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TOP STARS 1a

Alphabet Book Teacher's Notes



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NOTE

The teacher needs to review the Emerging Reading CS and the Emerging Writing CS before starting teaching the letters.

When students complete the Alphabet Book, they will be able to:

- recognise and respond with support to letter names (L2.6)
- recognise and sight read a few familiar words (R2.1)
- recognise and identify with support handwritten or printed letters of the alphabet by their name and shape (R3.1)
- distinguish with support small letters of the alphabet from capital letters (R3.2)
- recognise and sound out with a lot of support beginning letter sounds in a word (R3.3)
- name with support a few very familiar objects (W1.3)
- copy with support recognisable small and capital letters (W1.4)
- write small and capital letters of regular size and shape (W3.1)
- continue to show interest in singing songs and saying rhymes and chants (S5.1)

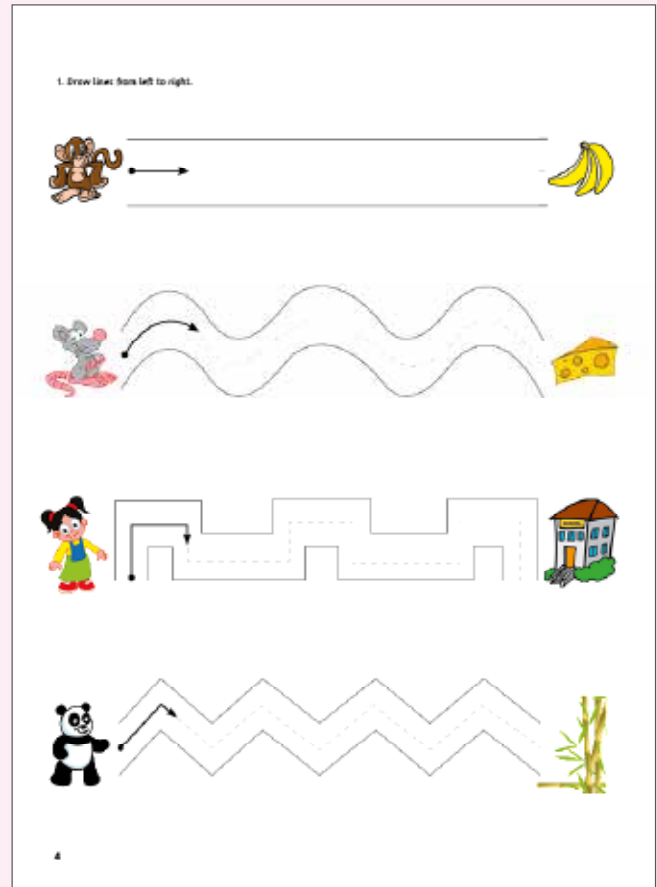
Draw lines.

Aim

To practise basic handwriting skills with a direction from left to right.

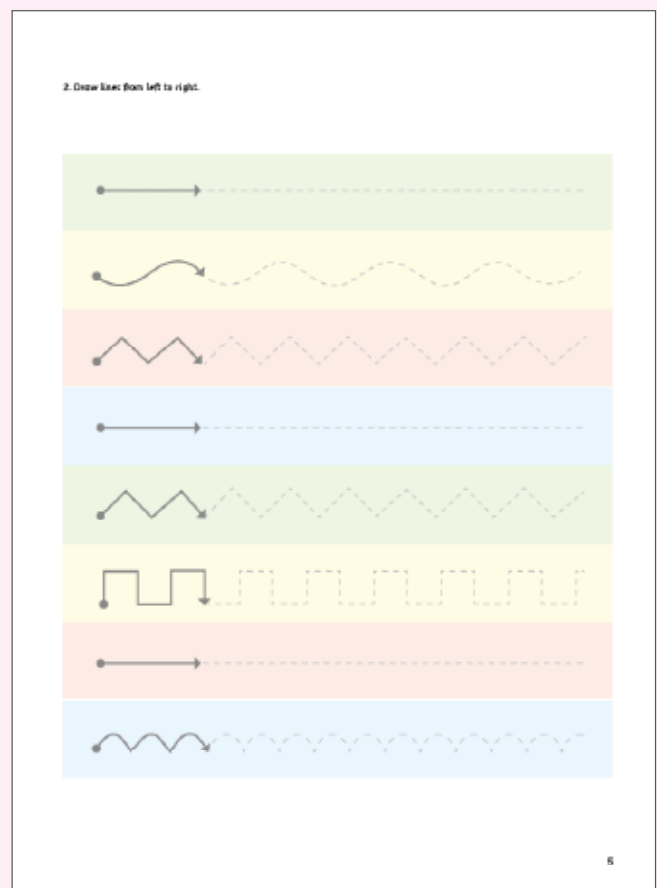
1 Draw lines from left to right.

