

RESOURCE PACK

ENGLISH (B)
FOR NURSERY



Patterns and Tracing

Teaching objectives:

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

Learning outcomes:

Students should be able to:

- Demonstrate the correct sitting position for writing.
- Demonstrate and maintain a correct pencil grip.
- Follow verbal and printed instructions.
- Trace given patterns with a degree of accuracy.

Materials required:

- English Book.
- Writing Pencil, Eraser and Sharpener.

Introduction:

Draw one or two horizontal lines on the board and ensure that the lines go from one side of the board to the other side of the board. Ask a student to come to the board and draw a different line and compare it with yours. You may want to repeat this several times with different students.

Student activity:

Ask the students to open their books at the pages 1 to 6 and look at the different lines. Talk about how these look like and how they are similar or different from each other; you may want to introduce the terms straight, vertical, horizontal, curved, slanted and zig-zag.

Draw a long vertical line on the board. (Alternatively, copy the lines onto a large sheet of paper before the lesson, and display it on the board in turn). Ask the students to trace the same line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who can do this well to show the action to the class. Repeat the air tracing activity several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-

whiteboards) for copying the line. Finally, ask the students to draw the line on the palm of their hand.

Before asking the students to trace the line in the book, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly.

Again, this can be done by asking students who do this well to demonstrate it to the other students. Ask the students to trace the first line carefully, starting at the “Start” point and ending at the “End” point.

Stress that there is no need to hurry; a slower approach will produce neat, accurate results. Repeat all steps of this activity for each of the other lines on the page.

Review:

Ask the students to draw lines in the air according to your instructions, for example, side to side, up and down, zig-zag, etc.

How to Write Letter Aa

Objectives

- To introduce vocabulary of letter ‘a’
- To teach how to form and write the letters “Aa”

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ☞ *Show the pictures of letter A to the class and tell the story of letter A to them using the QR code.*
- ☞ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
- ☞ Explain that they are going to start by learning to write the letter “**Aa**”.

- ✧ Point to “**Aa**” on the alphabet wall chart. Ask:

What sound does this make?

Praise and say: Yes, /a/ ... /a/ **for apple!** Yes, /a/ ... /a/ **for ant!** Yes, /a/ ... /a/ **for arrow!**

- ✧ Show the children how to write the lower case ‘a’ on the board. Sound out /a/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case ‘A’ on the board. Sound out /a/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete activities on the pages # 8 and 9. Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /a/ sound.
- ✧ Return to the page 7 of the book and help individual children to sound out the ‘a’ words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested activities:

APPLE A’s

- Cut out large dark green a shapes for your children using the large A pattern.
- Have your children glue on small red poems for apples or have them place apple stickers on the shape.

A NECKLACES

- Print out a number of small A patterns.
- Cut them into small squares.
- Have your children color the letter A’s with markers, or glue on some glitter.
- Punch two holes at the top of the square or rectangle shape.

APPLE TREES

- Cut out apple tree shapes for your children of light green construction paper.

- Give your children a red ink pad and an A stamp.
- Show your children how to make A stamps all over the top of their tree.
- Children can finish off their tree by coloring the trunk with a brown crayon.

Review:

- ✧ Ask the children if they can name some animals that begin with /a/. (ant, alligator)
- ✧ Ask the children if they can name any fruit that begins with /a/. (apple)
- ✧ Ask the children individually to copy the upper and lower case 'A' and 'a' on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'a' word?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Aa in the note books neatly.

Wrap up:

- ✧ Students will sing the chant of letter A.

How To Write Letter Bb

Objectives

- To teach how to form and write the letters "Bb"
- To introduce letter 'b' vocabulary

Resources:

- Alphabet wall chart.
- English Book.

Introduction:

- ✧ By using the pictures or flash cards tell the story of letter B to the students.
- ✧ Explain that they are going to learn to write the letter 'b'.
- ✧ Point to "**Bb**" on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /b/ .../b/for basket! /b/ for bird! /b/for bag!*

- ✧ Show the children how to write the lower case “**b**” on the board. Sound out /b/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**B**” on the board. Sound out /b/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete Activity given on the pages # 11 and 12. Check that if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /b/ sound.
- ✧ Return to the page 10 of the Student Book and help the children individually to sound out the “**b**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested activities:

B BUGS

- Using the small or medium B pattern, cut out B shapes for your children from light weight cardboard.
- Give your children some Chenille’s and let them make legs and antennae on their B shapes, turning them into bugs.
- Give them marking pens to use for eyes or give them moving eyes to glue on.

PUPPETS

- Using the medium B pattern, cut out B shapes for your children from heavy paper.
- First, have your children make a face on their B shapes using marking pens.
- Next, help your children glue or tape a large craft stick to the back of their B shapes for handles.
- Write each child’s name on the handle of their puppet.
- Have your children use their B puppets when they are singing B songs or when going on a B hunt.

Review:

- ✧ Ask the children if they can name some animals that begin with /b/.(bear)
- ✧ Ask the children if they can name any fruit that begins with /b/.(banana)

- ✧ Ask the children individually to copy the upper and lower case “**B**” and ‘b’ on the board.
- ✧ Hold up the *basket*, *bird*, and *bag* picture cards one at a time, asking: What /b/ word is this?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**b**” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Bb in the note books.

Wrap up:

- ✧ Sing the chant of letter B with the students.

How to Write Letter Cc

Teaching objectives

- To introduce the vocabulary of letter ‘c’
- To teach how to form and write the letters “Cc”

Resources

- Alphabet wall chart
- English Book B.

Introduction:

- ✧ With the help of the flash cards introduce the story of letter c.
- ✧ Explain that they are going to learn to write the letter ‘c’.
- ✧ Point to “**Cc**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /c/ .../c/ for cat! /c/ for car! /c/ for cup!*
- ✧ Show the children how to write the lower case “**c**” on the board. Sound out /c/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**C**” on the board. Sound out

/c/ as you write it.

- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete activity given on the pages # 14 and 15. Check, if the children know, what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /c/ sound.
- ✧ Return to the page 13 of the Student Book and help individual children to sound out the “c” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

CUTTING C's

There is a number of cutting activities that you can do when talking about the letter C.

- Give your children large paper C's and have them cut them into 3-4 pieces, then glue them back on a piece of paper
- Give children 1” strips of colorful construction paper and have them cut corners off the strips, then glue the corners on a large print out of the letter C.
- Cut play dough

COLORING C's

- Tape 2 or 3 crayons together and have your children draw rainbow C's on a piece of paper.
- Have children write C's on a piece of paper with a white or yellow crayon. Then have them paint over their C's with a blue wash.
- Cut out large construction paper C's for your children using the large C pattern. Have them color designs on their letter.

