice*

The teacher should present and practise the new letters/words in a clear and enjoyable way. A child's attention span is very short so the need for a variety of tasks arises. The best way to hold their attention is by changing activities every five to ten minutes. However, children tend to love what is familiar. Thus, you should let a favourite activity go on as long as the children feel like it. What may seem boring or repetitive to adults is not necessarily the case for children. The *Presentation and Practice* step suggests how to present and exploit the new letters/words:

- a) **Picture Flashcards:** These illustrate the words, which contain the letter sounds to be taught. The teacher uses them to present the new letters/words and drill children. The choral repetition of words ensures that all the children, shy or not, will say the new letters/words, giving the teacher an excellent opportunity to correct any pronunciation problems while giving the children a sense of security before they say the letters/words individually.
- b) **Visual Aids:** Along with the picture flashcards, the respective pictures in the pupil's books are used for picture discussion for further practice of the new letters/words.
- c) **Songs/Rhymes:** The majority of the songs are traditional rhymes set to music. Traditional songs/rhymes have a rich language, which develop children's vocabulary and their understanding of the surroundings. Language in the form of songs and rhymes is more likely to be retained by children. In addition, the new letters/words are repeated many times while children have fun!

▶▶ *Ending the lesson*

The lesson should always finish on a high note. Children should perceive learning as fun. They will be taught more formally in later years. Our main objective is to infuse them with a sense of happiness and fulfilment. Consequently, *Ending the lesson* involves:



a) **Games:** The educational value of games is that children are motivated to learn the English language naturally while having fun. Games are also important because at this age the sense of being in a social group and obeying rules are not yet fully developed. Thus games promote social skills.

b) **Kids' Corner:** These are extra optional activities which can be done at the beginning or at the end of a lesson (specifications are given in each lesson plan). These are intended to make the new language more personal. By decorating their classroom with their own work, children get a feeling of satisfaction and achievement. Therefore, it is suggested you make a *Kids' Corner* somewhere in the classroom where children can put the things they create.

▶▶ Homework

Children at this level are too young to be assigned any homework. The presentation, practice and consolidation of the new language should take place in the classroom. Therefore, the teacher is strongly advised to recycle everything learned on a regular basis. However, if you feel that your young learners can cope with some homework, you can assign some words for copy and dictation each time.

Note: The importance of copying lies in the fact that children practise putting individual letters together to form a complete word whilst perfecting their handwriting skills. In addition, learning a word or two for dictation enables children to remember words as well as improve their spelling.

▶▶ The use of mother tongue

Sometimes, especially at the beginning of an early primary course, the use of mother tongue in a language classroom is unavoidable for a number of reasons. First of all, young learners feel secure as they are given some time to adjust themselves to their new environment, the language classroom. Furthermore, instructions of games and other activities are easier and faster to explain in L1.

▶▶ How to avoid using mother tongue

A teacher can employ various means of getting his/her message across without using L1:

a) **Gestures/miming:** Children always use body language to express themselves. Take advantage of this by accompanying instructions with gestures, actions and mime to show what you want them to do and/or the meaning of a word.

b) **Pictures/realia:** Another powerful way of getting the message across is by using pictures, realia and other visual aids. Do not forget that a picture is worth a thousand words!

Our objective here is to instil confidence in the children and, thus, gradually enable them to listen to and speak as much English as possible!

▶▶ Songs and rhymes in the language classroom

The importance of songs and rhymes in language learning is not to be underestimated. Their rich language enables young learners' long-term memory to develop and, thus, language is retained by children. We all remember traditional songs and rhymes from our mother tongue and we see children "perform" short plays in our daily encounter with them. Here are some ways to "animate" the songs:

a) **TPR Activities:** Have children standing up, in a circle preferably. Play the song once and demonstrate the actions. Play the song again. Invite children to do the actions.

b) **Using prompts:** Every lesson concludes with a song consolidating the words of the lesson. Consequently, you can prepare some word cards or use picture flashcards or other realia and hand them out. Explain to children that they are to show their word card, picture, etc everytime they hear it in the song. Play the song. Children listen and do the activity.

c) **Short plays:** All songs have got a plot and teachers are strongly advised to "put on" short plays, creating a pleasant environment for the children. eg. In the queen - king lesson (p. 26-27), the teacher can prepare costumes of a queen, king and Jack. The rest of the class can be the narrator/chorus. Invite the three main characters to come to the front and demonstrate how to perform the short play.

eg. "Hello, how are you?" (*teacher and queen*)
said the Queen of Hearts. (*teacher and the rest of class*)
"I'm fine, I'm fine!" (*teacher and Jack*)
said Jack. (*teacher and the rest of the class*)
"Let's sing! Let's sing!" (*teacher and queen*)
said the queen to the king (*teacher and the rest of the class*)
And then Jack said (*teacher and the rest of the class*)
"Good luck!" (*teacher and Jack*)

Go through the song with them as many times as you feel it's necessary for the children to learn their roles. Then, the children can perform on their own.

These are just a few suggestions on how to use songs in the language classroom. Be as inventive as you can since children love performing!

▶▶ Games for young learners

The educational value of games has already been explained. Here is a list of the most popular games we have used in this course:



- a) **Ice breakers:** These games, as the term implies, are meant to break the ice, to make children feel at ease and get to know one another.
- i) **Introduce yourself:** Have children move around the class while music is playing. When the music stops, they have to find a partner and introduce themselves.
- ii) **Soft ball game:** Bring in a soft ball. Children are in a circle. They throw the ball to one another. Whoever receives the ball has to say "Hello" to the person who threw it to them.
- iii) Children sit in a circle. In the centre of the circle is a blindfolded child. The other children take it in turns to say "Hello, (Alex)" to the blindfolded child. (Alex) has to guess who's speaking. A correct guess means it is the other child's turn to be blindfolded.
- b) **Musical letters:** Children sit in a circle. Give some of the children some picture flashcards/picture word cards. Play some music. While the music is playing, children pass the FCs/picture word cards around. When the music stops, the children holding a FC/picture word card must tell the teacher what it is.
- c) **Kim's game:** Use six picture flashcards or word cards. Pin them up on the board. Children look at them for some time (eg. one minute). Remove one while they have their eyes closed. Then, children open their eyes and tell you which one is missing.
- d) **Bingo:** Prepare some Bingo cards with the words you want to practise and distribute to children. Provide small pieces of paper to cover the words. Say the words or show pictures and children cover the words on their Bingo cards. The winner is the first child whose card is covered and who shouts "BINGO!".
- e) **Snap:** In pairs, children take out their sets of picture word cards. Ask them to shuffle their cards and share them out equally, face down. The children take it in turns to turn over a card and put it in the centre of the table. When two identical cards have been turned over, one after the other, the first child to shout "SNAP" or the word on the card gets all the cards from the centre.
- f) **Simon says:** Children carry out the commands of the teacher only if they are preceded by *Simon Says*.

Along with the above games there are more in the *Kids' Corner* of every lesson which will help create a pleasant atmosphere in the language classroom.

Throughout the book the following symbols have been used:



Listen and repeat.



Writing Activity



Listen and repeat. Then, write.



Colour



Chant



Say



Stickers



Listen and look.



Listen and stick.



Contents

Lesson	Aim	Pupil Language	Teacher Language
Follow me!	Practising pre-writing skills	Hello, Goodbye, I'm...	Open your books. Close your books. Thank you.
Follow me!	Practising pre-writing skills	Hello, Goodbye, I'm...	Open your books. Close your books. Thank you.
My letters!	Introducing letter sounds a - h	Hello, Goodbye, letter sounds (a-h) I'm...	Open your books. Close your books.
My letters!	Introducing letter sounds i - q	Hello, Goodbye, letter sounds (i-q) (It's) Maria!	Open your books. Close your books.
My letters!	Introducing letter sounds r - z	Hello, Goodbye, letter sounds (r-z)	Open your books. Close your books.
Motor-skill practice	Consolidating motor skills	Hello, Goodbye, red, yellow, blue, green, Come in	Open your books. Close your books. What colour is this? Thank you.
cat, dog	Teaching the letters c, a, t, d, o, g & the words cat, dog	Hello, Goodbye, red, yellow, blue, green, cat, dog	Open your books. Close your books. What colour is this? What's this? Good morning...
hen, egg, hat	Teaching the letters h, e, n & the words hen, egg, hat	Hello, Goodbye, hen, egg, hat, cat, dog, yes, no	Open your books. Close your books. What's this? What colour is it? Is this a...?
bell, well, vest	Teaching the letters b, l, w, v, s & the words bell, well, vest	Hello, Goodbye, bell, well, vest	Open your books. Close your books. What colour is this? What's this?
fox, box, zip	Teaching the letters f, x, z, i, p & the words fox, box, zip	Hello, Goodbye, fox, box, zip cat, dog, hen, egg, hat, bell, well, vest	Open your books. Close your books. What colour is this? What's this?
jug, mug, jam	Teaching the letters j, m, u & the words jug, mug, jam	jug, mug, jam, cat, dog, hen, egg, hat, bell, well, vest, fox, box, zip	Open your books. Close your books. What colour is it? What's this?
yoyo, pony, star	Teaching the letters y, r & the words yoyo, pony, star	yoyo, pony, star, words taught so far	Open your books. Close your books. What's this? What colour is this?



Lesson	Aim	Pupil Language	Teacher Language
queen, king	Teaching the letters qu, k & the words queen, king	king, queen	Open your books. Close your books. What's this?
My numbers!	Teaching the numbers 1-10	1-10, words from the previous lessons	Open your books. Close your books. What's this? How many?
sheep, fish, ship	Teaching the sound sh /ʃ/ & the words sheep, fish, ship	sheep, fish, ship star, hen, vest, queen, pin, 1-10	Open your books. Close your books. What colour is this? What's this? How many? Clap your hands. Crouch down. Stand on one leg.
chick, cheese	Teaching the sound ch /tʃ/ & the words chick, cheese	chick, cheese, lamp, jug, bed, box, cat, hen, fish	Open your books. Close your books. What's this?
thumb, thimble	Teaching the sound th /θ/, /ð/ & the words thumb, thimble, the, this	thumb, thimble	Open your books. Close your books. What's this? What colour is it? Where's the thumb? Thumbs up. Thumbs down. Classroom commands.
photo, dolphin	Teaching the sound ph /f/ & the words photo, dolphin	photo, dolphin	Open your books. Close your books. What's this? What colour is this?
Rhyme time I	Teaching rhyming words: cake-snake, pine-line, mole-hole	cake, snake, pine, line, mole, hole (It's) Anne's.	Open your books. Close your books. What colour is this? What's this? Whose cake is this?
Rhyme time II	Teaching rhyming words: sea-tea, rain-train	sea, tea, rain, train	Open your books. Close your books. What's this?
Rhyme time III	Teaching rhyming words: boat-coat-goat, words from previous lessons, 1-10	boat, coat, goat, words from the previous lessons, 1-10, Put on your hat. Put on your coat.	Open your books. Close your books. What's this? How many?
Big and small!	Teaching the Upper Case & letters in alphabetical order (A-M)	words from the previous lessons	Open your books. Close your books. What's this?
Big and small!	Teaching the Upper Case & letters in alphabetical order (N-Z)	words from the previous lessons	Open your books. Close your books. What's this?
Now I know!	Consolidation	words from the previous lessons	Open your books. Close your books. What colour is this? What's this?



Follow me!

Aim: Practising pre-writing skills

Pupil language: Hello - Goodbye - I'm...

Teacher language: Open your books. - Close your books. - Thank you.

- 4 Encourage children to make the sound that the animals on page two make. Then, mime and say: "Listen and look!" Play the cassette. Children listen to the sounds of the animals and look at the pictures.

▶▶ Beginning the lesson

(Activities to introduce yourself and greet the children.)

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down. When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: "Hello, I'm (Mrs Rich)." Say "Hello" again. Children repeat, chorally and individually.
- 2 Stand in front of a child and introduce yourself. Mime and say: "I'm (Mrs Rich)." Point to the child and mime asking for his/her name. The child responds with his/her name e.g. (Gary). Model the response, e.g. "I'm (Gary)." Do the same for the rest of the class. As children say their names, write them down in English on a piece of folded card and leave it on their desk so that you can see it from the front of the classroom. Repeat the process by introducing yourself first and waiting for their response.

e.g. Teacher: Hello, I'm (Mrs Rich).
Child: Hello, I'm (Gary), etc.