- Ask Ss to open their Alphabet books to p.4.
- Ask Ss to draw lines from left to right following the arrows.
- When Ss have finished drawing, go round the classroom to make sure that they have drawn the lines correctly.



2 Draw lines from left to right.

- Tell Ss to look at the next page.
- Ask Ss to draw lines from left to right following the arrows.
- When Ss have finished drawing, go round the classroom to make sure that they have drawn the lines correctly.



LETTER Aa

Aim

To introduce the letter Aa.

Vocabulary

apple, ant

Warm-up

- Tell Ss to open their Alphabet books to p.6.
- Draw Ss' attention to the letter 'Aa' and say it out loud.
- Get Ss to repeat after you.
- Write the letter 'Aa' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Aa' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.



Aa

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 2-3)

- Draw Ss' attention to the first activity of the letter 'Aa'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.



Track 2 A, /æ/, apple, ant

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (apple, ant) and ask them if they can hear the sound /æ/ at the beginning of the words.
- Ask Ss to repeat the sound /æ/.



Track 3



SONG

The Alphabet Song

A, /æ/, /æ/, /æ/ (Ss repeat)
/æ/ for apple, /æ/ for ant (Ss repeat)
A, /æ/, /æ/, /æ/ (Ss repeat)



1. Listen and say the letter, the sound and the words. Then sing.

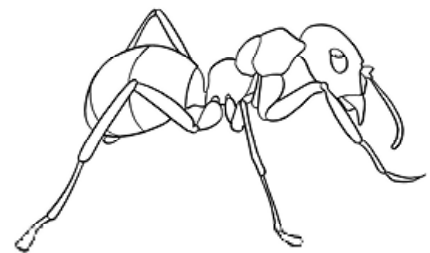
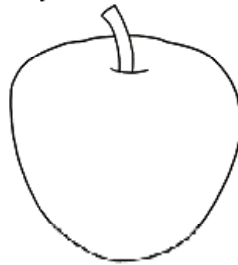
2. Trace, then write.



3. Trace and say.



4. Colour. Then say.



2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Aa' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and say.

- Draw Ss' attention to the third activity of the letter 'Aa'.
- Ask Ss to trace the lines connecting uppercase and lowercase 'Aa' to the apple.
- Then instruct Ss to say the letter, the sound and the word (A, /æ/, apple).

4 Colour . Then say.

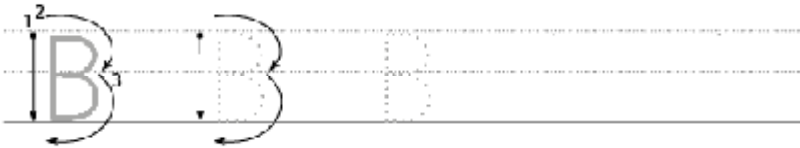
- Draw Ss' attention to the fourth activity.
- Ask Ss to colour in the apple and the ant.

Bb

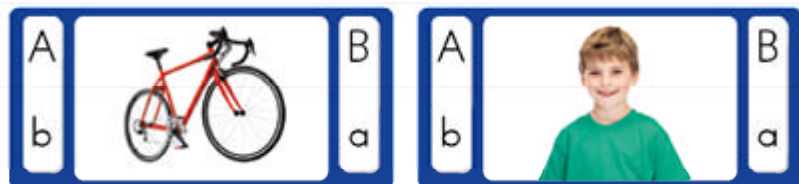


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and circle.



4. Match.



Bb

Bb

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 4-5)

- Tell Ss to turn their Alphabet books to p.7.
- Draw Ss' attention to the first activity of the letter 'Bb'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 4 B, /b/, bike, boy

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (bike, boy) and ask them if they can hear the sound /b/ at the beginning of the words.
- Ask Ss to repeat the sound /b/.

Track 5



SONG

The Alphabet Song

B, /b/, /b/, /b/ (Ss repeat)
/b/ for bike, /b/ for boy (Ss repeat)
B, /b/, /b/, /b/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Bb' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and circle.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the letters (upper and lower case) that correspond to the pictures of the bike and the boy.
- Then instruct Ss to say the letter and the words (B, bike, boy).

4 Match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Aa' and 'Bb' to the picture of the bike or the apple.
- Then instruct Ss to say the letters and the words (Aa, apple - Bb, bike).

LETTER Bb

Aim

To introduce the letter Bb.

