

A-D

Aims: introducing the alphabet (A-D)

Vocabulary: ant, bat, cap, duck

Extra materials: *My Alphabet* poster, slips of papers with the words: *ant, bat, cap, duck*

E-H

Aims: introducing the alphabet (E-H)

Vocabulary: elf, flower, ghost, hat

Extra materials: *My Alphabet* poster, slips of paper with the words: *elf, flower, ghost, hat*

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Point to the letters and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

*e.g. Teacher: a /ei/
Class: a /ei/
Teacher: ant
Class: ant etc*

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Students' books open. Demonstrate how to write each letter. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

- 3 Look and join the letters. Then write the missing letters.

Read the instructions and explain the task. The students join the letters. Then they write the missing letter in order to complete the words.

ant bat cap duck

- 4 Look and write the missing letters. Then point to and say the names of the animals.

The students write the missing letter in order to complete the words. Allow students some time to complete the task.

cap ant bat duck

ENDING THE LESSON

Write the letters A-D on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Revise letters A-D and the corresponding words. Then, point to the letters E-H and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Demonstrate how to write each letter. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

- 3 Match the upper case letters with the lower case letters.

Explain the task. Students repeat after you chorally. Repeat the procedure with all the letters. Students join the upper case letters to the lower case letters. Allow students some time to complete the task.

C – c, E – e, H – h, F – f, G – g, B – b, D – d

- 4 Join the letters to make words.

Explain the task. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

ENDING THE LESSON

Write the letters E-H on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter. Ask the rest of the class for verification.

MY ALPHABET BOOK (Teacher's Notes)

I-L

Aims: introducing the alphabet (I-L)

Vocabulary: iguana, jaguar, koala, lion

Extra materials: *My Alphabet* poster, slips of paper with the words: *iguana, jaguar, koala, lion*

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Revise letters E-H and the corresponding words. Then, point to the letters I-L and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Demonstrate how to write each letter. Allow students some time to complete the task.

- 3 Match the upper case letters with the lower case letters.

Students join the upper case letter with the lower case letters. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

I – i, K – k, J – j, L – l

- 4 Join the pictures with words.

Refer the students to the pictures and elicit the words. Explain the task. Students match the pictures to the words. Allow students some time to complete the task.

- 5 Look and write the missing letters. Then point to and say the names of the animals.

Students write the missing letters. Allow students some time to complete the task. Then, students point to and say the names of the animals.

iguana jaguar koala lion

ENDING THE LESSON

Write the letters I-L on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter.

M-P

Aims: introducing the alphabet (M-P)

Vocabulary: mouse, nut, orange, puppet

Extra materials: *My Alphabet* poster, slips of paper with the words: *mouse, nut, orange, puppet*

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Revise letters I-L and the corresponding words. Then, point to the letters M-P and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Demonstrate how to write each letter. Allow students some time to complete the task.

- 3 Circle the words.

Explain the task. Students circle the words. Allow students some time to complete the task.

mouse, nut, orange, puppet

- 4 Look and match.

Explain the task. Students match the words in upper and lower case letters to the pictures. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

- 5 Look and write the missing letters. Then point to and say their names.

Refer the students to the pictures and elicit the words. Explain the task. Students write the missing letters. Allow students some time to complete the task. Then, students point to and say the words.

orange mouse puppet nut

ENDING THE LESSON

Write the letters M-P on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter.

Q-U

Aims: introducing the alphabet (Q-U)
Vocabulary: queen, rabbit, snail, tomato, umbrella
Extra materials: *My Alphabet* poster, slips of paper with the words: *queen, rabbit, snail, tomato, umbrella*

V-Z

Aims: introducing the alphabet (V-Z)
Vocabulary: violet, wizard, fox, yo-yo, zebra
Extra materials: *My Alphabet* poster, slips of paper with the words: *violet, wizard, fox, yo-yo, zebra*

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Revise letters M-P and the corresponding words. Then, point to the letters Q-U and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Demonstrate how to write each letter. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

- 3 Write the words in lower case.