▶▶ Presentation & Practice

Page 2

- 3 Draw a large 2 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page two!"



Listen and look.

(An activity to attract children's attention.)





Look and write.



Kids' Corner

(An activity to practise pre-writing skills.)

- 5 Explain the task to the children. Tell them that they have to continue the lines to reach the animals. Give children some time to do so. Go around the class, providing any necessary help. The importance of this task lies in the fact that children start to make shapes that will help them with the formation of the letters later on.

▶▶ Ending the lesson

(An activity to review pre-writing skills.)

- 6 Provide a sheet of paper for each child. Ask them to draw the lines they can see on page 2, using different colour pencils.
- 7 Pretend to be leaving the classroom and say: "Goodbye." Encourage children to repeat, chorally and individually.
- 8 Children leave the class after handing over the sheets of paper and saying goodbye. Respond by thanking them in English.

Note: You should pin up their drawings around the classroom so that they can see them the next lesson. This will give them a feeling of satisfaction and achievement.

- 1 Children use plasticine to make shapes of the lines they see in their books. Alternatively, you can draw the lines on the board for children to copy using their plasticine.

(This activity could be done at the end of the lesson.)

- 2 Have children move around the class while music is playing. When the music stops, they have to find a partner and introduce themselves. Demonstrate this yourself with a child.

(This activity, as all "ice breakers", is ideal to start your lesson with after you have shown them how to introduce themselves, in steps 1 & 2.)



Follow me!

Aim: Practising pre-writing skills

Pupil language: Hello - Goodbye - I'm...

Teacher language: Open your books. - Close your books. - Thank you.



Listen and look.

(An activity to attract children's attention.)

▶▶ Beginning the lesson

(Activities to introduce yourself and greet the children.)

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down. When everyone is seated, write your name on the board and introduce yourself to the class. Point to your name on the board and to yourself and say: "Hello, I'm (Mrs Rich)."
- 2 Stand in front of a child and introduce yourself. Mime and say: "I'm (Mrs Rich)." Point to the child and mime asking for his/her name. The child responds with his/her name e.g. (Gary). Model the response, e.g. "I'm (Gary)." Do the same for the rest of the class. Repeat the process by introducing yourself first and waiting for their response.

e.g. Teacher: Hello, I'm (Mrs Rich).

Child: Hello, I'm (Gary), etc.

Note: Children's long-term memory is not fully developed. Therefore, it is essential we repeat the introduction stage again and again until children can use greetings efficiently.

▶▶ Presentation & Practice

Page 4

- 3 Draw a large 4 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page four!"





Look and write.

(An activity to practise pre-writing skills.)

- 5 Explain the task to the children. Tell them that they have to continue the lines to reach the animals. Give children some time to do so. Go around the class, providing any necessary help.

▶▶ Ending the lesson

(An activity to review pre-writing skills.)

- 6 Provide a sheet of paper for each child. Ask children to draw and colour any of the animals on page 4.

(This activity enables children to master pen-to-paper control.)

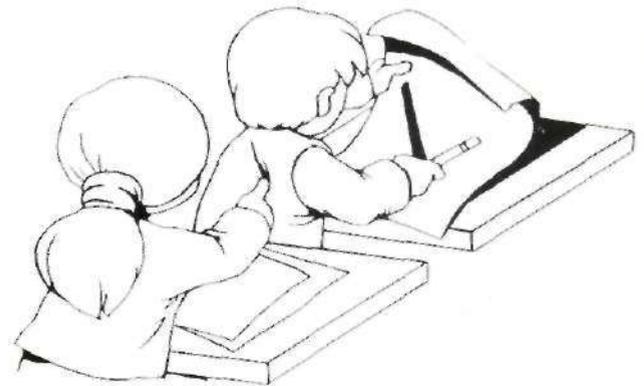
- 7 Revise the use of **Hello** and **Goodbye**. Pretend to be leaving the class saying "Goodbye". Then, enter the room and say "Hello". Encourage children to greet you using the appropriate word. If children feel confident enough, ask a child to take your place and proceed likewise.

- 8 Children leave the class after handing in their drawings and saying goodbye. Respond by thanking them in English.



Kids' Corner

- 1 **Picture collage:** In groups, children make a "painting" with lines of different shapes. They can write their names below the paintings and decorate their classroom with them.
- 2 Bring sheets of paper to class. Children are in pairs. One child sits facing forward and the other child sits behind him/her. The child who is sitting behind mimes forming a shape line (as on page 5) on the back of the other child. The child in front must then draw the line on the sheet of paper and check with his/her partner that the line he/she drew is the correct one.



(Both activities could be done at the end of the lesson.)

My letters!

Aim: Introducing letter sounds a - h

Pupil language: Hello - Goodbye - letter sounds (a - h) - I'm...

Teacher language: Open your books. - Close your books.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello, I'm (Mrs Rich)." Invite them to respond.
e.g. "Hello, I'm (Maria)."

▶▶ Presentation & Practice

(An activity to present letter sounds through the alphabet poster.)

- 2 Pin up the alphabet poster on the board. Point to the letter **a** and say: "a/æ/". Invite the children to respond as a class, then individually. Point to the letter and the word and say: "a - ant [æ/ - /ænt/." Invite a choral response to begin with, then an individual response. Write the letter **a** on the board so that children can see how it is formed. Do the same for the rest of the letters.

Page 6

- 3 Draw a large 6 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page six!"



Listen and repeat.

(Activities to present and practise letter sounds a/æ/-h/h/ & words.)

- 4 Play the cassette. Children listen to the letter sounds and the words and repeat, chorally and individually. Point to the letters and the words on the alphabet poster as they are being listened to, making sure that the children point to the correct letter and word each time.



Chant

- 5 Play the chant on the cassette. Children listen to the chant the first time. Then play the chant again, encouraging children to join in. Point to the letters and words on the alphabet poster as they are being spoken.

TAPESCRIPT

a, ant	e, egg
b, bed	f, flag
c, cat	g, glass
d, dog	h, horse

Extension: Once the children feel confident enough, invite them to repeat the chant without the cassette, while you point to the letters and the words on the alphabet poster.



Colour

- 6 When the children become familiar with the letters, ask them to colour in the letters, using a different coloured pencil each time or using a colour from the ones in the respective pictures.





Stickers

(An activity to practise letter sounds and words.)

- 7 Ask children to tell you the sound of the letter they can see in the first bubble (a). Point to the alphabet poster and elicit the word (dog). Tell children to go to the sticker section, find the respective sticker (dog) and stick it onto d. Show them where the stickers are by holding up your book and going to the correct page. Proceed in the same way with the rest of the stickers.

▶▶ Ending the lesson

(An activity to review letter sounds and words.)

- 8 Divide the class into two teams, A and B. Draw two columns on the board with A and B at the top. Point to the poster and ask a child from **Team A** to identify the sound (one point), the picture (one point) or both (two points). Repeat with a child from **Team B**. The winner is the team with the most points. *(At the end of the lesson, the winning team may leave first, be given stickers or anything else as a form of a prize.)*

e.g. Teacher: *(points to b - bed)*
Team A child 1: "b/b/"
Teacher: 1 point

Teacher: *(points to d - dog)*
Team B child 1: "dog"
Teacher: 1 point

Teacher: *(points to g - glass)*
Team A child 2: "g - glass /g/ - /glas/"
Teacher: Well done! 2 points

- 9 Dismiss your class by saying "Goodbye." Model children's response.

e.g. Teacher: Goodbye, (Gary)!
Gary: Goodbye, (Mrs Rich)!



Kids' Corner

- 1 **Soft ball game:** Bring in a soft ball. Children are in a circle. They throw the ball to one another. Whoever receives the ball has to say "Hello" to the person who threw it to them.

e.g. Maria: *(throws the ball to Anna)*
Anna: Hello, Maria.

(This is an "ice breaker" activity, so it could be done at the beginning of the lesson after steps 1 and 2.)

- 2 **An alphabet tree:** Make a tree, using cardboard and coloured pencils. Provide children with slips of paper on which you have drawn the letters a-h. Children colour their letters and, using blue-tack or paper clips, pin them onto the tree branches.

Note: Continue this activity with the letters in the next two lessons (i - z). Later on (*Big and small*) the letters can be joined with the respective upper case letters.

(Some children understand better by doing things. So, by making this tree and hanging letters, children will learn them faster and more efficiently. Go around as the children do so, asking them to tell you the sounds of the letters. This activity could be done at the end of each "My letters!" section.)



My letters!

Aim: introducing the letter sounds i - q
Pupil language: Hello - Goodbye - letter sounds (i - q) - (It's) Maria!
Teacher language: Open your books. - Close your books.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down.

e.g. Teacher: *Hello, I'm (Mrs Rich).*
Child: *Hello, I'm (Gary), etc.*

(An activity to review letter sounds a - h.)

- 2 Revise letter sounds from the previous lesson. Pin up the alphabet poster on the board, point to each letter and invite children to say the sound of each letter first chorally and then individually.

Note: If children feel confident enough, ask them to produce both the sound and the word each time.

▶▶ Presentation & Practice

(An activity to present letter sounds through the alphabet poster.)

- 3 Pin up the alphabet poster on the board. Point to the letter i and say: "/i/," Invite children to respond as a class, then individually. Point to the letter and the word and say: "i- ink /i/ - /ɪŋk/," Invite choral response to begin with, then an individual response. Write the letter i on the board so that children can see how it is formed. Do the same for the rest of the letters.

Page 8

- 4 Draw a large 8 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page eight!"



Listen and repeat.

(Activities to present and practise letter sounds i/i- q/kw/ & words.)

- 5 Play the cassette. Children listen to the letter sounds and the words and repeat, chorally and individually. Point to the letters and the words on the alphabet poster as they are being listened to, making sure that the children point to the correct letter and word each time.



Chant

- 6 Play the chant on the cassette. Children listen to the chant the first time. Then play the chant again, encouraging children to join in. Point to the letters and words on the alphabet poster as they are being spoken.

TAPESCRIPT

i, ink	n, nest
k, kangaroo	o, orange
l, lamp	p, pin
m, mouse	q, queen

Extension: Once the children feel confident enough, invite them to repeat the chant without the cassette, while you point to the letters and words on the alphabet poster.



Colour

- 7 When the children become familiar with the letters, ask them to colour in the letters, using a different coloured pencil each time or using a colour from the ones in the respective pictures.





Stickers

(An activity to practise letter sounds and words.)

- 8 Ask children to tell you the sound of the letter they can see in the first smoke cloud (m). Point to the alphabet poster and elicit the word (mouse). Tell children to go to the sticker section, find the respective sticker (mouse) and stick it onto m. Remind them where the sticker section is in their books. Proceed in the same way with the rest of the stickers.

▶▶ Ending the lesson

(An activity to review letter sounds and words.)

- 9 Divide the class into two teams, **A** and **B**. Draw two columns on the board with **A** and **B** at the top. Point to the poster and ask a child from **Team A** to identify the sound (one point), the picture (one point) or both (two points). Repeat with a child from **Team B**. The winner is the team with the most points. *(At the end of the lesson, the winning team may leave first, be given stickers or other form of a prize.)*

e.g. Teacher: *(points to i - ink)*

Team A child 1: "i- /i/"

Teacher: 1 point

Teacher: *(points to l - lamp)*

Team B child 1: "lamp"

Teacher: 1 point

Teacher: *(points to p - pin)*

Team B child 2: "p - pin /p/ - /pin/"

Teacher: Excellent! 2 points

Note: You could review the letter sounds and words from the previous lesson, too.

- 10 Dismiss your class by saying "Goodbye." Model children's response.



Kids' Corner

- 1 Pin up the alphabet FCs (a-a) around the room in random order. Write a letter on the board, one at a time, and ask a child to find the corresponding letter from the ones around the room.

(This activity could be done at the end of the lesson.)

- 2 Children sit in a circle. Select a child, blindfold him/her and sit him/her in the centre. The other children take it in turns to say "Hello (Alex)" to the blindfolded child. (Alex) has to guess who's speaking. A correct guess means it is the other child's turn to be blindfolded.

e.g. Child 1: Hello. (Alex).

Alex: (It's) Maria!

Teacher: Yes. Good! Maria - your turn to be blindfolded.