Vocabulary

bike, boy

Revision

- Say the letter A and ask Ss to repeat after you.
- Write the letter A on the board, and get Ss to say it.
- Choose a few Ss to come to the board and write a letter A, capital and lower case.
- Ask Ss to remind you of the words that begin with the letter A and repeat chorally a few times.
- Play the *Alphabet song* A from the previous lesson (Track 3) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.7.
- Draw Ss' attention to the letter 'Bb' and say it out loud.
- Get Ss to repeat after you.
- Write the letter 'Bb' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Bb' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.

LETTER Cc

Aim

To introduce the letter Cc.

Vocabulary

cat, cake

Revision

- Say the letters A-B and ask Ss to repeat after you.
- Write the letters A and B on the board, point to each one and get Ss to say them.
- Choose a few Ss to come to the board and write a letters A and B, capital and lower case.
- Ask Ss to remind you of the words that begin with the letters A and B and repeat chorally a few times.
- Play the *Alphabet song B* from the previous lesson (Track 5) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.8.
- Draw Ss' attention to the letter 'Cc' and say it out loud.
- Get Ss to repeat after you.
- Write the letter 'Cc' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Cc' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shape of the letter with their bodies and get them to do it.

Cc

Cc

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 6-7)

- Tell Ss to turn their Alphabet books to p.8.
- Draw Ss' attention to the first activity of the letter 'Cc'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.



Track 6

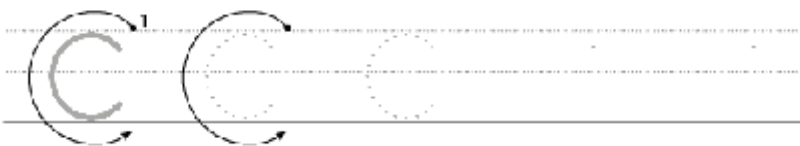
C, /k/, cat, cake

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (cat, cake) and ask them if they can hear the sound /k/ at the beginning of the words.
- Ask Ss to repeat the sound /k/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace, then write.



3. Trace and write to the correct picture.



4. Look and write.



Track 7



SONG

The Alphabet Song

C, /k/, /k/, /k/ (Ss repeat)
/k/ for cat, /k/ for cake (Ss repeat)
C, /k/, /k/, /k/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Cc' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity of the letter 'Cc'.
- Ask Ss to trace the letter 'Cc' and then draw a line to the picture that corresponds to the letter 'Cc'.
- Then instruct Ss to say the letter and the word (Cc, cat).

4 Look and write.

- Draw Ss' attention to the fourth activity.
- Ask Ss to look at each picture and the letter below it carefully. Then ask Ss to complete the words below each picture by writing the initial letter.
- Then instruct Ss to say the letters and the words (A, apple - B, bike - C, cake).

Sing (CD track 8)

- Play the *Alphabet song A-C* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Memory circle

- Tell Ss to form a circle.
- Draw an apple, an ant, a bike, a boy, a cake and a cat on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S turns over the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then he/she gives the pile to the S next to him/her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he/she is out of the game. This S can sit at his/her desk and draw an apple, a bike or a cat.

Make letter bricks

- Stick large sheets of paper on the wall. Divide the wall into 26 'bricks', one for each letter.
- Divide Ss into three groups, one for every letter (A, B, C).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Aa' for the first group, 'Bb' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Aa' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'apple, ant' for Group A, 'bike, boy' for Group B, 'cat, cake' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the first three bricks, accordingly, on the wall.

LETTER Dd

Aim

To introduce the letter Dd.

Vocabulary

duck, dinosaur

Revision

- Say the letters A-C and ask Ss to repeat after you.
- Write the letters A-C on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-C, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song* A-C from the previous lesson (Track 8) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.9.
- Draw Ss' attention to the letter 'Dd' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Dd' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Dd' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Dd

Dd

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 9-10)

- Draw Ss' attention to the first activity of the letter 'Dd'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 9 D, /d/, duck, dinosaur

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (duck, dinosaur) and ask them if they can hear the sound /d/ at the beginning of the words.
- Ask Ss to repeat the sound /d/.

Track 10 **SONG**
The Alphabet Song

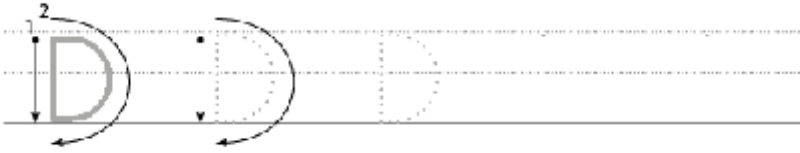
D, /d/, /d/, /d/ (Ss repeat)
/d/ for duck, /d/ for dinosaur (Ss repeat)
D, /d/, /d/, /d/ (Ss repeat)

Dd



1. Listen and say the letter, the sound and the words. Then sing.

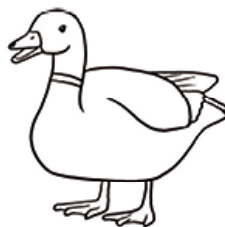
2. Trace. Then write.