Explain the task. Students write the words in lower case letters. Allow students some time to complete the task.

queen rabbit snail tomato umbrella

- 4 Look and write the missing letters. Then point to and say their names.

Explain the task. Students write the missing letters. Allow students some time to complete the task. Go around the classroom, giving help where necessary. Then, students point to and say the words.

queen rabbit snail tomato umbrella

- 5 Find and circle the words.

Explain the task. Students find and circle the words. Go around the classroom, giving help where necessary.

ENDING THE LESSON

Write the letters Q-U on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter. Ask the rest of the class for verification.

PRESENTATION & PRACTICE

- 1 Listen and point to the letters and the words. Then say the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Revise letters Q-U and the corresponding words. Then, point to the letters V-Z and say the appropriate sound. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen to the letter sounds and the words and repeat chorally and individually. Individual students read the letters and the words.

- 2 Write the letters.

Demonstrate how to write each letter. Allow students some time to complete the task.

- 3 Look at the pictures and circle the letters. Then write the words.

Explain the task. Students circle the letters. Then they write the words. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

- 1 wizard 2 fox 3 yo-yo 4 zebra

- 4 Look at the pictures and write the words.

Explain the task. Students look at the pictures and do the crossword. Allow students some time to complete the task.

- 1 VIOLET 4 ZEBRA 7 YO-YO
- 2 WIZARD 5 SNAIL
- 3 TOMATO 6 UMBRELLA

- 5 Write the first letter. What's the word?

Explain the task. Students write the first letter of each word. Allow students some time to do the task.

Secret word: starlight

ENDING THE LESSON

Write the letters V-Z on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter. Ask the rest of the class for verification.

MY ALPHABET BOOK (Teacher's Notes)

Letter Blends: sh ch ph th

Aims: teaching the sounds sh, ch, ph and th

Vocabulary: A sheep in a shop, cheese on my chips, an elephant on the phone, my father's tooth

Extra materials: Slips of paper with the words: *sheep, shop, cheese, chips, elephant, phone, father, tooth*

PRESENTATION & PRACTICE

1 Listen and repeat.

Students' books closed. Present the letter blends. Write **sh** on the board, point to it and say /ʃ/. The students repeat chorally and individually. Repeat with the rest of the letter blends and the words.

Students' books open. Play the recording. The students listen and repeat the letter blends sounds and the sentences. Individual students read the letters and the sentences.

2 Look at the pictures and tick (3) the correct letter blend.

Explain the task. The students tick the corresponding letter blend for each picture. Allow students some time to complete the task.

2 3 ph 3 3 th 4 3 sh

3 Listen and circle the right picture. Then colour it.

Explain the task. Students listen to the letter blends and circle the corresponding pictures. Then they colour in the pictures. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

1 cheese 2 sheep 3 phone 4 tooth

4 Use the code to colour the picture.

Explain the task. Students look at the code and colour in the picture. Allow students some time to complete the task. Go around the classroom, giving help where necessary.

Students colour in the sheep blue.

Students colour in the phone green.

Students colour in the T-shirt blue.

Students colour in the tooth red.

Students colour in the chips yellow.

Students colour in the cheese yellow.

ENDING THE LESSON

Write the letter blends on the board. Hand out the slips of paper. Ask the students to come to the board and stick their word under the correct letter blend. Ask the rest of the class for verification.

My Abc

Aims: revision

Extra materials: *My Alphabet* poster, slips of paper with the alphabet in upper and lower case

PRESENTATION & PRACTICE

1 Listen and repeat the letters and the words.

Students' books closed. Pin up *My Alphabet* poster on the board. Point to the letters and say the appropriate sounds /ei/, /bi.../, etc. The students repeat chorally and individually. Point to the pictures and say the words. The students repeat chorally and individually.

Students' books open. Play the recording. The students listen and repeat chorally and individually. Individual students read the letters and the sentences.

2 Listen and circle the right letter.

Explain the task. Play the recording. The students listen and circle the right letter. Go around the classroom, giving help where necessary.