(This activity could be done at the end of the lesson.)



My letters!

Aim: introducing the letter sounds r - z

Pupil language: Hello - Goodbye - letter sounds (r - z)

Teacher language: Open your books. - Close your books.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down.

(An activity to review letter sounds a - q.)

- 2 Check letter sounds from previous lessons. Pin up the alphabet poster on the board, point to each letter and invite children to say the sound of each letter first chorally and then individually.

Note: If children feel confident enough, ask them to produce both the sound and the word each time.

▶▶ Presentation & Practice

(An activity to present letter sounds through the alphabet poster.)

- 3 Pin up the alphabet poster on the board. Point to the letter r and say: "r /r/." Invite the children to respond as a class, then individually. Point to the word and the letter and say: "r - rabbit /r/ - /ræbɪt/." Invite a choral response to begin with, then an individual response. Write the letter r on the board so that children can see how it is formed. Do the same for the rest of the letters.

Page 10

- 4 Draw a large 10 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page ten!"



Listen and repeat.

(Activities to present and practise letter sounds r/i-z/z/ & words.)

- 5 Play the cassette. Children listen to the letter sounds and the words and repeat, chorally and individually. Point to the letters and words on the alphabet poster as they are being listened to, making sure that the children point to the correct letter and word each time.



Chant

- 6 Play the chant on the cassette. Children listen to the chant the first time. Then play the chant again, encouraging children to sing along. Point to the words and letters on the alphabet poster as the words and letters are being spoken.

TAPESCRIPT

r, rabbit	w, window
s, snake	x, box
t, tree	y, yacht
u, umbrella	z, zip
v, vest	

Extension: Once the children feel confident enough, invite children to repeat the chant without the cassette, while you point to the letters and the words on the alphabet poster.



Colour

- 7 When the children become familiar with the letters, ask them to colour in the letters, using a different coloured pencil each time or using a colour from the ones in the respective pictures.





Stickers

(An activity to practise letter sounds and words.)

- 8 Ask children to tell you the sound of the letter they can see in the first ball (w). Point to the alphabet poster and elicit the word (*window*). Tell children to go to the sticker section, find the respective sticker (*window*) and stick it onto **w**. Proceed in the same way with the rest of the stickers.

▶▶ Ending the lesson

(An activity to review letter sounds and words.)

- 9 Divide the class into two teams, **A** and **B**. Draw two columns on the board with **A** and **B** at the top. Point to the poster and ask a child from **Team A** to identify the sound (one point), the picture (one point) or both (two points). Repeat with a child from **Team B**. The winner is the team with the most points. *(At the end of the lesson, the winning team may leave first, be given stickers or other form of a prize.)*

e.g. Teacher: *(points to s - snake)*

Team A child 1: "s/s/"

Teacher: 1 point

Teacher: *(points to u - umbrella)*

Team B child 1: "umbrella"

Teacher: 1 point

Teacher: *(points to v - vest)*

Team C child 2: "v - vest/v - vest/"

Teacher: Well done! 2 points

Note: You could review all letter sounds and words from the previous lessons, too.

- 10 Dismiss your class by saying "Goodbye." Model children's response.



Kids' Corner

- 1 **Musical letters.** Children sit in a circle. Give some of the children some alphabet FCs. Play some music. While the music is playing children pass the FCs around. When the music stops, the children holding a FC must tell you what letter it is.

(This activity could be done at the end of the lesson.)

- 2 The children play "Kim's game" with the picture FCs (t - z). Choose six of the nine FCs and put them up on the board. Tell the children to look at them and try to memorise them (give them a reasonable time limit). Then, tell the children to close their eyes. Take away one of the FCs. Tell children to open their eyes. They have to find out which FC is missing. (Either the sound or the whole word is acceptable.)

(This activity could be done at the end of the lesson.)



Motor-skill practice

Aim: Consolidating motor skills

Pupil language: Hello - Goodbye - red, yellow, blue, green - Come in.

Teacher language: Open your books. - Close your books. - What colour is this? - Thank you.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down.

(Activities to practise and review letter sounds.)

- 2 Check letter sounds. Pin up the alphabet poster on the board, point to each letter and invite children to say the sound of each letter first chorally and then individually. If children feel confident enough, ask them to produce both the sound of the letter and the word. Praise them each time they get it right while helping them if necessary to remember the sounds and/or the words.
- 3 **Chant:** Play the chant from **a** - **z**. Encourage children to chant along. Point to the respective letter and word each time they are being heard.

▶▶ Presentation & Practice

Pages 12-13

- 4 Draw a large 12 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twelve!"

(An activity to consolidate motor skills.)

- 5 Go through the double page with your children to help them become familiar with the drawings. Have a picture discussion concerning what they can see in the picture, using mime, gestures, etc.
- 6 Explain the task to the children. Tell them that they have to complete the picture by joining the dotted lines. Give children plenty of time to do so. Go around the class, providing any necessary help. The importance of this task lies in the fact that children start to make shapes that will help them with the formation of the letters later on. Give children plenty of time to complete the task, providing any necessary help.

Flashcards 27-30 (red, blue, yellow, green)

(An activity to present colours.)

- 7 Pin up the colour flashcards on the board one at a time. Point to each one and say the respective colour. Children repeat, chorally and individually. Point to the colour flashcards at a faster pace, inviting children to say the colours. Proceed in the same way, increasing the speed and pointing to the colour flashcards in random order.

Extension: Point to various objects in the class, and ask children to tell you their colour.

(An activity to practise colours.)

- 8 Ask children to look at the picture on pages 12 and 13. Tell them to use the colours to colour in the picture. Give children plenty of time to do so. While they are doing the task, go around the class praising them and asking them what colour each item in their picture is. In addition, point to the letter shapes and ask them to identify the letters.



▶▶ Ending the lesson

(An activity to review colours.)

- 9 Provide each child with a sheet of paper. Ask them to draw and colour anything they like or copy something from the picture on pages 12 and 13. They should write their first name on the page, too. Provide help if necessary with their names. They leave the class by handing over the sheet of paper. Respond by thanking them in English.



Kids' Corner

- 1 **Who's missing?:** Children close their eyes. Tap one of them on the back. He/She has to creep out of the room. Children open their eyes and try to guess *who's missing*. Then, they have to shout together "*Come in, (Alex)!*" Demonstrate this yourself first.

(This activity could be done at the beginning or end of the lesson.)

- 2 Divide the class into four colour groups (blue, red, yellow, green). Provide each group with a large sheet of paper, an assortment of magazines, glue and scissors. Ask each group to go through the magazines and cut out pictures or parts of the pictures that are of the same colour as their group and glue them onto their sheet of paper.

(This activity could be done at the end of the lesson.)

cat, dog

Aim: Teaching the letters c, a, t, d, o, g & the words cat, dog
Pupil language: Hello - Goodbye - red, blue, green, yellow - cat - dog
Teacher language: Open your books. - Close your books. - What colour is it? - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down.

(Activities to review colours.)

- 2 Pin up the colour flashcards on the board. Encourage children to say the colours first as a class and then as individuals.
- 3 Draw a large 12 on the board, point to it, mime and say: "Open your books at page twelve!"
- 4 Point to items in the children's pictures and ask children what colour they are. Go around the class as you do so.

e.g. Teacher: *(pointing to an elephant)*
(John), what colour is it?
Child: *Blue.*
Teacher: *(looking at John's coloured elephant)* Yes, it's blue. Well done! etc.

▶▶ Presentation & Practice

Flashcards 31-36 (cat, ant, tree, dog, orange, glass).

(An activity to present the letters c, a, t, d, o, g.)

- 5 Pin up the **cat** flashcard on the board. Point to it and say "cat." Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "cat - c/k/." Children repeat, chorally and individually. Write the letter c on the board to **demonstrate its formation**. Do the same for the words **ant, tree, dog, orange, glass** and the respective initial letters.

(An activity to present the words cat and dog.)

- 6 Leave only the **cat** and **dog** flashcards on the board. Point to the cat and ask children: "What's this?" Elicit the answer: "It's a cat." Write the word below the flashcard to **demonstrate its formation**.

Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. c/k/, a/æ/, t/t/ - cat /kæt/

Do the same for the word **dog**.

Page 14

- 7 Draw a large 14 on the board, point to it, mime and say: "Open your books at page fourteen!"



Look and write.

(An activity to practise the letters c, a, t, d, o, g.)

- 8 Ask children to look at the picture of the **cat** and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters (c).
- 9 Invite children to copy the letter c four or five times in the space provided. Go around as the children do the task, providing help if necessary and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words cat and dog.)

- 10 Refer children to the pictures of the **cat** and **dog**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **cat**. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines). Do the same for the word **dog**.





Colour

(An activity to review colours and the words cat and dog.)

- 11 Elicit the colours and, as the children respond, refer them to the written word.

e.g. Teacher: *(pointing to the red crayon)*
What colour is it?

Child: Red.

Teacher: Yes, *(following the word with the index finger)* red, etc.

- 12 Draw children's attention to the picture. Elicit the words **cat** and **dog**. Ask them to choose a colour for each animal and complete the picture. As soon as they do so, ask them to tell you what colour they chose for their dog and cat.



Song

(An activity for children's language development.)

- 13 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*cat, dog*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See Introduction to the teacher for ideas on how to exploit songs.)

Note: Remember that the aim is not for children to remember all the words. They simply participate to the extent they are capable of.

Ending the lesson

(An activity to finish on a high note.)

- 15 Ask children to close their books. Put the children in pairs. Explain that they are to leave the class hand in hand with their partner as soon as the song finishes and waving as they say goodbye. Play the song. Children leave waving and saying goodbye.



Kids' Corner

- 1 Provide children with a sheet of paper. Ask children to draw and colour a picture of a dog or a cat. They can use the pictures on p. 14 as a model. Children decorate their classroom with their pictures.

(This activity could be done at the end of the lesson.)

- 2 Prepare some slips of paper with the words **cat** and **dog** on them. Give one to each child and explain that they should not look at the word. Arrange two areas in the class (one for "dogs" and one for "cats"). Tell them that you are going to play the song again. As soon as you pause they have to read the word and go to the respective area. Place a large piece of paper on each side of the room. On one piece write in large letters the word "dog", on the other "cat". Ask children to move around the room while you play the song from the lesson. When the music stops, shout "cat" or "dog" and the children have to go to the correct side of the room. Demonstrate this yourself first.

(This game could be played at the end of the lesson.)



hen, egg, hat

Aim: Teaching the letters h, e, n & the words hen, egg, hat

Pupil language: Hello - Goodbye - hen - egg - hat - cat - dog - Yes - No

Teacher language: Good morning... - Open your books. - Close your books. - What colour is this? - What's this? - How many eggs are there? - Is this a...?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them with a cheerful "Hello". Invite them to sit down. Start introducing other greetings depending on the time of day they are having the lesson. (Good morning...)

(Activities to review the words cat and dog.)

- 2 Check the words from the previous lesson. Pin up the cat and dog flashcards on the board. Elicit the words. Mime **cat** i.e. make claws and say "miaow". Invite a child to come up and point to the flashcard and say the word. The rest of the class repeat. Do the same with **dog**.
- 3 **Song:** Play the song (*Hey, diddle, diddle...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 37-40 (hen, egg, nest, hat)

(An activity to present the letters h, e, n.)

- 4 Pin up the **hen** flashcard on the board. Point to it and say "hen." Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "hen - h/h/." Children repeat, chorally and individually. Write the letter **h** on the board to **demonstrate its formation**. Do the same for the words **egg**, **nest** and the respective initial letters.

(An activity to present the words hen, egg and hat.)

- 5 Leave only the **hen** and **egg** flashcards on the board. Point to the hen and ask children: "What's this?" Elicit the answer: "(It's a) hen." Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. h/h/, e/e/, n/n/ - hen /hen/

Do the same for the word **egg**. Then pin up the **hat** flashcard and proceed in the same way.

Page 16

- 6 Draw a large 16 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page sixteen!"



Look and write.

(An activity to practise the letters h, e, n.)

- 7 Ask children to look at the picture of the **hen** and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters **h**.
- 8 Invite children to copy the letter **h** four or five times in the space provided. Go around as the children do the task, providing help if necessary and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words hen, egg and hat.)

- 9 Refer children to the pictures of **hen**, **egg** and **hat**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **hen**. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the words **egg**, **hat**.