3. Circle the pictures that begin with the letter 'Dd'. Then colour them.



4. Colour. Then circle the correct letter.



b
d

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Dd' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Circle the pictures that begin with the letter 'Dd'. Then colour them.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the pictures that begin with the letter 'Dd' and then colour them (dinosaur, duck).
- Then instruct Ss to say the letter and the words (D, dinosaur, duck).

4 Colour. Then circle the correct letter.

- Draw Ss' attention to the fourth activity.
- Ask Ss to colour in the picture of the duck. Then ask Ss to circle the letter that corresponds to the picture (d).
- Then instruct Ss to say the letter and the word (D, duck).

Ee



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'e'.



egg



elephant

4. Match and colour.

E

d



D

e

10

LETTER Ee

Aim

To introduce the letter Ee.

Vocabulary

elephant, egg

Revision

- Say the letters A-D and ask Ss to repeat after you.
- Write the letters A-D on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-D, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song D* from the previous lesson (Track 10) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.10.
- Draw Ss' attention to the letter 'Ee' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Ee' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Ee' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Ee

Ee

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 11-12)

- Tell Ss to turn their Alphabet books to p.10.
- Draw Ss' attention to the first activity of the letter 'Ee'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 11 E, /e/, elephant, egg

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (elephant, egg) and ask them if they can hear the sound /e/ at the beginning of the words.
- Tell Ss to repeat the sound /e/.

Track 12 **SONG**
The Alphabet Song

E, /e/, /e/, /e/ (Ss repeat)
/e/ for elephant, /e/ for egg (Ss repeat)
E, /e/, /e/, /e/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Ee' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'e'.

- Draw Ss' attention to the third activity.
- Ask Ss to complete the word under each picture by writing the letter 'e'.

4 Match and colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Ee' and 'Dd' to the pictures of the egg and the dinosaur (E, e, egg - D, d, dinosaur).
- When Ss have finished matching, ask them to colour in the pictures.
- Then instruct Ss to say the letters and the words (E, egg - D, dinosaur).

LETTER Ff

Aim

To introduce the letter Ff.

Vocabulary

frog, fish

Revision

- Say the letters A-E and ask Ss to repeat after you.
- Write the letters A-E on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-E, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song E* from the previous lesson (Track 12) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.11.
- Draw Ss' attention to the letter 'Ff' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Ff' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Ff' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Ff

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 13-14)

- Tell Ss to turn their Alphabet books to p.11.
- Draw Ss' attention to the first activity of the letter 'Ff'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 13 F, /f/, frog, fish

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (frog, fish) and ask them if they can hear the sound /f/ at the beginning of the words.
- Tell Ss to repeat the sound /f/.

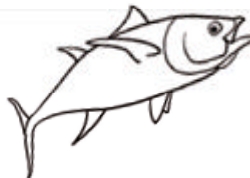


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Colour. Then circle the correct letter.



f

e

4. Look and write.



a

pple



f

rog



e

gg

11

Track 14



SONG

The Alphabet Song

F, /f/, /f/, /f/ (Ss repeat)
/f/ for frog, /f/ for fish (Ss repeat)
F, /f/, /f/, /f/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Ff' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Colour. Then circle the correct letter.

- Draw Ss' attention to the third activity of the letter 'Ff'.
- Ask Ss to colour in the picture of the fish. Then ask Ss to circle the letter that corresponds to the picture (f).
- When Ss have finished circling and colouring, instruct them to say the letter and the word (F, fish).

4 Look and write.

- Draw Ss' attention to the fourth activity.
- Ask Ss to look at each picture and the letter below it carefully. Then ask Ss to complete the word below each picture by writing the initial letter.
- Then instruct Ss to say the letters and the words (A-apple, F-frog, E-egg).

Sing (CD track 15)

- Play the *Alphabet song D-F* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Find and circle

- Divide Ss into two teams.
- Divide the board into two parts and write the letters of the alphabet Aa-Ff (upper and lower case) in both parts, in random order.
- Call a S from each team to come to the board. SA stands in front of the first half of the board and SB in front of the second. Give a marker to each S.
- Call out a letter, e.g. 'F'. Ss have to find and circle the uppercase and lowercase 'F'. The S who circles the correct letter (upper and lower case) first gets a point for his/her team.
- Repeat the procedure with other Ss until all the letters have been circled.