Review:

- ✧ Ask the children if they can name some animals that begin with /c/. (cow)
- ✧ Ask the children if they can name any vegetable that begins with /c/. (carrot)
- ✧ Ask the children individually to copy the upper and lower case “C” and ‘c’ on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “c” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Cc in the note book.

Wrap up:

- ✧ Sing chant of letter C with the students.

How to Write Letter Dd

Objectives

- To teach how to form and write the letters “Dd”
- To introduce the vocabulary of letter ‘d’

Resources

- Alphabet wall chart
- CSS Early Standard English Book B (Pages # 16, 17).

Introduction:

- ✧ With the help of the flash cards tell the story of letter D to the students.
- ✧ Explain that they are going to learn to write the letter ‘d’.
- ✧ Point to “**Dd**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /d/ for duck! /d/ for door! /d/ for dolphin!**
- ✧ Show the children how to write the lower case “**d**” on the board. Sound out /d/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**D**” on the board. Sound out /d/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete Activity given on the pages # 17 and 18. Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /d/ sound.
- ✧ Return to the page 16 of the Student Book and help individual children to

sound out the “*d*” words, emphasizing the initial letter sound.

- ✧ Invite them for activities.

Suggested Activities: (As per case)

DAZZLING DIAMONDS

- Cut out a multitude of 2" diamond shapes from different colors of construction paper.
- Set out the diamond shapes along with small bowls of glue and some small brushes.
- Give your children a piece of white or colored background paper.
- First, show them how to make designs using several diamond shapes.
- When they have a design they like, then have them glue each diamond shape in place on their paper.

DECORATING "D's"

- Cut out large D shapes from heavy paper for your children to decorate.
- Set out one of the following materials for your child to use to decorate their D's.
Markers to make dots all over their D.
Dogs or daisy stickers.

Review:

- ✧ Ask the children if they can name some animals that begin with /d/.(dog)
- ✧ Ask the children if they can name any fruit that begins with /d/.(date)
- ✧ Ask the children individually to copy the upper and lower case “**D**”and “**d**” on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “*d*” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letter Dd in the note book.

Wrap up:

- ✧ Ask students to sing the chant of letter Dd.

How to Write Letter Ee

Objectives

- To teach how to form and write the letters “Ee”.
- To introduce letter “e” vocabulary.

Resources

- Alphabet wall chart.
- English Book B.

How it works?

- ✧ Explain that they are going to learn to write the letter “e”.
- ✧ Point to “**Ee**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /e/ .../e/ for elephant! /e/...for elbow! /e/... for egg!**
- ✧ Show the children how to write the lower case “e” on the board. Sound out /e/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound “e” along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**E**” on the board. Sound out /e/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete Activity given on the pages # 20 and 21.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /e/ sound.
- ✧ Return to the page 19 of the Student Book and help the children individually to sound out the “e” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

WOODEN E's

- Give each child 4 small craft sticks.
- Set out glue in bowls.
- Show your children how to lay one craft stick out vertically, and then glue the others to it sticking out to the right.
- Let your children cover their wooden E's with glue and sprinkle on glitter, if you like.

PLAY DOUGH E's

- Give your children some play dough and let them make long coils.
- Then, show them how to turn their coils into the letter E.

Review:

- ✧ Ask the children if they can name some animals that begin with /e/. (elephant)
- ✧ Ask the children if they can name any food that begins with /e/. (egg)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “e” words?
- ✧ Do they remember any of the new vocabulary?
- ✧ Do the assessment given on the revision page # 22 and 23.

Homework:

- ✧ Write letters Ee in the note book.

Wrap up:

- ✧ Sing the song of letter E with students.

How to Write Letter Ff

Objectives:

- To introduce the vocabulary of letter f
- To teach how to form and write the letters “Ff”

Resources:

- Alphabet wall chart
- English Book B.

Introduction:

- ✧ Introduce the story of letter F by using the flash cards.
- ✧ Explain that they are going to learn to write the letter ‘f’.
- ✧ Point to “**Ff**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /f .../f/ for fountain! /f /for fan! /f/ for fish!**
- ✧ Show the children how to write the lower case “**f**” on the board. Sound out /f/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating

- the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
 - ✧ Show the children how to write the upper case “**F**” on the board. Sound out /f/ as you write it.
 - ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
 - ✧ Invite them for the STEAM activities as given in the book.
 - ✧ Ask the children to complete Activity given on the pages # 25 and 26. Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /f/ sound.
 - ✧ Return to the page 24 of the Student Book and help the children individually to sound out the “**f**” words, emphasizing the initial letter sound.
 - ✧ Invite them for activities.

Suggested Activities:

FABULOUS FISH

Give your children medium sized fish shapes (approx. 8").
Let them cover their fish with water using a paint brush.
Then, have them paint the fish using water colors.

Variation: Make FAT FISH by stuffing and stapling two large fish shapes

Variation: Make FUNNY FISH by adding funny features to fish shapes.

FINGER PRINT F's

- Print out large F shapes and give a printed sheet to each of your children.
- Then, give them washable ink pads and have them make finger prints all over their F shapes.

Review:

- ✧ Ask the children if they can name some animals that begin with /f/. (fish, fox)
- ✧ Introduce the word ‘fruit’ (emphasizing the /f/ sound) by having a quiz, as:
 - How many fruits can the children name?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**f**” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Ff in the note book.

Wrap up:

- ✧ Sing the chant of letter F with students.

How to Write Letter Gg

Teaching objectives:

- To teach how to form and write the letters “Gg”
- To introduce the vocabulary of letter G

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ✧ With the help of flash cards introduce the story of letter G.
- ✧ Explain that they are going to learn to write the letter ‘g’.
- ✧ Point to “**Gg**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /g/.../g/ for gate! /g/ for grapes! /g/ for grass!**
- ✧ Show the children how to write the lower case “g” on the board.
- ✧ Sound out /g/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**G**” on the board. Sound out /g/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete activities given on the pages # 28 and 29.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the

initial /g/ sound.

- ✧ Return to the page 27 of the Student Book and help the children individually to sound out the “g” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

GOLD PAINT

- Set out some gold tempera paint at your easel while you are studying the letter G.
- You may also want to give your children some fish shapes.
- Have them paint their "gold fish" with the gold paint.