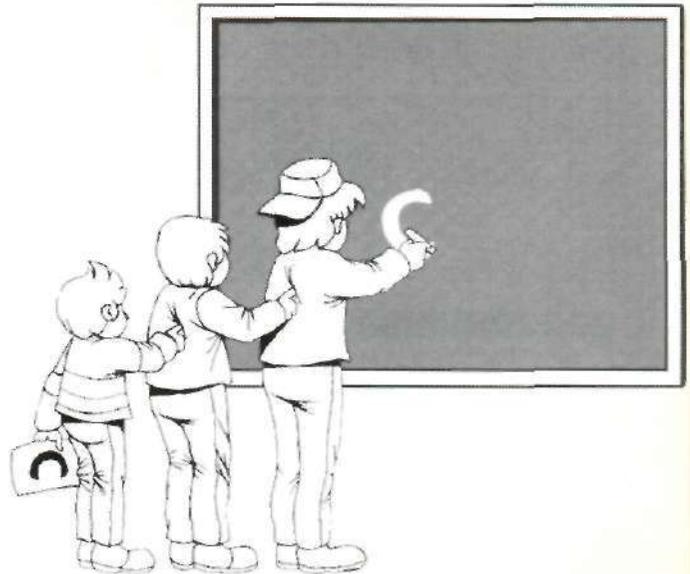


- 10 Ask children to look at the next task. Elicit the names of the objects/animals.

e.g. Teacher: *(pointing to the cat) What's this?*
 Child: *(a) cat*

Explain that they are going to find the four words, circle them and then draw lines to match them to the pictures. Demonstrate on the board what you want them to do, by writing the puzzle and circling the word **cat** for them. Give the children time to do the task. Go around the class, providing any necessary help.

Extension: On completion, children can come to the board and circle the words within the puzzle. Then pin up the respective flashcards for children to draw lines to match.



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*hen, egg*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

Note: Remember that the aim is not for children to remember all the words. They simply participate to the extent they are capable of.

▶▶ Ending the lesson

(An activity to review the letters taught so far.)

- 13 Write the letters taught so far on the board (c, a, t, d, o, g, h, e, n). Invite three children to come to the front and face the board in single file. The child at the back of the line draws one of the letters on the back of the child in front of him/her. The letter is passed on in this way until it reaches the child facing the board, who then writes the letter on the board.



Kids' Corner

- 1 Hold up the FCs one by one and ask for verification.

e.g. Teacher: *(holding flashcard of hen) Is this a hen?*

Child 1: *Yes.*

Teacher: *(holding flashcard of dog) Is this a cat?*

Child 2: *No.*

(This activity could be done at the end of the lesson.)

- 2 Ask the children to draw a picture of a red hen and a basket with nine or ten eggs in it. Circulate the classroom asking questions about the pictures. e.g. *"What colour is this?"*, etc. Put the drawings on display or in the kids' corner.

(This activity could be done at the end of the lesson.)

bell, well, vest

Aim: Teaching the letters, b, l, w, v, s & the words bell, well, vest

Pupil language: Hello - Goodbye - bell - well - vest

Teacher language: Open your books. - Close your books. - What colour is this? - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them. ("Good morning", ... depending on the time of the lesson.)

(Activities to review the words hen, egg, hat.)

- 2 Check words from the previous lesson. Pin up the **hen**, **egg** and **hat** flashcards on the board. Write around them their letters in random order. Ask children to write the words in their notebooks.
- 3 **Song:** Play the song (*Higglety, Pigglety...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 41-45 (bell, lamp, well, vest, snake)

(An activity to present letters b, l, w, v, s.)

- 4 Pin up the **bell** flashcard on the board. Point to it and say "bell". Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "bell - b/b/". Children repeat, chorally and individually. Write the letter **b** on the board to **demonstrate its formation**. Do the same for the words **lamp**, **well**, **vest**, **snake**, and the respective initial letters.

(An activity to present the words bell, well, vest.)

- 5 Leave only the **bell**, **well** and **vest** flashcards on the board. Point to the bell and ask children: "What's this?" Elicit the answer: "(It's a) bell." Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. b/b/, e/e/, l/l/ - bell /bel/

Do the same for the words **well** and **vest**.

Page 18

- 6 Draw a large 18 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page eighteen!"



Look and write.

(An activity to practise the letters b, l, w, v, s.)

- 7 Ask children to look at the picture of the **bell** and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters (**b**).
- 8 Invite children to copy the letter **b** four or five times in the space provided. Go around as the children do the task, providing help if necessary, and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words bell, well, vest.)

- 9 Refer children to the pictures of **bell**, **well** and **vest**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **bell**. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the words **well** and **vest**.

- 10 Ask children to look at the next task. Elicit the names of the objects.

e.g. Teacher: *(pointing to the bell) What's this?*
 Child: *(a) bell*

Explain that first they are going to copy the items and then colour them. Give the children time to do the task. Go around the class, providing any necessary help.



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (bell, well) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

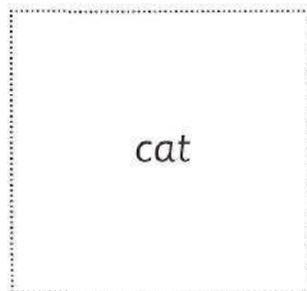
(See introduction to the teacher for ideas on how to exploit songs.)

Note: Remember that the aim is not for children to remember all the words. They simply participate to the extent they are capable of.

▶▶ Ending the lesson

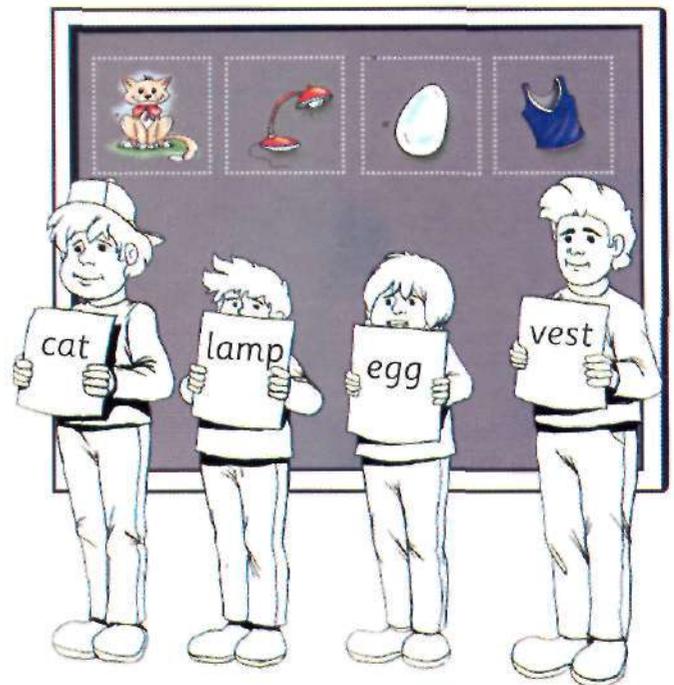
(An activity to review the words taught so far.)

- 13 Tell children to take out the picture word cards of everything taught so far (cat, dog, hen, egg, hat - bell, well, vest). In pairs, one child puts down a picture card and the other child finds the matching word.



Kids' Corner

- 1 Put FCs (31-45) on the board. Write the respective words on separate pieces of paper. Hand out the pieces of paper to the children and ask them to line up at the front of the class in the same order as the FCs. Repeat with another group of children.



(This activity could be done at the end of the lesson.)

- 2 Children make their own "vests" by taking a piece of A4 paper and cutting out a V from the top. They can decorate it in any way they choose i.e. letters, drawings, colours. Go around, providing any necessary help, asking them questions at the same time, "What colour is this?" etc.

(This activity could be done at the end of the lesson.)

fox, box, zip

Aim: Teaching the letters f, x, z, i, p & the words fox, box, zip

Pupil language: Hello - Goodbye - fox - box - zip - cat - dog - hen - egg - hat - bell - well - vest

Teacher language: Open your books. - Close your books. - What colour is this? - What's this?

Page 20

- 6 Draw a large 20 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twenty!"



Look and write.

(An activity to practise the letters f, x, z, i, p.)

- 7 Ask children to look at the picture of the fox and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters (f).
- 8 Invite children to copy the letter f four or five times in the space provided. Go around as the children do the task, providing help if necessary and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them ("Good morning", "Good afternoon", ... depending on the time of the lesson.)

(Activities to review the words bell, well and vest.)

- 2 Check words from the previous lesson. Pin up the **bell**, **well**, and **vest** flashcards on the board. Write their words in a column in random order. Ask children to come to the front and match them by drawing lines. Ask the rest of the class for verification.
- 3 **Song:** Play the song (*Ring the bell...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 46-50 (fox, box, zip, ink, pin)

(An activity to present the letters f, x, z, i, p.)

- 4 Pin up the fox flashcard on the board. Point to it and say "fox". Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "fox - f/f/". Children repeat, chorally and individually. Write the letter f on the board to **demonstrate its formation**. Do the same for the words box, zip, ink, pin and the respective initial letters.

(An activity to present the words fox, box, zip.)

- 5 Leave only the fox, box and zip flashcards on the board. Point to the fox and ask the children: "What's this?" Elicit the answer: "It's a fox". Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. f/f/, o/b/, x/ks/ - fox /foks/

Do the same for the words box and zip.



Listen and repeat. Then, write.

(An activity to practise the words fox, box and zip.)

- 9 Refer children to the pictures of fox, box and zip. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word fox. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the words box and zip.



- 10 Ask children to look at the next task. Elicit the names of the object/animal.

e.g. Teacher: (*pointing to the fox*) *What's this?*
 Child: (*a*) *fox*

Explain that they are going to complete the crossword puzzle (*fox, box*). Give the children time to do the task. Go around the class, providing any necessary help. Children report back to class. Write the correct answers on the board.



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*fox, box*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words fox, box, zip.)

- 13 Prepare some pieces of paper with the following individual letters written on them: b, o, x, f, z, i, p. Hand a letter to each child. [Prepare the same number as there are children in your classroom.] Pin up one of the FCs from the lesson e.g. zip and invite the children with the correct letters to come to the front and form the word.



Kids' Corner

- 1 Define two areas in the room: one a square, the other a circle. (This could be done using a rope to outline the shape.) Divide the children into "foxes" and "hunters". Play the song from the lesson, and stop the music from time to time. Whenever the music stops, the "foxes" must get into the circle. If they are caught outside the circle, they are taken to the square. Continue playing until all the "foxes" are caught, then change teams.
- 2 Hide FCs around the class. Teacher divides class into two teams. On the board write two columns of words: one for team A, one for team B. Play the song. In teams, children have to "hunt" for the words in their column. As they find them, they cross off the word on the board. The first team to find all of its words is the winner.

	A	B
	ee#	dog
	hen	egg
	hat	fox

(These activities could be done at the end of the lesson.)

jug, mug, jam

Aim: Teaching the letters, j, m, u & the words jug, mug, jam

Pupil language: jug - mug - jam - cat - dog - hen - egg - hat - bell - well - vest - fox - box - zip

Teacher language: Open your books. - Close your books. - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them ("Good morning"..., depending on the time of the lesson.)

(Activities to review the words fox, box, zip.)

- 2 Check words from the previous lesson. Pin up the fox, box and zip flashcards on the board and write the respective words leaving out the vowels. Ask children to copy and complete the words in their notebooks.
- 3 **Song:** Play the song (*A-hunting we will go...*) Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 51-54 (jug, mug, umbrella, jam)

(An activity to present the letters j, m, u.)

- 4 Pin up the **jug** flashcard on the board. Point to it and say "jug". Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "jug - j /dʒ/". Children repeat, chorally and individually. Write the letter **j** on the board to **demonstrate its formation**. Do the same for the words **mug**, **umbrella** and the respective initial letters.

(An activity to present the words jug, mug and jam.)

- 5 Leave only the **jug** and **mug** flashcards on the board. Point to the jug and ask children: "What's this?" Elicit the answer: "It's a jug". Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. /dʒ/, u/n/, g/g/ - jug/dʒʌg/

Do the same for the word **mug**. Pin up the **jam** flashcard and proceed in the same way.

Page 22

- 6 Draw a large 22 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twenty-two!"



Look and write.

(An activity to practise the letters j, m, u.)