Make letter bricks

- Stick large sheets of paper on the wall. Divide the wall into 26 'bricks', one for each letter.
- Divide Ss into three groups, one for every letter (D, E, F).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Dd' for the first group, 'Ee' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Dd' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'duck, dinosaur' for Group A, 'egg, elephant' for Group B, 'fish, frog' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the fourth, fifth and sixth 'brick', accordingly, on the wall.

LETTER Gg

Aim

To introduce the letter Gg.

Vocabulary

goat, girl

Revision

- Say the letters A-F and ask Ss to repeat after you.
- Write the letters A-F on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-F, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song D-F* from the previous lesson (Track 15) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.12.
- Draw Ss' attention to the letter 'Gg' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Gg' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Gg' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Gg

Gg

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 16-17)

- Draw Ss' attention to the first activity of the letter 'Gg'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 16 G, /g/, goat, girl

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (goat, girl) and ask them if they can hear the sound /g/ at the beginning of the words.
- Tell Ss to repeat the sound /g/.

Track 17



SONG

The Alphabet Song

G, /g/, /g/, /g/ (Ss repeat)
/g/ for goat, /g/ for girl (Ss repeat)
G, /g/, /g/, /g/ (Ss repeat)

Gg



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Match.

F

g

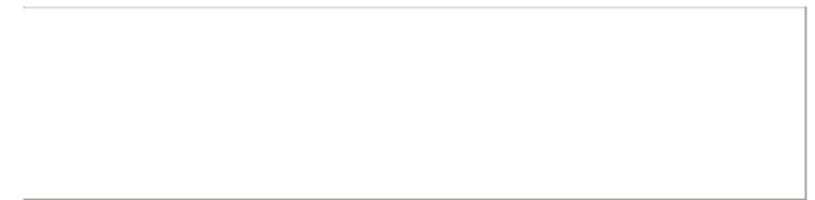


G

f



4. Draw something that begins with the letter 'Gg'.



12

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Gg' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Match.

- Draw Ss' attention to the third activity.
- Ask Ss to match the uppercase and lowercase letters 'Ff' and 'Gg' to the picture of the goat or the fish (F, f, fish - G, g, goat).
- Then instruct Ss to say the letters and the words (F, fish - G, goat).

4 Draw something that begins with the letter 'Gg'.

- Draw Ss' attention to the fourth activity.
- Ask Ss to draw something that begins with the letter 'Gg'.
- Then instruct Ss to present their drawings to the rest of the class.

Hh

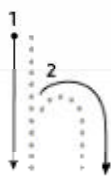


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Trace and match to the correct picture.



hat



girl

4. Circle the pictures that begin with the letter 'Hh'. Then colour them.

Hh



bike



hat



horse



duck

13

LETTER Hh

Aim

To introduce the letter Hh.

Vocabulary

hat, horse

Revision

- Say the letters A-G and ask Ss to repeat after you.
- Write the letters A-G on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-G, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song G* from the previous lesson (Track 17) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.13.
- Draw Ss' attention to the letter 'Hh' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Hh' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Hh' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Hh

Hh

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 18-19)

- Tell Ss to turn their alphabet books to p.13.
- Draw Ss' attention to the first activity of the letter 'Hh'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 18 H, /h/, hat, horse

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (hat, horse) and ask them if they can hear the sound /h/ at the beginning of the words.
- Tell Ss to repeat the sound /h/.

Track 19

SONG

The Alphabet Song

H, /h/, /h/, /h/ (Ss repeat)
/h/ for hat, /h/ for horse (Ss repeat)
H, /h/, /h/, /h/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Hh' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity.
- Ask Ss to trace the letter 'h' and then draw a line to the picture that corresponds to it.
- Then instruct Ss to say the letter and the word (H, hat).

4 Circle the pictures that begin with the letter 'Hh'. Then colour them.

- Draw Ss' attention to the fourth activity.
- Ask Ss to circle the pictures that begin with the letter 'Hh' and then colour them (hat, horse).

LETTER li

Aim

To introduce the letter li.