1 b	3 e	5 t	7 s
2 k	4 u	6 n	8 y

3 Complete the alphabet. Then find the secret word!

Explain the task. Students complete the alphabet and find the secret word. Allow students some time to do the task. Walk around the classroom giving help where necessary.

1 A	7 G	13 M	19 S	25 Y
2 B	8 H	14 N	20 T	26 Z
3 C	9 I	15 O	21 U	
4 D	10 J	16 P	22 V	
5 E	11 K	17 Q	23 W	
6 F	12 L	18 R	24 X	
6 F	12 L	18 R	24 X	



ENDING THE LESSON

Divide the class in two teams, A and B. Each student from Team A receives an upper case letter and each student from Team B receives a lower case letter. Play the alphabet song and ask the students to find their letter partner.

Alphabet Check

Aims: revision

Extra materials: *My Alphabet* poster, slips of paper with the alphabet in upper and lower case, construction paper, tape

PRESENTATION & PRACTISE

1 Complete the missing letters.

Students' books closed. Pin up *My Alphabet* poster on the board. Point to the letters and invite individual students to name the letters. Ask the rest of the class for verification. Repeat with the words.

Students' books open. Explain the task. Students fill in the missing letters. Allow students some time to do the task. Walk around the classroom giving help where necessary.

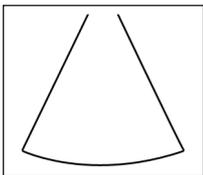
abcde, fghij, klmno, pqrst, uvwxyz

2 Join the dots. What can you see?

Explain the task. Students join the letters. Allow students some time to do the task. Ask students what they can see in the picture after they've completed the task (*an elephant*). Walk around the classroom providing help where necessary.

3 Make hats and play the alphabet game.

Use one sheet of construction paper for each hat and make a triangle shape as shown in the diagram. Cut out the shapes and hand them out to the students. Ask them to write the initial letter of their name on it and colour it. Roll the hats into a cone shape and either glue them or staple to secure. You can also attach ribbons to enable the hats to be tied under the child's chin.



Say a letter. The student(s) with the corresponding letter come(s) to the front and present(s) themselves.

e.g. *Teacher: B*
Student 1: Hello, I'm Bill.

Alternatively, you can either ask students to bring party hats so that they can write the letters on them or ask the students to write the letters on slips of paper and play the game.

4 Correct the mistakes.

Explain the task. Students rewrite the words correctly using lower case letters. Walk around the classroom providing help where necessary.

- 1 ant 3 elf 5 lion 7 orange
- 2 cap 4 iguana 6 jaguar 8 rabbit

5 Complete the words.

Explain the task. Students use letters from the list and complete the words. Walk around the classroom providing help where necessary.

- bat ghost iguana puppet
- violet fox zebra wizard

6 Circle the words. Then put them in alphabetical order.

Explain the task. Students look at the word search and circle the words. Then, they put them in alphabetical order. Walk around the classroom providing help where necessary.

- ant lion rabbit
- duck nut umbrella
- elf orange wizard
- jaguar puppet yo-yo

7 Find the pictures. Then use the code and colour them.

Explain the task. Students find pictures of an orange, a snail, a yo-yo, an umbrella, a hat and a flower. Then, they read the code and colour in the pictures accordingly. Walk around the classroom providing help where necessary.

8 Look at the pictures and circle the correct word.

Explain the task. Students look at the pictures and circle the correct word. Walk around the classroom providing help where necessary.

- 1 bat 4 elf
- 2 jaguar 5 mouse
- 3 orange 6 queen

9 Play the I spy game.

Explain the game. Refer the students to the picture and elicit the items they know. Choose an item, i.e. the *zebra*, and say *I spy with my little eye, something beginning with Z*. The students look at the picture searching for words starting with Z. The student who guesses correctly first gets to choose the next item.

ENDING THE LESSON

Ask students to wear their alphabet hats. Say words from the alphabet poster. Each time a student hears a word beginning with the letter she/he has on their hat, they go to the front of the classroom.