- 7 Ask children to look at the picture of the **jug** and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters (j).
- 8 Invite children to copy the letter j four or five times in the space provided. Go around as the children do the task, providing help if necessary and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words jug, mug and jam.)

- 9 Refer children to the pictures of **jug**, **mug** and **jam**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **jug**. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the words **mug** and **jam**.



- 10 Ask children to look at the next task. Elicit the names of the objects.

e.g. Teacher: *(pointing to the tree)* What's this?

Child: *(a) tree, etc.*

Explain that they are going to tick the word that corresponds with the picture. Give the children time to do the task. Go around the class, providing any necessary help. Children report back to class. Write the correct words with ticks on the board (*vest, jam, mug, bed, zip*).



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (*jug*) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words taught so far.)

- 13 Teacher holds up FCs 31-54, one at a time, partly hidden by a sheet of paper. Children try to guess what the picture is.

e.g. Teacher: *(with fox FC partly hidden)*

What's this?

Child 1: *(It's a) fox!*



Kids' Corner

- 1 Children make their own mugs and jugs with plasticine.
- 2 Provide children with sheets of paper. Children look at the illustration of the song and copy and colour it.

(Both activities could be done at the end of the lesson.)



yoyo, pony, star

What is your name? My name's ...

Aim: Teaching the letters y, r & the words yoyo, pony, star

Pupil language: yoyo - pony - star - words taught so far.

Teacher language: Open your books. - Close your books. - What colour is it? - What's this?

Page 24

- 6 Draw a large 24 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twenty-four!"



Look and write.

(An activity to practise the letters y and r.)

- 7 Ask children to look at the picture of the yoyo and the initial letter. Hold up your book, and draw their attention to the arrow and the way the letter is formed. Then, ask them to trace over the letters (y).
- 8 Invite children to copy the letter y four or five times in the space provided. Go around as the children do the task, providing help if necessary, and checking the children's accuracy in copying the letter (i.e. staying within the lines provided). Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the letter r. Alternatively, children can copy the letters once or twice and the remainder can be done at home.

Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words jug, mug, jam.)

- 2 Check words from the previous lesson. Write the initial letters j and m on one side of the board. On the other side write: **ug, am**. Ask children to make three words joining them together. (*jug, jam, mug*).
- 3 **Song:** Play the song (*Jack and Jill...*) Invite children to sing along.

Presentation & Practice

Flashcards 55-58 (yoyo, rabbit)

(An activity to present the letters y, r.)

- 4 Pin up the yoyo flashcard on the board. Point to it and say "yoyo". Children repeat, chorally and individually. Say the word again followed by the sound of the initial letter: "yoyo - y/j/." Children repeat, chorally and individually. Write the letter y on the board to **demonstrate its formation**. Do the same for the word rabbit and the respective initial letter.

(An activity to present the words yoyo, pony and star.)

- 5 Leave only the yoyo flashcard on the board. Point to the yoyo and ask children: "What's this?" Elicit the answer: "It's a yoyo." Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to each letter and say the sound. Children repeat, chorally and individually.

e.g. y/j/, o/əʊ/, y/j/ o/əʊ/ - yoyo/jəʊəʊ/

Pin up the pony and star flashcards and proceed in the same way.

Note: Explain the difference in pronunciation of the letter y depending on whether it is at the beginning or the end of a word. (yoyo-pony)



Listen and repeat. Then, write.

(An activity to practise the words yoyo, pony, star.)

- 9 Refer children to the pictures of yoyo, pony and star. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word yoyo. Ask children to trace over the word and then copy it twice in the space provided. Do the same for the words pony, star.



- 10 Ask children to look at the next task. Elicit the colours.

e.g. Teacher: "g", *What colour is it?*
 Child: *green, etc.*

Explain the task. Tell them to colour the picture using the code next to it. Give the children time to do the task. Go around the class, providing any necessary help. Children report back to class.



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (*pony*) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words yoyo, pony, star.)

- 13 Divide the class into two teams, **A** and **B**. Pin up the **pony**, **yoyo** and **star** flashcards for 10 seconds. Remove the FCs. Children try to memorise the order of the FCs. Each correct guess receives one point.



- 1 Prepare Bingo cards with either words or pictures and distribute to children. Provide small pieces of paper to cover the words/pictures. As you show the FCs, children cover the words/pictures until their card is covered. The winner is the first child whose card is covered and who shouts "BINGO!"

e.g. **Bingo card 1**

egg	jam		pony
		fox	
	box		hen

Bingo card 2

	yoyo		star
		hen	
cat	box		zip

i.e. Each card should have a different variety of words or pictures.

- 2 Children draw and colour yoyos and decorate their classroom or put them in the *kids' corner*.

(Both of these activities could be done at the end of the lesson.)



queen, king

Aim: Teaching the letters sounds qu, k & the words queen, king

Pupil language: queen - king

Teacher language: Open your books. - Close your books. - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words yoyo, pony, star.)

- 2 Check words from the previous lesson. Pin up the **pony**, **yoyo** and **star** flashcards on the board. Write the initial letter of the word below each flashcard. Ask children to copy and complete the words in their notebooks.
- 3 **Song:** Play the song (*Yankee - Doodle...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 59-60 (queen, king)

(Activity to present the letters qu, k.)

- 4 Pin up the **queen** flashcard on the board. Point to it and say "queen". Children repeat, chorally and individually. Say the word again followed by the sound of the initial letters: "queen - qu/kw/." Children repeat, chorally and individually. Write the letters **qu** on the board to **demonstrate their formation**. Do the same for the word **king**.

(Activity to present the words queen and king.)

- 5 Point to the queen and ask children: "What's this?" Elicit the answer: "It's a queen." Write the word below the flashcard to **demonstrate its formation**. Focus children's attention on how we write the letters. Then, point to the word and say it again. Children repeat, chorally and individually. Do the same for the word **king** and the respective initial letters.

Note: When teaching young learners to read, there are two methods, both of which are necessary; The **phonetic** approach (children read the individual sounds that make up a word) and the **look and say** approach (children read the whole word). Lessons on pp 14-25 have followed the first method while lessons on pp 26-43 follow the second method.

Page 26

- 6 Draw a large 26 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twenty-six!"



Look and write.

(An activity to practise the letters qu and k.)

- 7 Ask children to look at the picture of the **queen** and the initial letters. Hold up your book, and draw their attention to the arrow and the way the letters are formed. Then, ask them to trace over the letters (**qu**).
- 8 Invite children to copy the letters **qu** three or four times in the space provided. Go around as the children do the task providing help if necessary, and checking the children's accuracy in copying the letters (i.e. staying within the lines provided). **Do the same for the letter k**. Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words queen, king.)

- 9 Refer children to the pictures of **queen** and **king**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **queen**. Ask children to trace over the word and then copy it twice in the space provided. Check children's accuracy in copying the word (i.e. staying within the lines.) Do the same for the word **king**.



- 10 Ask children to look at the next task. Elicit the names of the items in the pictures in the left column.

e.g. Teacher: *(pointing to the pony) What's this?*
Child: *(a) pony.*

Explain the task. Tell them to find and circle the item on the right that is exactly the same as the one on the left. Go around the class, providing any necessary help. Then, ask them to write the word in the space provided. (*Same king, 3rd one, same queen, first one.*)



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*queen, king*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

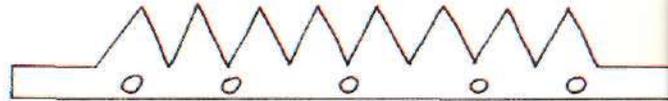
(An activity to review the words queen and king.)

- 13 Role play. Divide children into groups of 3. Assign roles of queen, king and Jack. In groups, children perform the song with actions.



Kids' Corner

- 1 Provide children with crown templates (see illustration), crayons, scissors and glue. Ask them to cut out the crowns and colour them. They can then glue the ends together and wear them.



- 2 Children sit in a circle. Go around and appoint them "King", "Queen" or "Jack". Call out e.g. Kings. Kings stand up and run around the circle. The last one back to their seat has to pay a forfeit e.g. name a FC, act like a hen, sing a song, etc. We suggest using the song from the lesson as background music.

(These activities could be done at the end of the lesson.)



My numbers!

Aim: Teaching the numbers 1-10

Pupil language: 1-10 - words from the previous lessons

Teacher language: Open your books. - Close your books. - What's this? - How many?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words queen and king.)

- 2 Check words from the previous lesson. Pin up the **queen** and **king** flashcards. Write below the first and last letters and ask the children to complete the words.
- 3 **Song:** Play the song (*Hello, how are you?...*). Invite the children to sing along.

▶▶ Presentation & Practice

Flashcards 61-70 (1-10)

(Activities to present numbers 1-10.)

- 4 Pick up a pencil, show it to your class and say "one". Children repeat, chorally and individually. Do the same for the rest of the numbers. Pin up the number flashcards on the board one at a time. As you point to the flashcards hold up the correct number of fingers to indicate the number. Children repeat, chorally and individually.
- 5 Point to the numbers again but faster this time. Children repeat the numbers. Then, count down from 10 to 1. When the children feel confident enough, ask them to count from 1 to 10 and then from 10 to 1. Show classroom objects or draw objects (stars, etc) on the board. Ask children to count them.

Page 28

- 6 Draw a large 28 on the board. Hold up your book, point to the number on the board, mime and say: "Open your books at page twenty-eight!"



Listen and repeat.

(Activities to practise numbers 1-10.)

- 7 Play the cassette with the numbers. Children repeat, chorally and individually.



Look and write.

- 8 Explain the task. Ask children to look at the pictures and count the spots. Hold up your book, count the spots on the first toadstool and ask: "How many?" Elicit the answer: "three." Do the exercise orally first. Then, give them some time to do the task. Go around the class, providing any necessary help and asking individual children how many spots are on each toadstool. On completion, children report back to class. Write the answers on the board for the children to check their answers. (5-five, 1-one, 9-nine, 6-six, 2-two).





Look, read and circle.



Kids' Corner

- 9 Explain the task. Tell them that they have to read and circle the respective number of items. Go around the class, providing any necessary help.



Song

(An activity for children's language development.)

- 10 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 11 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*five, ten*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review numbers 1-10.)

- 12 Provide children with a sheet of paper. Ask them to draw as many fish (up to ten) as they wish and write the number below them. They hand in their drawings as they leave the classroom. Make sure you display their work in class or somewhere in school so that the children can see them in the next lesson and feel proud of their work. While the children are drawing, feel free to play the song or any other song from the previous lessons.

- 1 Write the numbers 1-10 on the board. Below each number pin up a flashcard of a word the children already know. Tell children that you are going to say either a number or a word and they have to tell you its partner.

eg.

1	2	3
cat	dog	hen

- 2 **Get into groups!** Ask children to stand up and move around the room while you play the song. Explain that as soon as you stop the music and call out a number they have to get into groups of that number. Those who are left out have to pay a forfeit.

e.g. Teacher: *(pausing the song)*
Three!

Children form groups of three.

(These activities could be done at the end of the lesson.)

sheep, fish, ship

Aim: Teaching the sound sh /ʃ/ & the words sheep, fish, ship

Pupil language: sheep - fish - ship - star - hen - vest - queen - pin - 1 - 10 - fox - pony - cat - dog

Teacher language: Open your books. - Close your books. - What's this? - How many? - Clap your hands. - Crouch down. - Stand on one leg.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review numbers 1-10.)

- 2 Check words from the previous lesson. Revise the numbers from the last lesson by writing them on the board and asking individual children to name the numbers. Alternatively, ask children to start counting - one child beginning with "one" and on to the next child with "two", etc.
- 3 **Song:** Play the song (*One, two, three, four, five...*) Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 71-73 (sheep, fish, ship)

(An activity to present the sound sh/ʃ/)

- 4 Pin up the **sheep** flashcard on the board. Point to it and say "sheep". Children repeat, chorally and individually. Say the word again followed by the sound of the initial two letters: "sheep - sh/ʃ/". Children repeat, chorally and individually. Write the letters **sh** on the board. Focus children's attention on how **s** and **h** are voiced individually, e.g. s - star, h - horse. Point out the difference in sound when both letters are joined e.g. sh - sheep.

(An activity to present the words sheep, fish, ship.)