Vocabulary

ink, insect

Revision

- Say the letters A-H and ask Ss to repeat after you.
- Write the letters A-H on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-H, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song H* from the previous lesson (Track 19) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.14.
- Draw Ss' attention to the letter 'li' and say it out loud. Get Ss to repeat after you.
- Write the letter 'li' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'li' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



li

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 20-21)

- Tell Ss to turn their Alphabet books to p.14.
- Draw Ss' attention to the first activity of the letter 'li'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

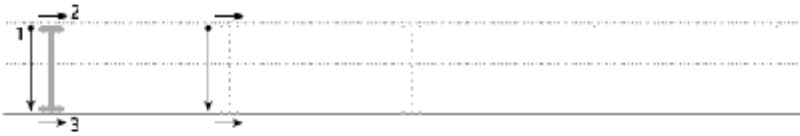
Track 20 l, /l/, ink, insect

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (ink, insect) and ask them if they can hear the sound /l/ at the beginning of the words.
- Tell Ss to repeat the sound /l/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Colour. Then circle the correct letter.



i

e

4. Look and write.



e

gg



h

at



i

nsect

14

Track 21



SONG

The Alphabet Song

l, /l/, /l/, /l/ (Ss repeat)
/l/ for ink, /l/ for insect (Ss repeat)
l, /l/, /l/, /l/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'li' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Colour. Then circle the correct letter.

- Draw Ss' attention to the third activity.
- Ask Ss to colour in the picture of the ink. Then ask Ss to circle the letter that corresponds to the picture (i).
- When Ss have finished circling and colouring, instruct them to say the letter and the word (l, ink).

4 Look and write.

- Draw Ss' attention to the fourth activity.
- Ask Ss to look at each picture and the letter below it carefully. Then ask Ss to complete the word below each picture by writing the initial letter.
- Then instruct Ss to say the letters and the words (E-egg, H-hat, I-insect).

Sing (CD track 22)

- Play the *Alphabet song G-I* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Memory circle

- Tell Ss to form a circle.
- Draw a goat, a girl, a hat, a horse, an insect and a bottle of ink on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S turns over the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then he/she gives the pile to the S next to him/her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he/she is out of the game. This S can sit at his/her desk and draw a goat, a girl, a hat, a horse, an insect or a bottle of ink.

Make letter bricks

- Divide Ss into three groups, one for every letter (G, H, I).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Gg' for the first group, 'Hh' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Gg' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'goat, girl' for Group A, 'hat, horse' for Group B, 'ink, insect' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the seventh, eighth and ninth 'brick', accordingly, on the wall.

LETTER Jj

Aim

To introduce the letter Jj.

Vocabulary

jam, jacket

Revision

- Say the letters A-I and ask Ss to repeat after you.
- Write the letters A-I on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-I, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song G-I* from the previous lesson (Track 22) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.15.
- Draw Ss' attention to the letter 'Jj' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Jj' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Jj' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Jj

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 23-24)

- Draw Ss' attention to the first activity of the letter 'Jj'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

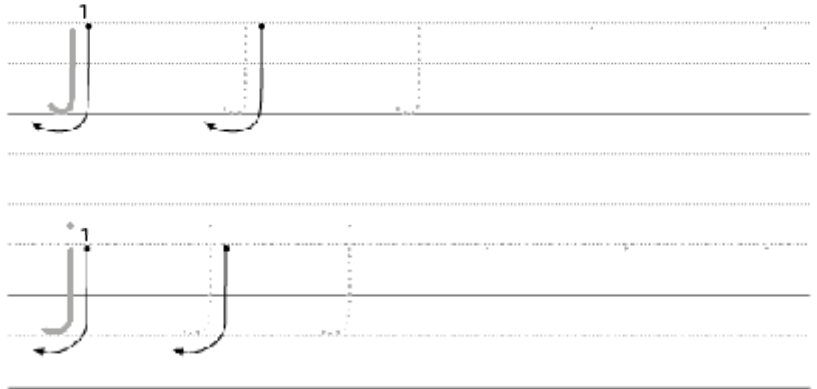
Track 23 J, /dʒ/, jam, jacket

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (jam, jacket) and ask them if they can hear the sound /dʒ/ at the beginning of the words.
- Tell Ss to repeat the sound /dʒ/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'Jj'.



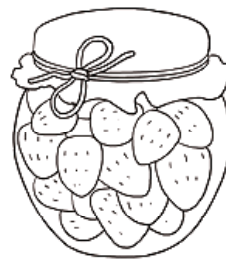
___ am



___ acket

4. Colour. Then circle.

J



G

g

j

15

Track 24



SONG

The Alphabet Song

J, /dʒ/, /dʒ/, /dʒ/ (Ss repeat)
/dʒ/ for jam, /dʒ/ for jacket (Ss repeat)
J, /dʒ/, /dʒ/, /dʒ/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Jj' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'j'.

- Draw Ss' attention to the third activity.
- Ask Ss to complete the word under each picture by writing the initial letter (j).

4 Colour. Then circle.

- Draw Ss' attention to the fourth activity.
- Ask Ss to colour in the jar of jam.
- Then instruct Ss to circle the letters that correspond to the picture (J, j).

Kk



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'Kk'.