GREEN GLUE

- Make some green glue for your children to use as paint.
- Mix green food coloring with white liquid glue.
- Paint on shamrock shapes or any surface you want. (It works great on small wood cutouts.)
- It takes a while to dry but things will end up with a great shiny surface.

Review:

- ✧ Ask the children if they can name some animals that begin with /g/. (goat)
- ✧ Ask the children if they can name any fruit that begins with /g/. (guava)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “g” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Gg in note book.

Wrap up:

- ✧ Sing the chant of Gg with the students.

How to Write Letter Hh

Teaching objectives:

- To introduce the vocabulary of letter H
- To teach how to form and write the letters “Hh”

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ☒ With the help of the flash cards introduce the story of letter H to the students.
- ☒ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g., write stories, letters to friends, and their names.
- ☒ Explain that they are going to start by learning to write the letter **“Hh”**.
- ☒ Point to **“Hh”** on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **h ... /h/ for house! Yes, h ... /h/ for horse! Yes, h ... /h/ for hand!**
- ☒ Show the children how to write the lower case ‘h’ on the board. Sound out /h/ as you write it.
- ☒ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ☒ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ☒ Show the children how to write the upper case ‘H’ on the board.
- ☒ Sound out /h/ as you write it.
- ☒ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ☒ Invite them for the STEAM activities as given in the book.
- ☒ Ask the children to complete Activities on the pages # 31 and 32.
- ☒ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /h/ sound.
- ☒ Return to the page 30 of the Student Book and help the children individually to sound out the ‘h’ words, emphasizing the initial letter sound.
- ☒ Invite them for activities.

Suggested Activities:

CONFETTI HOLES

- Give your child some colored construction paper and a hole punch.
- Show them how to punch out paper circles.
- Have your child make a large pile of colored circles.

HORNS

- Cut out horn shapes for your children to decorate.
- Give your child a horn, some glue and a glue brush.
- Have her cover her horn with glue and then sprinkle on some confetti from the activity above.

Review:

- ✧ Ask the children if they can name some animals that begin with /h/. (hen)
- ✧ Ask the children if they can mime an 'h' word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'h' words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Hh in the note books.

Wrap up:

- ✧ Sing the song or chant of letter H with students.

How to Write Letter Ii

Objectives:

- To teach how to form and write the letters "Ii"
- To introduce letter 'i' vocabulary

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of the flashcards introduce the story of letter I to the students.
- ✧ Explain that they are going to learn to write the letter 'i'.
- ✧ Point to "**Ii**" on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /i/ .../i/ for insects! /i/ for igloo! /i/ for inkpot!**
- ✧ Show the children how to write the lower case "**i**" on the board.
- ✧ Sound out /i/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.

- ✧ Show the children how to write the upper case “**I**” on the board. Sound out /i/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for the STEAM activities as given in the book.
- ✧ Ask the children to complete Activity given on the pages # 34 and 35.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /i/ sound.
- ✧ Return to the page 33 of the Student Book and help the children individually to sound out the “**i**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

DECORATING LARGE “I” CUTOUTS

Using the large “I” pattern, cut out a large I shape for your child, from heavy paper. Below are some suggestions for decorating the I shape.

- Draw designs on it with an ink pen.
- Draw lines on it to make it look like it’s made out of ice cubes.
- Place ice cream or ice skate stickers on it.

INSECTS & INCHWORMS

You will need some dot art paint dobbers for these activities.

- Give your child a piece of white paper and one or two different colored paint dobbers.
- Show him how to make colored circles on his paper.
- Then using a thin lined black pen, encourage him to add eyes and legs to his insects.
- Variation: If he places four to five dots in a row, he can turn his dots into an inchworm.

Review:

- ✧ Ask the children if they can name some animals that begin with /i/. (iguana)
- ✧ Ask the children if they can mime a /i/ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**i**” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Ii in the note book.

Wrap up:

- ✧ Sing the chant of letter I with the students.

How To Write Letter Jj

Objectives:

- To teach how to form and write the letters “Jj”
- To introduce letter ‘j’ vocabulary
 - To introduce courtesy words

Resources:

- Alphabet wall chart
- English Book.

Introduction:

- ✧ Introduce the story of letter J to the students.
- ✧ Explain that they are going to learn to write the letter ‘j’.
- ✧ Point to “**Jj**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /j/ .../j/ for joker! /j/ for jet! /j/ for jug!**
- ✧ Show the children how to write the lower case “**j**” on the board. Sound out /j/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**J**” on the board. Sound out /j/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite the students for the STEAM activities.
- ✧ Ask the children to complete Activity given on the pages # 37 and 38.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /j/ sound.
- ✧ Return to the page 36 of the Student Book and help the children individually to sound out the “**j**” words, emphasizing the initial letter sound.

- ✧ Invite them for activities.

Suggested Activities:

JAZZY JACKETS

Cut copy paper into large jacket shapes.

Set out the jacket shapes and some marking pens.

Encourage your children to make "jazzy" designs on their paper jackets.

JETS

- Give your children some large and small craft sticks and some glue.
- Show them how to make simple airplanes from the craft sticks.
- When their jets are dry, they can be decorated with marking pens.

- ✧ *Introduce the courtesy words as given in the book on page no. 41.*

Review:

- ✧ Ask the children if they can name some food that begin with /j/. (jelly)
- ✧ Hold a quiz: How many /j/ words and names can they call out?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "j" words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Jj in the note books.
- ✧ Complete revision work as given in the book.

Wrap up:

- ✧ Sing the chant of letter j with the class.

How to Write Letter Kk

Teaching objectives:

- To introduce the vocabulary of letter K
- To teach how to form and write the letters "Kk"

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ✧ With the help of flash cards introduce the story of letter K to the students.

- ✧ Explain that they are going to learn to write the letter 'k'.
- ✧ Point to “**kk**” on the Alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /k .../k/ for kangaroo! /k/ for kite! /k/ for key!**
- ✧ Show the children how to write the lower case “**k**” on the board. Sound out /k/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**K**” on the board.
- ✧ Sound out /k/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on the pages # 44 and 45.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /k/ sound.
- ✧ Return to the page 43 of the Student Book and help the children individually to sound out the “**k**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

"K" SORT

- Make up some letter cards.
- On four small index cards, print large capital K's.
- On four more cards, print other capital alphabet letters, such as; D, T, B & A.
- Mix up the cards and have your child find all the K cards.

COUNTING KITES

- Find a book at the library about kites.
- Go through the book with your child and encourage her to count kites.
Alternative: Make a bulletin board with kites and have your children count them.