- 5 Point to the sheep again and ask children: "What's this?" Elicit the answer: "(It's a) sheep." Write the word below the flashcard. Then, point to the word and say it. Children repeat, chorally and individually.
Pin up the **fish** and **ship** flashcards on the board, too. Proceed in the same way. Teacher may also point out the difference in sound between **sheep** and **ship**.

Page 30

- 6 Draw a large 30 on the board, point to it, mime and say: "Open your books at page thirty!"



Look and write.

(An activity to practise the letter blends sh.)

- 7 Ask children to look at the picture of the **sheep** and the two initial letters. Hold up your book, and draw their attention to the arrows and the way the letters are formed. Then, ask them to trace over the letters (**sh**).
- 8 Invite children to copy the letters **sh** four or five times in the space provided. Go around as the children do the task, providing help if necessary, checking the children's accuracy in copying the letter. (i.e. staying within the lines provided). Alternatively, children can copy the letter once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words sheep, fish and ship.)

- 9 Refer children to the pictures of **sheep**, **fish** and **ship**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **sheep**. Ask children to trace over the word and then copy it twice in the space provided. Do the same for the words **fish** and **ship**.



Look and write.

(An activity to consolidate some of the words taught so far.)

- 10 Elicit the names of the objects in the pictures.
e.g. Teacher: (*pointing to the star*) What's this?
Child: (*a*) star

Explain that they are going to write the words so that the secret word is formed. Give the children time to do the task. Go around the class, providing any necessary help. Children report back to class. Write the answers on the board. (*star, hen, vest, queen, pin*). Secret word: **sheep**.



- 11 **Game.** Take out of your bag a number of pens/pencils. Hide them behind your back and ask children: "How many? 1, 2, 3, 4?" Invite children to guess the correct number.



Kids' Corner



Look and say.

(An activity to review numbers.)

- 12 Explain the task. Point to a sheep and elicit the word. Then, ask: "How many?" Go through the picture with them as they count the sheep. Children report back to class. *(There are) seven (sheep)* Do the same for the rest of the items. *[three (oranges), two (foxes), three (rabbits), one (dog), etc.]*



Song

(An activity for children's language development.)

- 13 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*sheep, one*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

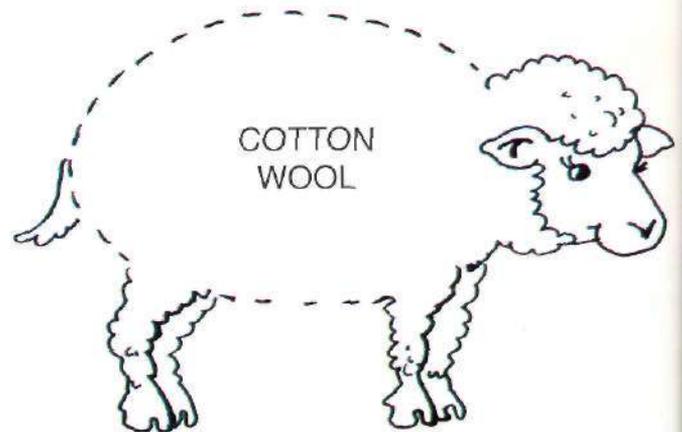
(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words taught so far.)

- 15 Ask children to close their books. Choose some animal flashcards (*cat, dog, hen, fox, pony, sheep, fish*). Ask a child to come to the front. Show him/her an animal flashcard and ask him/her to mime it. The rest of the class tries to guess the animal.

- 1 Draw the outline of a sheep on a piece of paper and photocopy it as many times as the number of your young learners. Provide some cotton wool, too. Give each child a photocopy, some cotton wool and glue. Ask them to make a sheep.



- 2 Children move around the room. Teacher gives them cues to follow, e.g. 1 = clap your hands, 2 = crouch down, 3 = stand on one leg. Demonstrate this yourself first. Play the song. Stop the music and say a number. Children not doing the correct action have to pay a forfeit.

(These activities could be done at the end of the lesson.)

chick, cheese

Aim: Teaching the sound *ch* /tʃ/ and the words chick, cheese

Pupil language: chick - cheese - lamp - jug - bed - box - cat - hen - fish

Teacher language: Open your books. - Close your books. - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words sheep, fish, ship)

- 2 Check words from the previous lesson. Write **sh** in the centre of the board. Around it write: **eep**, **fi** and **ip**. Ask children to write the three words in their notebooks.
- 3 **Song:** Play the song (*Baa, baa black sheep...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (74-75) (chick, cheese)

(An activity to present the sound ch/tʃ/)

- 4 Pin up the **chick** flashcard on the board. Point to it and say "chick." Children repeat, chorally and individually. Say the word again followed by the sound of the initial two letters: "chick - *ch/tʃ/*." Children repeat, chorally and individually. Write the letters **ch** on the board. Focus children's attention on how **c** and **h** are voiced individually, e.g. **c** - *cat*, **h** - *horse*. Point out the difference in sound when both letters are joined as **ch** - *chick*.

(An activity to present chick, cheese.)

- 5 Point to the chick again and ask children: "What's this?" Elicit the answer: "*(It's a) chick*." Write the word below the flashcard. Then, point to the word and say it. Children repeat, chorally and individually. Pin up the **cheese** flashcard on the board, too. Do the same for the word **cheese**.

Page 32

- 6 Draw a large 32 on the board, point to it, mime and say: "Open your books at page thirty-two!"



Look and write.

(An activity to practise the letter blends ch.)

- 7 Ask children to look at the picture of the **chick** and the two initial letters. Hold up your book, and draw their attention to the arrows and the way the letters are formed. Then, ask them to trace over the letters (**ch**).
- 8 Invite children to copy the letters **ch** four or five times in the space provided. Go around as the children do the task, providing help if necessary, and checking the children's accuracy in copying the letters (i.e. staying within the lines provided). Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words chick, cheese.)

- 9 Refer children to the pictures of **chick** and **cheese**. Elicit the words. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **chick**. Ask children to trace over the word and then copy it twice in the space provided. Do the same for the word **cheese**.



Look and write: a, e, i, o, or u?

(An activity to review the words taught so far.)

- 10 Elicit the names of the objects in the pictures.
e.g. Teacher: *(pointing to the lamp) What's this?*
Child: *(a) lamp*

Children complete the words using the letters **a**, **e**, **i**, **o** or **u**. Go around the class, providing any necessary help. Children report back to class. Write the full words on the board for children to check their answers. (*jug, chick, bed, box, cat, hen, fish*)



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (*chick*) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words taught so far.)

- 13 **Snap:** In pairs, children take out their sets of picture word cards. Ask them to shuffle their cards and share them out equally, face down. The children take it in turns to turn over a card and put it in the centre of the table. When two identical cards have been turned over, one after the other, the first child to shout "SNAP" or the word on the card gets all the cards from the centre.



Kids' Corner

- 1 Photocopy picture FCs of any words taught so far and divide class into groups of 4. Give each group 3 pictures, cut into puzzle pieces. The first group to piece together their pictures and name them is the winner.
- 2 Children take out their picture word cards. Ask them to choose the picture word cards which show animals only. Invite a child to choose one of those picture word cards and come to the front. He/She gives you the picture word card and mimes the animal. The rest of the class tries to guess the animal. The person who guesses correctly comes to the front with a new card and the game continues.

(Both activities could be done at the end of the lesson.)

thumb, thimble

Aim: Teaching the sounds /θ/, /ð/ & the words thumb, thimble, the, this

Pupil language: thumb - thimble

Teacher language: Open your books. - Close your books. - What's this? - What colour is it? Where's the thumb? Thumbs up. - Thumbs down. - Classroom commands

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words chick, cheese.)

- 2 Check words from previous lesson. Pin up the **chick** and **cheese** flashcards. Write below the FCs the first and last letter of each word and ask children to complete the words.
- 3 **Song:** Play the song [*Chick, chick, chick, chicken...*]. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 76-77 (thumb, thimble)

(An activity to present the sound /θ/.)

- 4 Pin up the **thumb** flashcard on the board. Point to it and say "thumb". Children repeat, chorally and individually. Say the word again followed by the sound of the initial two letters: "thumb - /θ/." Children repeat, chorally and individually. Write the letters **th** on the board.

(An activity to present the words thumb and thimble.)

- 5 Point to thumb again and ask children: "What's this?" Elicit the answer: "It's a thumb." Write the word below the flashcard. Say the word again. Children repeat, chorally and individually.

Pin up the **thimble** flashcard on the board, too. Do the same for the word **thimble**. Focus children's attention on how t and h are voiced individually, e.g. t - tree, h - horse. Point out the difference in sound when both letters are joined, e.g. th - thumb.

Page 34

- 6 Draw a large 34 on the board, point to it, mime and say: "Open your books at page thirty-four!"



Look and write.

(An activity to practise the letter blends th.)

- 7 Ask children to look at the picture of the **thumb** and the two initial letters. Hold up your book, and draw their attention to the arrows and the way the letters are formed. Then, ask them to trace over the letters (**th**).
- 8 Invite children to copy the letters **th** four or five times in the space provided. Go around as the children do the task, providing help if necessary, and checking the children's accuracy in copying the letters (i.e. staying within the lines provided). Alternatively, children can copy the letter once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words thumb, thimble.)

- 9 Refer children to the pictures of **thumb** and **thimble**. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **thumb**. Ask children to trace over the word and then copy it. Do the same for the word **thimble**.
- 10 Next, read the two words below the pictures: **the**, **this**. Children repeat, chorally and individually. Finally, point to the words **thumb**, **thimble**, **the** and **this** in random order and say their names. Have children repeat after you. Say the words **thumb** and **the** and invite children to tell you the difference in sound: /θ/ and /ð/. Tell them that **th** can be pronounced /θ/ or /ð/.



Look and write.

(An activity to review the words taught so far.)

- 11 Elicit the names of the silhouetted objects. Tell children to write the words in the boxes provided using the letters around the silhouettes (*thimble, rabbit, fish, cat, ship*). Children report back to class. Write the answers on the board.

Extension: Ask children to draw silhouettes of any objects they know for the rest of the class to guess.





Look, read and circle.

(An activity to review the words taught so far.)

- 12 Explain the task. Point to the pictures and elicit their names. Then, read the words in the example. Ask them to circle the word that corresponds to the picture. Children report to class. Write the correct words on the board (*thimble, fox, egg*).



Song

(An activity for children's language development.)

- 13 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 14 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (*thumb*) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

- 15 Play the song again. Accompany the words with actions, where possible, and encourage children to join in.

▶▶ *Ending the lesson*

(An activity to review the words taught so far.)

- 16 Ask children to close their books. Hold up FCs one at a time and ask them to verify the word you say by putting their thumbs up or down e.g. Hold up frog FC and say "box". Children put thumbs down. Encourage children to give the correct answer.



Kids' Corner

- 1 Children draw an outline of their hands on a piece of paper. They can decorate it however they wish. Circulate, asking questions e.g. "What colour is it?" "Where's the thumb?" etc.
- 2 **Simon says:** Give instructions to class e.g. *Simon says: "Thumbs up"*. Children must only do the action if it is preceded by *Simon says*. Those who don't follow the rules must pay a forfeit. This is a good opportunity to include classroom commands e.g. *sit down*, but make sure you demonstrate first.

(These activities could be done at the end of the lesson.)

photo, dolphin

Aim: Teaching the sound ph /f/ & the words photo, dolphin

Pupil language: photo - dolphin

Teacher language: Open your books. - Close your books. - What colour is this? - What's this? Where's the (fish)?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words thumb, thimble.)

- 2 Check words from previous lesson. Draw the silhouettes of **thumb** and **thimble** on the board. Write on the silhouettes the respective letters in random order. Children write the words in their notebooks.
- 3 **Song:** Play the song (*Thumbs up, thumbs down...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 78-79 (photo, dolphin)

(An activity to present the sound ph/f/.)

- 4 Pin up the **photo** flashcard on the board. Point to it and say "photo". Children repeat, chorally and individually. Say the word again followed by the sound of the initial two letters: "photo - ph/f/." Children repeat, chorally and individually. Write the letters **ph** on the board. Focus children's attention on how p and h are voiced individually e.g. p - pin, h - horse. Point out the difference in sound when both letters are joined e.g. ph - photo.

(An activity to present the words photo, dolphin.)

- 5 Point to the photo and ask children: "What's this?" Elicit the answer: "(It's a) photo." Write the word below the flashcard. Then, point to the word and say it. Children repeat, chorally and individually.