___ite



___angaroo

4. Circle the pictures that begin with the letter 'Kk'. Then colour them.

Kk



kite



fish



jam



kangaroo

16

LETTER Kk

Aim

To introduce the letter Kk.

Vocabulary

kite, kangaroo

Revision

- Say the letters A-J and ask Ss to repeat after you.
- Write the letters A-J on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-J, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song J* from the previous lesson (Track 24) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.16.
- Draw Ss' attention to the letter 'Kk' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Kk' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Kk' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Kk

Kk

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 25-26)

- Tell Ss to turn their Alphabet books to p.16.
- Draw Ss' attention to the first activity of the letter 'Kk'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 25 K, /k/, kite, kangaroo

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (kite, kangaroo) and ask them if they can hear the sound /k/ at the beginning of the words.
- Tell Ss to repeat the sound /k/.

Track 26



SONG

The Alphabet Song

K, /k/, /k/, /k/ (Ss repeat)
/k/ for kite, /k/ for kangaroo (Ss repeat)
K, /k/, /k/, /k/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Kk' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'k'.

- Draw Ss' attention to the third activity of the letter 'Kk'.
- Ask Ss to complete the word under each picture by writing the initial letter (k).
- Then ask Ss to say the letter and the words (K, kite, kangaroo).

4 Circle the pictures that begin with the letter 'Kk'. Then colour them.

- Draw Ss' attention to the fourth activity.
- Ask Ss to circle the pictures that begin with the letter 'Kk' and then colour them (kite, kangaroo).

LETTER LI

Aim

To introduce the letter LI.

Vocabulary

lion, lemon

Revision

- Say the letters A-K and ask Ss to repeat after you.
- Write the letters A-K on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-K, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song K* from the previous lesson (Track 26) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.17.
- Draw Ss' attention to the letter 'LI' and say it out loud. Get Ss to repeat after you.
- Write the letter 'LI' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'LI' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



LI

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 27-28)

- Tell Ss to turn their Alphabet books to p.17.
- Draw Ss' attention to the first activity of the letter 'LI'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

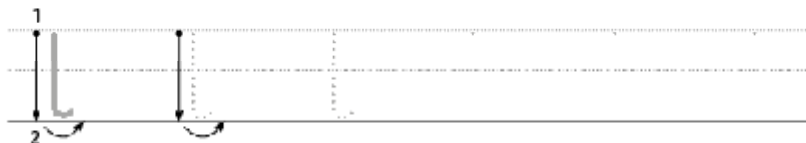
Track 27 L, /l/, lion, lemon

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (lion, lemon) and ask them if they can hear the sound /l/ at the beginning of the words.
- Tell Ss to repeat the sound /l/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Colour. Then circle the correct letter.



l
k

4. Match.



17

Track 28



SONG

The Alphabet Song

L, /l/, /l/, /l/ (Ss repeat)
/l/ for lion, /l/ for lemon (Ss repeat)
L, /l/, /l/, /l/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'LI' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Colour. Then circle the correct letter.

- Draw Ss' attention to the third activity.
- Ask Ss to colour in the lion.
- Then instruct Ss to circle the letter that corresponds to the picture (l).

4 Match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'LI' and 'Hh' to the picture of the lemon or the hat.
- Then instruct Ss to say the letters and the words (L, lemon - H, hat).

Sing (CD track 29)

- Play the *Alphabet song J-L* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Trace the letter

- Divide Ss into two teams.
- Tell Ss to come to the board and form two lines. Give a marker to the Ss who are first in the lines. Explain that the last Ss in the lines have to think of a letter (A-L) without telling the others. Then they have to trace this letter on the back of the S who is in front of them without saying the letter. This S has to do the same to the one who is in front of him/her and so on. The first Ss in the line have to write the letter on the board.
- If the letter is correct they get a point for their team. Then they go to the back of the lines and they are the ones who think of a letter.
- The game continues in the same manner.

Make letter bricks

- Divide Ss into three groups, one for every letter (J, K, L).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Jj' for the first group, 'Kk' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Jj' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'jam, jacket' for Group A, 'kite, kangaroo' for Group B, 'lion, lemon' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the tenth, eleventh and twelfth 'brick', accordingly, on the wall.

LETTER Mm

Aim

To introduce the letter Mm.

Vocabulary

mouse, moon

Revision

- Say the letters A-L and ask Ss to repeat after you.
- Write the letters A-L on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-L, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song J-I* from the previous lesson (Track 29) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.18.
- Draw Ss' attention to the letter 'Mm' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Mm' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Mm' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Mm

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 30-31)

- Draw Ss' attention to the first activity of the letter 'Mm'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 30 M, /m/, mouse, moon

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (mouse, moon) and ask them if they can hear the sound /m/ at the beginning of the words.
- Tell Ss to repeat the sound /m/.