Review:

- ✧ Ask the children if they can name some animals that begin with /k/. (kangaroo, kite, kitten, koala, kiwi)

Assessment:

- ✧ Are the children able to form the letters correctly?

- ✧ Do they recognize the initial “k” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Kk in the note books.

Wrap up:

- ✧ Sing the chant of letter k with the class.

How To Write Letter Ll

Teaching objectives:

- To introduce the vocabulary of letter l
- To teach how to form and write the letters “Ll”

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ✧ With the help of the flash cards introduce the story of letter L to the students.
- ✧ Explain that they are going to learn to write the letter ‘l’.
- ✧ Point to “**Ll**” on the Alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /l/.../l/ for lion! /l/ for lemon! /l/ for lollipop!**
- ✧ Show the children how to write the lower case “**l**” on the board. Sound out /l/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**L**” on the board. Sound out /l/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite the students for STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 47 and 48.

- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /l/ sound.
- ✧ Return to page 46 of the Student Book and help the children individually to sound out the “l” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

LEMONS AND LIMES

- Place yellow and green paint on paper plates for your children
- Cut a limes and lemons in half. Squeeze out their juice and save for aide drinks.
- Give your children large pieces of white paper and the fruit halves.
- Show them how to dip the lemons in yellow paint and the limes in the green paint, then make fruit prints on their papers.

DECORATING "L's"

- Using light cardboard and the L pattern, make a large L cut out for each of your children.
- Give them one of the following to decorate their L with:
Small leaves
Circle stickers to turn into lollipops by drawing on stems.

Review:

- ✧ Ask the children if they can name some animals that begin with /l/. (Lion, lamb, ladybug)
- ✧ Ask the children if they can name any flower that begins with /l/. (Lotus, lily)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “l” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letter Ll in the note book.

Wrap up:

- ✧ Sing the chant of letter L with the students.

How To Write Letter Mm

Objectives:

- To teach how to form and write the letters “Mm”
- To introduce the vocabulary of letter M

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of the flash cards, tell the story of letter M to the students.
- ✧ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
- ✧ Explain that they are going to start by learning to write the letter “**Mm**”.
- ✧ Point to “**Mm**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **m ... /m/ for mountain! Yes, m ... /m/ for mug! Yes, m ... /m/ for mango!**
- ✧ Show the children how to write the lower case ‘m’ on the board. Sound out /m/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case ‘M’ on the board. Sound out /m/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activities on pages # 50 and 51.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /m/ sound.

- ✧ Return to page 49 of the Student Book and help the children individually to sound out the 'm' words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

MASKS

Celebrate the letter M with masks.

- Take paper plates and cut them in half.
- Then cut out eye and nose half circles along the straight edge.
- Have your children decorate their masks with marking pens, glue and material scraps, feather, etc.
- These half masks can be attached to headbands, for easy wearing.

MOUSE MASK

- Add two circle mouse ears to make a mouse mask.

Review:

- ✧ Ask the children if they can name some animals that begin with /m/. (Monkey, mouse)
- ✧ Ask the children if they can name some food items that begin with /m/. (Milk, mango)
- ✧ Ask the children if they can name some body parts that begin with /m/. (mouth)
- ✧ Ask the children if they can mime an 'm' word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'm' words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Mm in the note books.

Wrap up:

- ✧ Sing the chant of letter M with the students.

How to Write Letter Nn

Objectives:

- To introduce the vocabulary of letter N
- To teach how to form and write the letters “Nn”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards tell the story of letter N to students.
- ✧ Explain that they are going to learn to write the letter ‘n’.
- ✧ Point to “**Nn**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /n/ .../n/ for nurse! /n/ for net! /n/ for nest!**
- ✧ Show the children how to write the lower case “**n**” on the board. Sound out /n/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**N**” on the board. Sound out /n/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 53 and 54. Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /n/ sound.
- ✧ Return to the page 52 of the Student Book and help the children individually to sound out the “**n**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

Decorating N Shapes

Print out the letter N and use it as a pattern to cut large N shapes for your child out of heavy paper. Have your child decorate her shape by:

- Gluing on small squares of newspaper.
- Writing on names (or cutting names out from magazines)
- Gluing on pine needles
- Gluing on pictures of noses.

Number Collage

- Have your children cut out numbers from newspapers.
- Then, set out some sheets of paper and some glue.
- Have your children cover a piece of background paper with glue and then place the numbers all over the paper for a number collage.

Review:

- ✧ Ask the children if they can name some animals that begin with /n/. (Nightingale, newt)
- ✧ Ask the children if they can mime a /n/ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**n**” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Nn in the note book.

Wrap up:

- ✧ Sing the chant of letter N with the students.

How to Write Letter Oo

Teaching objectives:

- To introduce the vocabulary of letter ‘o’
- To teach how to form and write the letters “Oo”
 - To teach them how to help each other
 - To help them to stay healthy

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards introduce the story of letter O to the students.

- ✧ Explain that they are going to learn to write the letter ‘o’.
- ✧ Point to “**Oo**” on the Alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /o/ .../o/ for orange! /o/ for oven! /o/ for ox!**
- ✧ Show the children how to write the lower case “**o**” on the board.
- ✧ Sound out /o/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**O**” on the board. Sound out /o/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 56 and 57.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /o/ sound.
- ✧ Return to page 55 of the Student Book and help the children individually to sound out the “**o**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

FINGERPAINTING O’s

- Set out finger painting paper.
- Place a glob of orange (or any color) finger painting paint in the middle of each paper.
- Let your children finger paint. Encourage them to make o’s on their papers.

O PRINTS

- Set out painting paper and paint trays (small trays or plates, with paint poured on).
- Set out straws, cardboard tubes (or other objects that leave a circle ring).
- Show your children how to dip the objects into the paint and then make O prints all over their papers.

- ✧ *Ask them do people help them.*
- ✧ *Ask them if we can live our lives without taking help from others.*
- ✧ *Ask them if they help others.*
- ✧ *Help them go through page no. 61.*
- ✧ *Ask them do they keep themselves clean.*
- ✧ *Talk about the importance of keeping ourselves clean.*
- ✧ *Introduce page no. 62.*
- ✧ *Help them wash their hands as per the given steps.*

Review:

- ✧ Ask the children if they can name some fruits and vegetables that begin with /o/. (Orange, onions)
- ✧ Ask the children if they can name some animals that begin with /o/. (octopus, ox, owl)
- ✧ Hold a quiz: How many /o/ words and names can they call out?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “o” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Oo in the note books.
- ✧ Complete the revision pages.