Pin up the **dolphin** flashcard and proceed in the same way.

Page 36

- 6 Draw a large 36 on the board, point to it, mime and say: "Open your books at page thirty-six!"



Look and write.

(An activity to practise the letter blends ph.)

- 7 Ask children to look at the picture of the **photo** and the two initial letters. Hold up your book, and draw their attention to the arrows and the way the letters are formed. Then, ask them to trace over the letters (**ph**).
- 8 Invite children to copy the letters **ph** three or four times in the space provided. Go around as the children do the task, providing help if necessary, and checking the children's accuracy in copying the letters (i.e. staying within the lines provided). Alternatively, children can copy the letters once or twice and the remainder can be done at home.



Listen and repeat. Then, write.

(An activity to practise the words photo, dolphin.)

- 9 Refer children to the pictures of **photo** and **dolphin**. Play the cassette. Children listen and repeat, chorally and individually. Point to and say the word **photo**. Ask children to trace over the word and then copy it.

Do the same for the word **dolphin**.



Look and write: f or ph?

(An activity to focus children's attention on the // sound.)

- 10 Write the words **fish** and **photo** on the board. Underline the **f** and **ph** respectively. Say the words. Children listen and repeat, chorally and individually. Ask them to tell you which is the initial sound of both words (f/f/). Tell them that there are two /f/ sounds in the English language. Ask children to look at the task. Elicit the names of the objects in the pictures. Tell children to complete the words using the letters **f** or **ph**. (*elephant, dolphin, fox*).



Note: The emphasis here is to raise the awareness of the children of the fact that there are two /f/ sounds in the English language. Upon completion of the task, write the word *photo* on the board. Say the word and underline the *ph*. Invite children to tell you the sound. Tell them that the letters *p* and *h* make the sound /f/ when found together.



Kids' Corner

Page 37



Look and write.

(An activity to review letter blends.)

- 11 Point to the letter blends and elicit their sounds (/f/, /h/, /ff/, /th/). Ask pupils to tell you any words they can think of with these sounds. Use FCs as prompts. Then, elicit the names of the items in the pictures. Ask them to complete the words using the correct letter blends each time. Give children some time to do the task. Children report back to class. Write the correct words on the board. (*chick, photo, sheep, cheese, dolphin, ship, thimble*).



Song

(An activity for children's language development.)

- 12 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 13 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*photo, dolphin*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review the words taught so far.)

- 14 Divide class into two teams, A and B. Take a FC e.g. "fish" and 2-3 others and put them face down on your desk. Show the 3 FCs to child 1 team A, then shuffle them. Then, you ask "Where's the fish?" and he/she has to guess which card is the fish flashcard. Give a point for each correct answer. Then a child from team B comes to the front and the game continues.



Rhyme time I

Aim: Teaching rhyming words: cake - snake, pine - line, mole - hole

Pupil language: Hello - Goodbye - cake - snake - pine - line - mole - hole - (It's) Anne's.

Teacher language: Open your books. - Close your books. - What's this? - Whose cake is this?



Listen and repeat. Then, write.

(An activity to practise the words cake, snake, pine, line, mole, hole.)

- 7 Play the cassette with the words in the lesson (*cake, snake, pine, line, mole, hole*). Children listen and repeat, chorally and individually.
- 8 Ask children to look at the picture of the **cake**. Ask them to trace over the word and copy it a couple of times. Do the same for the rest of the words.



Look, read and circle.

(An activity to review the words taught so far.)

- 9 Point to the first picture and ask them: "What's this?" Elicit the names of the objects/animals in the pictures. Explain the task. Ask them to read the words and circle the one that corresponds to the picture. Give children some time to do the task. As the children do the task, go around the class providing any necessary help. Children report back to class. Write the answers on the board (*pine, mole, line, cake, hole*).

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(Activities to review the words photo, dolphin.)

- 2 Check words from the previous lesson. Pin up the **photo** and **dolphin** flashcards on the board. Write below the FC the initial and the last letter of each word e.g. *p _ _ _ o*. Ask children to write the complete words in their notebooks.
- 3 **Song:** Play the song (*In my photo...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 80-84, 45 (*cake, snake, pine, line, mole, hole*)

(An activity to present the rhyming words cake, snake, pine, line, mole, hole.)

- 4 Pin up the **cake** flashcard on the board. Point to it and say "cake." Children repeat, chorally and individually. Write the word **cake** on the board. Do the same for the word **snake**.
- 5 Pin up the **pine** flashcard on the board, too. Point to it and say "pine." Children repeat, chorally and individually. Write the word **pine** on the board. Do the same for the word **line**. Repeat the procedure with **mole** and **hole**.

▶▶ Page 38

- 6 Draw a large 38 on the board, point to it mime and say: "Open your books at page thirty-eight!"





Look, read and write.

(An activity to practise rhyming words.)

- 10 Ask children to look at the next task. Point to the first picture and ask them to tell you what they can see. Read the phrases below the pictures and elicit the missing words. Children do the task and then report back to the class. (a snake on the cake, a mole in the hole)

Extension: Prepare some pieces of paper with the following words written on them; lake, make, take, bake, wake, fine, nine, vine, dine, pole, role, sole and vole. Make three columns on the board. Put cake and snake in the first column, pine and line in the second one and mole and hole in the third one. Pin up each piece of paper in the correct column, one at a time. Point to and say the word. Children repeat, chorally and individually. Remove the pieces of paper from the board and hand them out. Invite children to come and pin them up again in the correct column and say the word. Do not explain what the words mean. The emphasis here is on rhyming words, which will enable them to master the reading skill. On completion of the task, you may wish to explain the pronunciation rule. (The presence of the letter e at the end of a word makes the previous vowel between consonants to be pronounced as the sound in the alphabet, a /æ/, o /ɒ/, i /aɪ/, e.g. pin /pin/ - pine /paɪ/).



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (cake) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

Ending the lesson

(An activity to review rhyming words.)

- 13 **My "rhyming" partner:** Hand out the cake, snake, pine, line, mole and hole flashcards in random order. Ask children to form rhyming pairs. (cake-snake, pine-line, mole-hole).

Note: If you have more children than flashcards, play the game more than once or use slips of paper on which you write as many rhyming words as you have children.



Kids' Corner

- 1 Children make their own "cakes" using plasticine, paper or clay. They put the initial letter of their first name on it. On completion have a guessing game.
e.g. Teacher: *Whose cake is this?*
Child: *(It's) Ann's.*
- 2 Put students in pairs and ask them to practise the song with clapping actions to be performed in front of the class.

(These activities could be done at the end of the lesson.)

Rhyme time II

Aim: Teaching rhyming words: sea - tea, rain - train

Pupil language: sea - tea - rain - train

Teacher language: Open your books. - Close your books. - What's this?



Look, read and write.

(An activity to practise the rhyming words.)

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(An activity to review rhyming words.)

- 2 Check words from the previous lesson. Pin up the FCs (80-84 & 45) in random order. Ask children to find the rhyming pairs and say them.
- 3 **Song:** Play the song (*Pat a cake...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 85-88 (sea, tea, rain, train)

(An activity to present the rhyming words sea, tea, rain, train.)

- 4 Pin up the **sea** flashcard on the board. Point to it and say "sea." Children repeat, chorally and individually. Write the word **sea** on the board. Do the same for the word **tea**.
- 5 Pin up the **rain** flashcard on the board, too. Point to it and say "rain." Children repeat, chorally and individually. Write the word **rain** on the board. Do the same for the word **train**.

Page 40

- 6 Draw a large 40 on the board, point to it, mime and say: "Open your books at page forty!"



Listen and repeat. Then, write.

(An activity to practise the words sea, tea, rain, train.)

- 7 Play the cassette. Children repeat, chorally and individually.
- 8 Ask children to look at the picture of the **sea**. Ask them to trace over the word and copy it a couple of times. Do the same for the rest of the words.





Look, read and circle.

(An activity to review the words taught so far.)

- 10 Explain the task. Tell children to look at the pictures and elicit the words. Read the *running - together - text* and explain that there are six hidden words for them to circle. Children do the task and then report back to the class. (*tea, train, rain, dolphin, photo*.)



Song

(An activity for children's language development.)

- 11 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 12 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (*sea, tea*) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ *Ending the lesson*

(An activity to review the words taught so far.)

- 13 Divide children into groups. Children use their picture word cards. Give each group an initial letter e.g. *group A s, group B f, etc* and give them a time-limit to think of and find as many words as possible beginning with this initial letter. The first group to find the most words beginning with the letter wins. Keep changing the letter.



Kids' Corner

- 1 Children draw their own ships with some "things for tea" on it. Display their work.
- 2 Appoint one child to be a "pirate" and divide the rest of the class into groups of 4. They sit on the floor, one behind the other. The child in the front stands up and faces forward. They mime rowing a boat and the person in front mimes spying through a telescope. Play the song. The "pirate" walks around the room and when the music stops, chooses a ship to raid. The group he/she chooses must sing the song. Keep changing pirates.

(These activities can be done at the end of the lesson.)

Rhyme time III

Aim: Teaching rhyming words: boat - coat - goat

Pupil language: boat - coat - goat - words from previous lessons - Put on your hat. - Put on your coat.

Teacher language: Open your books. - Close your books. - What's this? - How many?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(An activity to review rhyming words.)

- 2 Pin up the FCs (85-88) in random order. Ask children to find the rhyming pairs and say them.
- 3 **Song:** Play the song (*I saw a ship a-sail...*). Invite children to sing along.

▶▶ Presentation & Practice

Flashcards 89-91 (boat, coat, goat)

(An activity to present the rhyming words boat, coat, goat.)

- 4 Pin up the **boat** flashcard on the board. Point to it and say "boat". Children repeat, chorally and individually. Write the word **boat** on the board. Do the same for the words **coat**, **goat**.

Page 42

- 5 Draw a large 42 on the board, point to it, mime and say: "Open your books at page forty-two!"



Listen and repeat. Then, write.

(An activity to practise the words boat, coat, goat.)

- 6 Play the cassette. Children listen and repeat, chorally and individually.
- 7 Ask children to look at the picture of the **boat**. Hold up your book, and ask them to trace over the word and copy it a couple of times. **Do the same** for the rest of the words.



Look, count and put a tick (✓), or a cross (X).

(An activity to review words and numbers.)

- 8 First, point to the animal pictures and elicit what they are. Then, explain the task. Ask them to look at the picture and the animals in it. Children tick the pictures if it is the correct number or cross them if the number is incorrect. Give children some time to do the task. As the children do the task, go around the class providing any necessary help. Write the correct answers on the board. (mole-five X, goat-seven ✓, sheep-eight X, hen-nine X, dog-one ✓).





Look and write. Then, match.

(An activity to review rhyming words.)

- 9 Elicit the words on the left. Then, tell children to complete the words. Children do the task and then report back to the class. (hole, tea, snake, rain). Upon completion, ask children to match the completed words to their rhyming counterparts.



Song

(An activity for children's language development.)

- 10 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 11 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gaps in the song, and ask them if they know which words should go in the spaces. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct stickers (coat, boat) in the spaces provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ *Ending the lesson*

(An activity for children's language and physical development.)

- 12 Children stand or sit down around the room. One child moves around doing the action of a train. He/She chooses a child and says "Put on your hat! Put on your coat". Child 2 mimes the action and joins the "train". The game continues in the same way until everyone is on board. Demonstrate this yourself first.



Kids' Corner

- 1 Write a phrase (e.g. *A goat on a boat.*) on the board and ask children to draw it.
- 2 **Bus Stop:** Hand out FCs. Children stand around the room holding up their FCs. One child pretends to be the driver of a bus. Call out a "bus stop" by naming a FC. The "driver" must go to that stop to pick up the passenger. Keep changing "drivers."

(Both activities could be done at the end of the lesson.)

Big and small!

Aim: Teaching the Upper Case & the letters in alphabetical order (A-M)

Pupil language: Words from previous lessons

Teacher language: Open your books. - Close your books. - What's this?

- 8 Ask children to look at the pictures. Ask them to trace over the letter **A** and copy it a couple of times. **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(An activity to review rhyming words.)

- 2 Check words from the previous lesson. Pin up the **boat**, **coat** and **goat** flashcards on the board. Write **-oat** below each flashcard. Ask children to look at the flashcards and complete the words in their notebooks.
- 3 **Song:** Play the song *(Put on your hat...)* Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (A-M)

(Activities to present the upper case.)