Wrap up:

- ✧ Sing the chant of letter O with the class.

How to Write Letter Pp

Teaching objectives:

- To introduce the vocabulary of letter P
- To teach how to form and write the letters “Pp”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of the flash cards, introduce the story of letter P to students.
- ✧ Explain that they are going to learn to write the letter ‘p’.
- ✧ Point to “**Pp**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /p .../p/ for pizza! /p/ for parrot! /p/ for pineapple!**
- ✧ Show the children how to write the lower case “**p**” on the board. Sound out /p/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**P**” on the board.
- ✧ Sound out /p/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 65 and 66.
- ✧ Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /p/ sound.
- ✧ Return to page 64 of the Student Book and help the children individually to sound out the “**p**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

POTATO PRINTS

Be sure to make P place mats with your children while studying the letter P.

- Set out large sheets of construction paper.
- Have your children either stamp P's all over a sheet of paper or cut out capital P's from magazines and newspapers and glue them all over their place mat.
- Cover place mats with clear contact paper, if you want to reuse them.

PUFFY PAINT

Here is a fun puffy paint to make while studying P.

- Place 2 Tbsp. shampoo, ¼ cup liquid tempera paint and ¼ cup water into a bowl.
- Using a hand blender, whip up the mixture into a puffy paint.
- Let children spoon some puffy paint onto a sheet of finger-painting paper and finger paint.
- This paint will only stay puffy for 5-10 minutes.

Review: Ask the children if they can name some fruits and vegetables that begin with /p/. (Peas, peach, pineapple)

Assessment:

- ☒ Are the children able to form the letters correctly?
- ☒ Do they recognize the initial “**p**” words?
- ☒ Do they remember any of the new vocabulary?

Homework:

- ☒ Practice letters Pp in note book.

Wrap up:

- ☒ Sing the chant of letter P with the students.

How to Write Letter Qq

Objectives:

- To teach how to form and write the letters “Qq”
- To introduce the vocabulary of letter ‘q’

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards tell the story of letter Q to the students.
- ✧ Explain that they are going to learn to write the letter 'q'.
- ✧ Point to “**Qq**” on the Alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /q/.../q/ for queen! /q/ for quilt! /q/ for quail!**
- ✧ Show the children how to write the lower case “**q**” on the board. Sound out /q/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**Q**” on the board. Sound out /q/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 68 and 69.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /q/ sound.
- ✧ Return to the page 68 of the Student Book and help the children individually to sound out the “**q**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

QUARTER RUBBINGS

The word “quarter” starts with the Q sound. Here is a fun quarter activity.

- Glue 4-6 quarters on a piece of cardboard.
- Have your child place a piece of plain paper on top.
- Then, using the side of an unwrapped black crayon, have your child make rubbings of the quarters.

Extension: Children could use their quarters for cutting practice. How many can they cut out?

SEWING QUILTS

Here is a fun activity for a group of children.

- First, cut out 6 x 6 squares of light colored paper.
- Punch evenly spaced holes around each square with a hole punch.
- Give the squares to your children along with some colored marking

pens.

- Show your children how to make colorful question marks all over their squares.
- Then, using yarn, sew the squares together and hang them on a wall.

Variation: Children could write capital Q's all over their squares.

Review:

- ☒ Ask the children if they can name some animals that begin with /q/.(quail)
- ☒ Ask the children if they can name any sign that begins with /q/.(quite)

Assessment:

- ☒ Are the children able to form the letters correctly?
- ☒ Do they recognize the initial “q” words?
- ☒ Do they remember any of the new vocabulary?

Homework:

- ☒ Practice letters Qq in the note book.

Wrap up:

- ☒ Sing the chant of letter Q with the students.

How To Write Letter Rr

Objectives:

- To introduce the vocabulary of letter Rr
- To teach how to form and write the letters “Rr”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ☒ With the help of flash cards, tell the story of letter R to the students.
- ☒ Explain that they are going to start by learning to write the letter “Rr”.
- ☒ Point to “Rr” on the Alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **r ... /r/ for rabbit! Yes, r ... /r/ for rock! Yes, r ... /r/ for ruler!**
- ☒ Show the children how to write the lower case ‘r’ on the board. Sound out /r/ as you write it.

- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case 'R' on the board. Sound out /r/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activities on pages # 71 and 72.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /r/ sound.
- ✧ Return to page 70 of the Student Book and help the children individually to sound out the 'r' words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

RIBBON COLLAGES

- Cut up small pieces of ribbons.
- Give your child the ribbon pieces, plus some glue and a sheet of paper.
- Encourage your child to create a ribbon collage.

RECTANGLE PICTURES

Cut out small rectangles.

- Set out the rectangles, plus some glue and a sheet of paper.
- Encourage your child to create a rectangle picture by gluing the rectangles into buildings or other shapes.

Review:

- ✧ Ask the children if they can name some animals that begin with /r/. (Rat, rabbit, raccoon, rhino)
- ✧ Ask the children if they can name some weather items that begin with /r/. (Rain, rainbow)
- ✧ Ask the children if they can name some machine item that begin with /r/. (robot)
- ✧ Ask the children if they can mime an 'r' word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'r' words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Practice letters Rr in the note books.

Wrap up:

- ✧ Sing the chant of letter R with students.

How To Write Letter Ss

Teaching objectives:

- To introduce vocabulary of letter S
- To teach how to form and write the letters "Ss"
 - To teach them to be respectful to others

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards introduce the story of letter S to the students.
- ✧ Explain that they are going to learn to write the letter 's'.
- ✧ Point to "Ss" on the Alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /s/ .../s/ for sun! /s/ for snake! /s/ for socks!**
- ✧ Show the children how to write the lower case "s" on the board. Sound out /s/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case "S" on the board. Sound out /s/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating

the sound along with you.

- ✧ Invite them to do STEAM activities.
- ✧ Ask the children to complete Activity given on pages # 74 and 75.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /s/ sound.
- ✧ Return to page 73 of the Student Book and help the children individually to sound out the “s” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

S ART ACTIVITIES

While studying S, there are lots of S art activities to choose from, such as:

- Sewing
- Stamping
- Sponge Painting
- Scissor activities

SNOW FLAKES

Here is a fun activity using coffee filters.

- Show your child how to fold a coffee filter in-half, then in-half again.
- Then, have her cut small shapes out from along the folded edges.
- When she opens the filter, she will find a simple snowflake.

- ✧ *Introduce the word respect and ask them do they respect others.*
- ✧ *Introduce page no. 76 of the book.*

Review:

- ✧ Ask the children if they can name some animals that begin with /s/. (Shark, snail, snake)
- ✧ Ask the children if they can mime a /s/ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “s” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Ss in the note books.

- ✧ Complete the revision pages.

Wrap up:

- ✧ Sing the chant of letter S to the students.

How to Write Letter Tt

Teaching objectives:

- To introduce vocabulary of letter t
- To teach how to form and write the letters “Tt”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards, tell the story of letter t to the students.
- ✧ Explain that they are going to learn to write the letter ‘t’.
- ✧ Point to “**Tt**” on the alphabet wall chart. Ask: What sound does this make?
Praise and say: **Yes, /t/ .../t/ for tree! /t/ for train! /t/ for tomato!**
- ✧ Show the children how to write the lower case “**t**” on the board.
- ✧ Sound out /t/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**T**” on the board. Sound out /t/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for Steam activities.

- ✧ Ask the children to complete Activity given on pages # 79 and 80.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /t/ sound.
- ✧ Return to the page 78 of the Student Book and help the children individually to sound out the “**t**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

T HANDPRINTS

Have your children make turkey or tulip handprints.

- Turkey Handprint – make brown handprints (fingers spread) then use a black marker to add feet and facial features.
- Tulips – Make red or pink handprints (fingers held together) add green paint or paper stems and leaves.

CUTTING TREES

- Cut out some large paper triangles for your children from green construction paper.
- Fold the triangles in-half and have your children cut in from the outside side edge towards the fold (4-5 times).
- Open to reveal branches on a tree.

Review:

- ✧ Ask the children if they can name some vegetables that begin with /t/.(tomato)
- ✧ Ask the children if they can name some animals that begin with /t/.(tiger, tadpole)
- ✧ Ask the children if they can name some body parts that begin with /t/.(toe)
- ✧ Hold a quiz: How many /t/ words and names can they call out?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**t**” words?
- ✧ Do they remember any of the new vocabulary?
- ✧ Do the revision as given on page # 82 to 84.

Homework:

- ✧ Practice letters Tt in the note book.

Wrap up:

- ✧ Sing the song of letter T with the students.

How to Write Letter Uu

Teaching objectives:

- To introduce the vocabulary of letter U
- To teach how to form and write the letters “Uu”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ Introduce the story of letter U with the help of flash cards.
- ✧ Explain that they are going to learn to write the letter ‘u’.
- ✧ Point to “**Uu**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /u .../u/ for umpire! /u/ for umbrella! /u/ for up!**
- ✧ Show the children how to write the lower case “**u**” on the board. Sound out /u/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**U**” on the board.
- ✧ Sound out /u/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on the pages # 86 and 87.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /u/ sound.
- ✧ Return to the page 85 of the Student Book and help the children individually

to sound out the “**u**” words, emphasizing the initial letter sound.

- ✧ Invite them for activities.

Suggested Activities:

UNIFORMS

- Cut out short sleeve shirt and pant shapes for your children, using light colored paper.
- Have children glue the shirt and pants onto a piece of paper.
- When dry, have children use marking pens or crayons to add heads, arms, etc., turning the shapes into a picture of a person wearing a uniform.

Extension: Give your children small paper breast pocket shapes, have them add the letter U to the pocket, then glue it onto the top of the uniform.

BOX UKULELE

You will need a long tissue box and an empty towel tube for each child for this activity.

- Remove any plastic found around the hole on the top of the tissue box.
- Have children wrap large rubber bands around the box.
- Set out marking pens or stickers for your children to use to decorate their box and towel tube.
- Cut a hole on the top of the box, the size of the towel tube.
- Help your child slip the tube into the box half-way to represent a handle for their ukulele.

Variation: You can also make ukuleles without the handles for your children to play with.

Review:

- ✧ Ask the children if they can name some means of transport item that begin with /u/. (unicycle)
- ✧ Ask the children if they can name some animals that begin with /u/. (unicorn)
- ✧ Ask the children if they can name some weather item that begin with /u/. (umbrella)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “**u**” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Uu in the note book.

Wrap up:

- ✧ Sing the chant of letter U with the students.

How to Write Letter Vv

Teaching objectives:

- To teach how to form and write the letters “Vv”
- To introduce the vocabulary of letter V

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of the flash cards introduce the story of letter V to the students.
- ✧ Explain that they are going to learn to write the letter ‘v’.
- ✧ Point to “**Vv**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /v/.../v/ for vase! /v/ for vest! /v/ for van!**
- ✧ Show the children how to write the lower case “**v**” on the board. Sound out /v/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**V**” on the board. Sound out /v/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on the pages # 89 and 90.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /v/ sound.
- ✧ Return to the page 88 of the Student Book and help individual children to sound out the “**v**” words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

LEATHER FLOWER VASE

You will need a small jar, some masking tape and some shoe polish.

- Have your child tear off small strips of masking tape and tape completely the outside of a small jar or can
- When she has finished taping her jar, have her lightly rub on some brown shoe polish with a soft cloth. This will make a leather looking vase.

SUN VISORS

- Make a pattern for a sun visor and cut one out of light weight cardboard.
- Let your child decorate her visor.
- Cut out holes on the ends of the visor and tie on some ribbon or yarn to secure on your child's head.

Review:

- ☒ Ask the children if they can name some animals that begin with /v/. (vulture)
- ☒ Ask the children if they can name some musical instrument that begin with /v/. (violin)
- ☒ Ask the children if they can name any means of transport that begins with /v/. (van)

Assessment:

- ☒ Are the children able to form the letters correctly?
- ☒ Do they recognize the initial “v” words?
- ☒ Do they remember any of the new vocabulary?

Homework:

- ☒ Write letters Vv in the note book.

Wrap up:

- ☒ Sing the chant of letter V with the students.