- 4 Pin up the flashcards (A - M), one at time. Point to each one and say the word. Children repeat, chorally and individually. Then, write the lower case of the initial letter followed by the upper case next to the respective flashcards.
- 5 Point to the letters one by one and pronounce them the way they are said in the alphabet: e.g. a, A /eɪ/, b, B, /bi:/, c, C /si:/, etc. Children repeat, chorally and individually.

Page 44

- 6 Draw a large 44 on the board, point to it, mime and say: "Open your books at page forty-four!"



Listen and repeat. Then, write.

(An activity to practise the upper case.)

- 7 Play the cassette. Children listen and repeat, chorally and individually.





Look and colour.

(An activity to practise the upper case.)

- 9 Explain the task. Ask them to look at the picture find the hidden upper case letters and colour them. Give children some time to do the task. As the children do the task, go around the class providing any necessary help (letters: A, C, G, B, M, H, I, F, D, L). Alternatively, this can be done in pairs, so that children can help each other.



Look and match.

(An activity to practise upper case and lower case.)

- 10 Explain the task. Tell children to match the upper case with the lower case. Children do the task and then report back to the class. Alternatively, children can come to the board on completion of the task and write the upper and lower case of each letter.



Song

(An activity for children's language development.)

- 11 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ Ending the lesson

(An activity to review upper and lower case.)

- 12 Prepare two sets of 13 cards (A-M), one set with upper case, the other with lower case. Divide class into two teams, A and B. Each child from Team A receives an upper case letter, each one from Team B a lower case letter. Play the song from the lesson and ask children to find their letter partner.



Kids' Corner

- 1 Allocate two areas in the classroom e.g. Upper case, left side of the room, lower case, right side. Hand out a mixture of upper and lower case cards. Play the song from the lesson. When the music stops, children have to go to the allocated area.
- 2 Children attach upper case letters next to lower case letters on their alphabet tree. [This must also be done in the following lesson].

(Both activities could be done at the end of the lesson.)



Big and small!

Aim: Teaching the Upper Case & the letters in alphabetical order (N-Z)

Pupil language: Hello - Goodbye - Words from previous lessons - Yes - No

Teacher language: Open your books. - Close your books. - What's this?

- 8 Ask children to look at the pictures. Ask them to trace over the letter **N** and copy it a couple of times. **Do the same for the rest of the letters.** Alternatively, children can copy the letters once or twice and the remainder can be done at home.

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(An activity to review upper case A-M.)

- 2 Check letters from the previous lesson. Write the letters from **A** to **M** on the board leaving out a couple of them. Ask children to copy and complete the letters in their notebooks.
- 3 **Song:** Play the first part of the alphabet song. Invite children to sing along.

▶▶ Presentation & Practice

Flashcards (N-Z)

(Activities to present upper case N-Z)

- 4 Pin up the flashcards (**N - Z**) one at time. Point to each one and say the word. Children repeat, chorally and individually. Then, write the lower case of the initial letter next to the respective flashcards followed by the upper case.
- 5 Point to the letters one by one and pronounce them the way they are said in the alphabet: e.g. n, **N** /en/, etc. Children repeat, chorally and individually.

Page 46

- 6 Draw a large 46 on the board, point to it, mime and say: "Open your books at page forty-six!"



Listen and repeat. Then, write.

(An activity to practise upper case N-Z)

- 7 Play the cassette. Children listen and repeat, chorally and individually.





Look and write.

(An activity to practise upper case and lower case.)

- Ask children to look at the pictures and tell you the names of the items. Explain the task. Ask them to look at the pictures, find the correct word from the list and write it below the respective picture. Then, children should write the word in upper case. Give children some time to do the task. As the children do the task, go around the class providing any necessary help. Write the answers on the board. (horse - HORSE, jug - JUG, lamp - LAMP, orange - ORANGE, pin - PIN, rabbit - RABBIT, window - WINDOW).



Song

(An activity for children's language development.)

- Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in.

(See introduction to the teacher for ideas on how to exploit songs.)

Ending the lesson

- Prepare a set of cards for the upper and lower case. Teacher holds up a lower case and upper case card sometimes matching, sometimes not. Children say "Yes!" or "No!", respectively.

e.g. Teacher: (holding f and F)
 Child 1: Yes!
 Teacher: (holding g and H)
 Child 2: No!

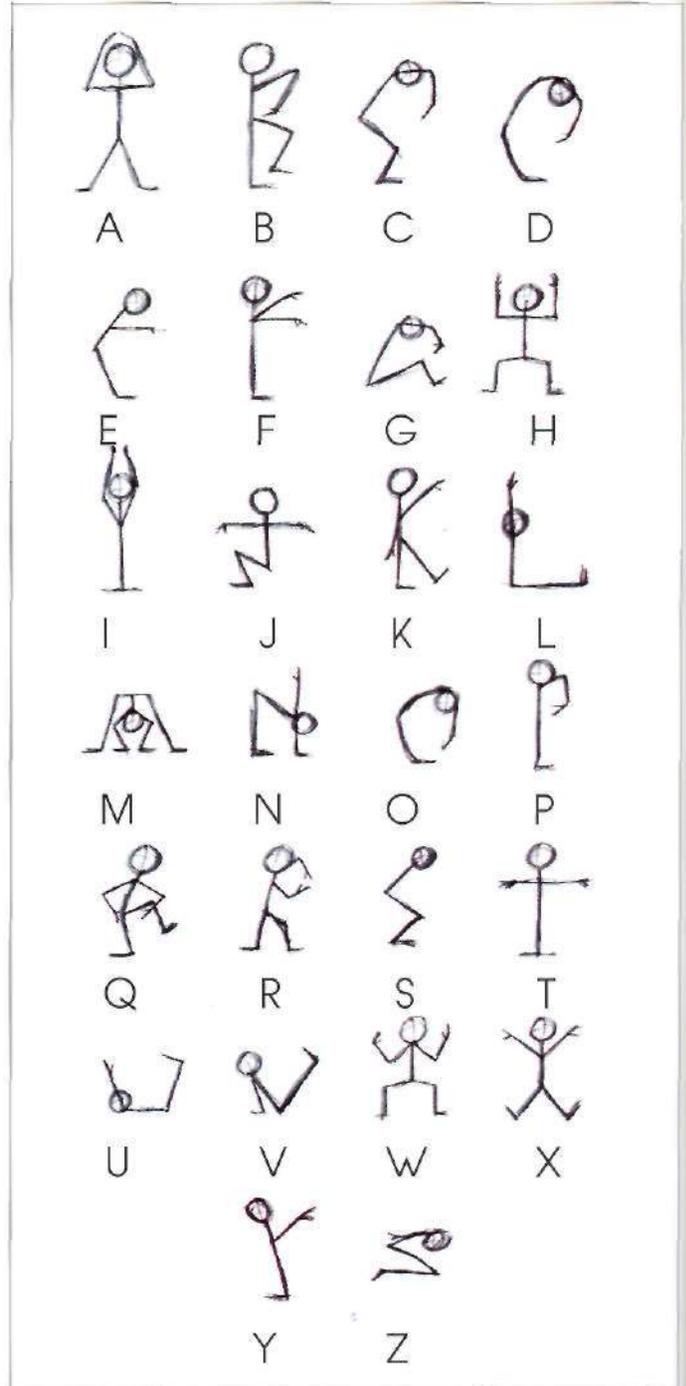
Alternatively, teacher can pin up upper and lower case cards. Children, in turns, come to the board and match.

Note: At the end of the lesson, make sure you cut out the *Alphabet Awards* from the Pupil's book. (see page 63 for further information)



Kids' Corner

- Divide children into groups of three. Hand each group a 3-letter word and ask them to make a body shape of the word (i.e. each child forms an upper case letter). Demonstrate some of the shapes yourself first.



- Children make badges with the first letter of their name on it or their whole name using upper case. Provide cardboard, a safety pin and some sellotape or a sticker.

Now I know!

Aim: Consolidation

Pupil language: Hello - Goodbye - Words from previous lessons

Teacher language: Open your books. - Close your books. - What's this?

▶▶ Beginning the lesson

- 1 Wait by the door as the children come in and greet them.

(An activity to review upper case.)

- 2 Revise the letters from the previous lessons. Write on the board a letter of the alphabet in lower case and invite a child to write the upper case letter next to it. Do this until all the lower and upper case letters are on the board. If any of the children's letter shapes are unclear, redo them yourself. Then, one after the other, children repeat the alphabet. Child 1 begins with A, Child 2 B etc.
- 3 **Song:** Play the alphabet song. Invite children to sing along.

▶▶ Presentation & Practice

Page 48

- 4 Draw a large 48 on the board, point to it, mime and say: "Open your books at page forty-eight!"



Look, read and match.

(An activity to review the words taught so far.)

- 5 Elicit the names of the animals. Then ask them to read the words in the box. Explain that they need to match each picture to the corresponding word by drawing a line. As the children do the task, go around the class providing any necessary help. Check children's answers.



Look, read and circle.

(An activity to review the words taught so far.)

- 6 First, ask children to tell you the name of the item in the pictures. Then, tell them to look at the list of words. Can they see a word which is different? Children circle the odd one out. (*jug, goat, well, tea*).





Look, read and match.



Kids' Corner

(An activity to review words already taught.)

- 7 Go through the picture with the children. Ask them to tell you what they can see in the picture. Explain the task. Ask children to match the words in the balloons to the corresponding items in the picture. Go around the class as the children do the task, providing any necessary help. Check children's answers.

- 1 Children mime their wishes e.g. *a dog, a boat*. The class have to guess what it is.
- 2 Children make their own star and stick it onto a large sheet of blue paper. They can write their names on the stars.

(These activities could be done at the end of the lesson.)



Song

(An activity for children's language development.)

- 8 Refer children to the illustration of the song. Set the scene by eliciting as many words as possible through gestures, mime, actions, etc.
- 9 Play the song on the cassette. Ask children to listen to the song and, on the second time through, ask them to join in. Point to the gap in the song, and ask them if they know which word should go in the space. Tell children that you will play the song through again (as many times as necessary) while they are completing the task. On completion of the task, refer children to the sticker section and ask them to put the correct sticker (*star*) in the space provided. Time permitting, play the song again, encouraging children to participate.

(See introduction to the teacher for ideas on how to exploit songs.)

▶▶ *Ending the lesson*

- 10 Use some time to issue the *Alphabet Awards*.

Alphabet Award

Praise and encouragement is an integral part of teaching young learners. The aim of this alphabet award is to give children a sense of achievement in the target language.

- Designate some time during the penultimate lesson to take out the awards from the pupil's books and explain to them that in the following lesson you are going to have an "award ceremony."
- During the last lesson, call each child to the front individually and hand them their awards. Encourage children to decorate their awards with one or more of the remaining stickers from their books.
- As an extension, conduct a survey to choose their favourite song(s). Play the song(s) as an end to your lesson.

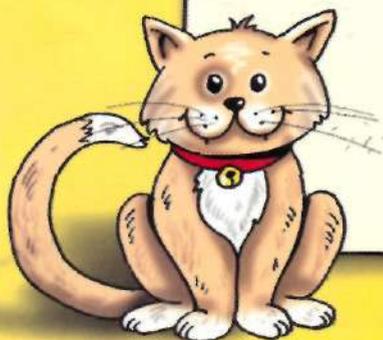
Letterfun

Letterfun is an innovative approach to alphabet teaching for young learners of English. Young learners are introduced to the English alphabet through a variety of activities including nursery rhymes, games and TPR songs. Letterfun activities and songs use full-colour illustrations and are accompanied by a fully-dramatised CD/Cassette.

Letterfun consists of twenty-three lessons of two pages each. Letterfun can be used independently or as an introduction to a Pre-junior or Junior course. The Letterfun alphabet book introduces the letters pictorially reinforcing the shape and the sound of each letter. Further consolidation of the letters is achieved through a wide range of activities and popular children's songs. At the end of the book there are Picture Word Cards for further recycling of the letters. Letterfun guarantees an enjoyable and thorough learning experience!

Components

- Pupil's book
- Teacher's book (interleaved)
- Alphabet poster
- Picture flashcards
- Audio CD/Cassette
- Video cassette



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