How to Write Letter Ww

Teaching objectives:

- To introduce the vocabulary of letter W
- To teach how to form and write the letters “Ww”

Resources:

- Alphabet wall chart

● English Book

Introduction:

- ✧ *With the help of flash cards, introduce the story of letter W to the students.*
- ✧ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
- ✧ Explain that they are going to start by learning to write the letter “Ww”.
- ✧ Point to “Ww” on the alphabet wall chart. Ask: What sound does this make? Praise and say: Yes, **w ... /w/ for window!** **Yes, w ... /w/ for wall!**
Yes, w ... /w/ for watch!
- ✧ Show the children how to write the lower case ‘w’ on the board. Sound out /w/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case ‘W’ on the board. Sound out /w/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activities on the pages # 92 and 93.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /w/ sound.
- ✧ Return to the page 91 of the Student Book and help the children individually to sound out the ‘w’ words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

WATERMELON SLICES

- Have your children paint inexpensive white paper plates green.
- When the plates are dry, have them glue a red paper circle in the middle of their plates.
- Finally, let them use a black marking pen to make black (seeds) dots on the

red paper.	
W ART MATERIALS:	
waxed paper	“Wicky Sticks”
Wallpaper	weaving
Wood	water
water colors	wire

Review:

- ✧ Ask the children if they can name some animals that begin with /w/. (wolf, whale, wasp)
- ✧ Ask the children if they can name some fruit that begin with /w/. (watermelon)
- ✧ Ask the children if they can name some place that begin with /w/. (world, Wah Cantt)
- ✧ Ask the children if they can mime a ‘w’ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial ‘w’ words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Ww in the note book.

Wrap up:

- ✧ Sing the chant of letter W with the students.

How to Write Letter Xx

Teaching objectives:

- To introduce the vocabulary of letter X
- To teach how to form and write the letters “Xx”

Resources:

- Alphabet wall chart
- English Book B

Introduction:

- ✧ With the help of flash cards, introduce the story of letter X.
- ✧ Explain that they are going to learn to write the letter 'x'.
- ✧ Point to "Xx" on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /x/ .../x/ for xylophone! /x/ for x-ray!**
- ✧ Show the children how to write the lower case "x" on the board. Sound out /x/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case "X" on the board. Sound out /x/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Invite them for STEAM activities.
- ✧ Ask the children to complete Activity given on the pages # 95 and 96.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /x/ sound.
- ✧ Return to the page 94 of the Student Book and help the children individually to sound out the "x" words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

X BUTTERFLY

- Cut out a butterfly shape for each of your children.
- Set out the butterflies and some marking pens.
- Have your children draw a large X shape across the butterfly.
- Then have children color the different sections of the butterfly each a different color.

SEWING X's

You will need pieces of 8" x 8" burlap squares, 6 or 7" crochet hoops and some 12" yarn sections for this activity. You will also need some large plastic sewing needles.

- Place a burlap square on a crochet hoop.
- Draw a large X in the middle of the burlap.
- Show your children how to thread a yarn section onto a plastic needle.

- Finally, show your child how to make simple stitches along the lines of their X.

Note: This project is best for children four or older. Be sure to supervise this project at all times. Even though the needles are dull, injuries could occur.

Review:

- ✧ Ask the children if they can mime an /x/ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “x” words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letter Xx in the note book.

Wrap up:

- ✧ Sing the chant of X with the students.

How to Write Letter Yy

Teaching objectives:

- To introduce the vocabulary of letter y
- To teach how to form and write the letters “Yy”

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ✧ With the help of flash cards introduce the story of letter Y to the students.
- ✧ Explain that they are going to learn to write the letter ‘y’.
- ✧ Point to “Yy” on the alphabet wall chart. Ask: What sound does this make?
Praise and say: **Yes, /y/ .../y/ for yacht!** **/y/ for yarn!**
/y/ for yoyo!
- ✧ Show the children how to write the lower case “y” on the board.
- ✧ Sound out /y/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating

- the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
 - ✧ Show the children how to write the upper case “Y” on the board. Sound out /y/ as you write it.
 - ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
 - ✧ Invite them for STEAM activities.
 - ✧ Ask the children to complete Activity given on the pages # 99 and 100.
 - ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /y/ sound.
 - ✧ Return to the page 98 of the Student Book and help the children individually to sound out the “t” words, emphasizing the initial letter sound.
 - ✧ Invite them for activities.

Suggested Activities:

YELLOW COLLAGE

- Give your child an old magazine and let her cut or tear out pictures that are yellow.

Then have her cover a piece of paper with glue and stick on the yellow pictures.

DECORATING THE LETTER Y

- Using the pattern Y, cut out a large Y shape for your child.
- Let him decorate it with one of the following ideas.
 - Yellow pieces of yarn.
 - Y tissue squares.
 - Yellow paint.

Review:

- ✧ Ask the children if they can name some food items that begin with /y/. (yogurt, yolk)
- ✧ Ask the children if they can name some human impressions that begin with /y/. (yell, yawn)
- ✧ Hold a quiz: How many /y/ words and names can they call out?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “y” words?

- ☒ Do they remember any of the new vocabulary?

Homework:

- ☒ Write letter Yy in the note book.

Wrap up:

- ☒ Are the children able to form the letters correctly?
- ☒ d full/empty?

How to Write Letter Zz

Teaching objectives:

- To introduce the vocabulary of letter 'z'
- To teach how to form and write the letters "Zz"

Resources:

- Alphabet wall chart
- English Book

Introduction:

- ☒ Introduction the story of letter Z to the students.
- ☒ Explain that they are going to start by learning to write the letter "Zz".
- ☒ Point to "Zz" on the alphabet wall chart. Ask: What sound does this make?
Praise and say: Yes, z ... /z/ for zip! Yes, z ... /z/ for zero! Yes, z ... /z/ for zebra!
- ☒ Show the children how to write the lower case 'z' on the board. Sound out /z/ as you write it.
- ☒ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ☒ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ☒ Show the children how to write the upper case 'Z' on the board. Sound out /z/ as you write it.
- ☒ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ☒ Invite them for STEAM activities.

- ✧ Ask the children to complete Activities on the pages # 102 and 103.
- ✧ Check, if the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /z/ sound.
- ✧ Return to the page 101 of the Student Book and help the children individually to sound out the 'z' words, emphasizing the initial letter sound.
- ✧ Invite them for activities.

Suggested Activities:

ZIPPIITY DO PLAYDOUGH

- Place small balls of two or three different colors of play dough inside a small zip-lock bag and let your child squeeze the bag making a rainbow of colors.

ZEBRA STRIPES

- Give your child a cutout of a zebra shape.
- Then give him a wide black marking pen and have him make stripes on his cutout to resemble the stripes on a zebra.

Review:

- ✧ Ask the children if they can name some animals that begin with /z/. (zebra)
- ✧ Ask the children if they can name a digit that begin with /z/. (zero)
- ✧ Ask the children if they can name a path that begin with /z/. (zigzag)
- ✧ Ask the children if they can mime a 'z' word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'z' words?
- ✧ Do they remember any of the new vocabulary?

Homework:

- ✧ Write letters Zz in the note book.
- ✧ Complete the revision pages.

Wrap up:

- ✧ Sing the chant of letter Z with the students.

Topic: Sky, grass and root letters

positions

Teaching objectives:

- To introduce the concept of sky, grass and root letters and positions

Resources:

- English Book and flash cards

Introduction:

- ✧ The teacher will greet students and ask them to sing the song of abc.
- ✧ The teacher will draw four lines on the board and introduce these lines as sky line, fence line, grass line and root line.
- ✧ She will write the alphabets on these lines.
- ✧ She will introduce the types of the letters using page no. 105 of the book.
- ✧ She will ask the students to complete page no. 106.
- ✧ She will point towards different objects and ask about their positions.
- ✧ She will introduce page no. 107 and 108 of the book.

Review:

The teacher will invite students for book reading.

Assessment:

The teacher will say a letter and the students will tell its type.

HOMEWORK:

The teacher may assign writing work as per requirement.

WRAP-UP:

The teacher will encourage students to share what they have learnt today.

Blending

Teaching objectives:

- To introduce the concept of blending and word families

Resources:

- English Book and flash cards of words and objects

Introduction:

- ✧ The teacher will greet students and ask them to sing the song of abc.
- ✧ The teacher will tell students that she is thinking of some mystery words.
- ✧ She will invite the students to raise their hands if they can think of the words when she poses the following clues: an animal that says “meow” (cat), an animal that flies at night (bat), a rug to wipe feet on (mat), an animal that eats cheese (rat), and something we wear on we head (hat).
- ✧ She will ask students to think of some more words that end with the letters -at.
- ✧ She will load the first "-at song" link on interactive whiteboard. She will encourage students to stand and sing the song.
- ✧ She will load the second "-at song" link and repeat above.
- ✧ She will display a sheet of large chart paper where everyone can see.
- ✧ She will draw a large outline of a simple house with a triangle top and square bottom.
- ✧ She will write -AT in big letters in the top triangle portion of the house.
- ✧ She will tell students that all of the words in this family must end with the letters -at. This makes a **word family**.
- ✧ On the alphabet chart, she will point to the letter B.
- ✧ She will ask students what sound the letter makes.
- ✧ She will invite students to blend the B sound with -at.
- ✧ She will write the word “bat” in the square portion of the house.
- ✧ She will proceed in this way as she progresses through the letters of the alphabet.
- ✧ She will have students decide if the words are real or nonsense. For example, when she gets to the letter D, the students should be able to tell you that “dat” is not a real word, so it does not belong in the -at family.
- ✧ She will pass out individual boards or papers and markers to each student.
- ✧ She will tell students to write “at” on their boards or papers and hold up their work for her to check.
- ✧ She will tell the students to write “bat” under “at” on their boards or papers. She will remind them to show, not tell, what letters to use.
- ✧ Again, she will tell students to hold up their work.
- ✧ She will proceed in this way with the following words: *cat, fat, hat, mat, pat, rat, sat, and that*.

- ✧ Following the same technique, the teacher will introduce other families given in the book. She should spend at least 4 to five periods on these pages. After three letter words, four letter words should be taught similarly.
- ✧ The teacher can design different writing activities related to these pages e.g.
 - i) Write the rhyming word
cook _____
 - ii) Complete spellings
g _____ t m _____ re
 - iii) Look at the picture and write the name



- iv) Match names with pictures

Review:

The teacher will invite students for book reading.

Assessment:

Are students able to read the words?

HOMEWORK:

The teacher may assign writing work as per requirement.

WRAP-UP:

The teacher will encourage students to share what they have learnt today.

Topics: 1. Vowels and Consonants

2. Name writing

The first thing to do for kids is show them the **visuals for the vowels** and a shortened version of the story for each letter. For the visuals to be effective, the object has to match the shape of the letter. The **visuals worked beautifully** to help cement the sound of the vowel. Using visuals correctly will make all the difference for visual, right-brained, and kinesthetic learners!

Also teach **hand motions** for each vowel. For some children, even as old as middle school, the **hand motions** are what **help** them figure out a word they don't know. Kids will come to associate the body motion with the shape of the letter and also the sound they hear themselves saying. Over time, they no longer need to make the hand motion - sounds will become automatic. Hand motions are essentials for tactile and kinesthetic learners!

For A, we make an anthill with our fingers and then touch thumbs to make the tunnel. For E, the kids will make a fist and find the lowercase E their fingers made. For I, use an upraised hand similar to the feathers on Ike's head. The O is Osama's wide-open mouth, and the U is Uncle Ule's upside-down umbrella. Stories are great for beginners and for visual, right-brained, and kinesthetic learners.

Here are the hand motions for our vowels:



The teacher can tell students those vowels produce sounds through an open mouth without trapped sound. Five letters are always **vowels**. They are a, e, i, o, and u. Even if they are written as capital or uppercase letters, they are vowels. There is another letter that often hangs out with the vowel group. It is the letter y. Therefore, the vowels are a, e, i, o, u, and sometimes y.

The remaining letters of the alphabet are always consonants. The group of **consonants** is: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z the teacher can ask students did you notice that y was in the consonant group too? Y is a member of both groups! Sometimes it is a consonant and sometimes a vowel. So, how do

you know if y is a consonant or vowel? Well, most of the time when y is at the beginning of a word, it is a consonant. When y is in the middle or at the end of a word, it is usually a vowel.

The teacher can ask students would you like to learn a quick way to remember the vowels. Look at your hand. Starting with your thumb, say each vowel as you touch a finger. When you say "a," touch your thumb. When you say "e," touch the finger next to your thumb, which is your index finger. Next, touch your tallest finger, and say "i." Your ring finger is next. Touch it and say "o." Finally; we come to your little finger or pinky. Touch it and say "u." You named the vowels that are always vowels!

OR

- The teacher can start singing the alphabet song. Students should follow along.
- She can ask students to look at the alphabet chart and say it slowly.
- She can ask students if they know what vowels and consonants are.
- She can explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking.
- She will separate the board into two sections.
- On one side she will put the heading "vowels" and the other side writes "consonants."
- She can ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section.
- If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section.

- The teacher can continue like this until all the letters of the alphabet are on the board.
- While pointing at the letters she should ask the class what sound the vowels make.
- The teacher can reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught at a later date.
- The teacher can ask students to go through page no. 131 of their books.
- She will ask students about their names.
- She will introduce her name on the board and ask the students if they want to learn to write their names.
- She will call the students one by one and help him or her to write his or her name on the board.
- She will help students to go through page no. 133 and 134.