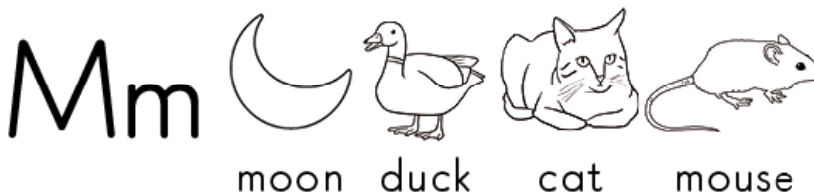


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Circle the pictures that begin with the letter 'Mm'. Then colour them.



4. Look and match.



18

Track 31



SONG

The Alphabet Song

M, /m/, /m/, /m/ (Ss repeat)

/m/ for mouse, /m/ for moon (Ss repeat)

M, /m/, /m/, /m/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Mm' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Circle the pictures that begin with the letter 'Mm'. Then colour them.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the pictures that begin with the letter 'Mm' and then colour them (moon, mouse).
- Then instruct Ss to say the letter and the words (M, mouse, moon).

4 Look and match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the pictures of the mouse, the lion and the kite to the corresponding letters (mouse-Mm, lion-Ll, kite-Kk).
- Then instruct Ss to say the letters and the words (M-mouse, L-lion, K-kite).

Nn

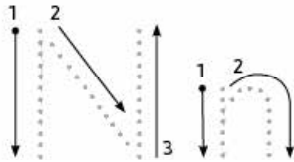


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Trace and match to the correct picture.



4. Colour. Then circle the correct letter.



n

h

19

Nn

Nn

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 32-33)

- Tell Ss to turn their Alphabet books to p.19.
- Draw Ss' attention to the first activity of the letter 'Nn'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 32 N, /n/, nose, nest

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (nose, nest) and ask them if they can hear the sound /n/ at the beginning of the words.
- Tell Ss to repeat the sound /n/.

Track 33

SONG The Alphabet Song

N, /n/, /n/, /n/ (Ss repeat)
/n/ for nose, /n/ for nest (Ss repeat)
N, /n/, /n/, /n/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Nn' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity.
- Ask Ss to trace the letter 'Nn' and then draw a line to the picture that corresponds to the letter 'Nn' (nest).
- Then instruct Ss to say the letter and the word (N, nest).

4 Colour. Then circle the correct letter.

- Draw Ss' attention to the fourth activity.
- Ask Ss to colour in the nest.
- Then instruct Ss to circle the letter that corresponds to the picture (n).

LETTER Nn

Aim

To introduce the letter Nn.

Vocabulary

nose, nest

Revision

- Say the letters A-M and ask Ss to repeat after you.
- Write the letters A-M on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-M, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song M* from the previous lesson (Track 31) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.19.
- Draw Ss' attention to the letter 'Nn' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Nn' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Nn' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

LETTER Oo

Aim

To introduce the letter Oo.

Vocabulary

olive, octopus

Revision

- Say the letters A-N and ask Ss to repeat after you.
- Write the letters A-N on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-N, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song N* from the previous lesson (Track 33) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.20.
- Draw Ss' attention to the letter 'Oo' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Oo' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Oo' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Oo

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 34-35)

- Tell Ss to turn their Alphabet books to p.20.
- Draw Ss' attention to the first activity of the letter 'Oo'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 34 O, /v/, olive, octopus

- Play *The Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (olive, octopus) and ask them if they can hear the sound /v/ at the beginning of the words.
- Tell Ss to repeat the sound /v/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'o'.



live



ctopus

4. Match and colour.



20

Track 35



SONG

The Alphabet Song

O, /v/, /v/, /v/ (Ss repeat)
/v/ for olive, /v/ for octopus (Ss repeat)
O, /v/, /v/, /v/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Oo' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'o'.

- Draw Ss' attention to the third activity.
- Ask Ss to complete the words under each picture by writing the initial letter (o).
- Then ask Ss to say the letter and the words (O, olive, octopus).

4 Match and colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Mm' and 'Oo' to the pictures of the mouse and the olive.
- When Ss have finished matching, ask them to colour in the pictures.
- Then instruct Ss to say the letters and the words (M, mouse - O, olive).

Sing (CD track 36)

- Play the *Alphabet song M-O* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Memory circle

- Tell Ss to form a circle.
- Draw a mouse, a moon, a nose, a nest, an octopus and an olive on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S turns over the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then he/she gives the pile to the S next to him/her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he/she is out of the game. This S can sit at his/her desk and draw a mouse, a moon, a nose, a nest, an octopus or an olive on a piece of paper.

Make letter bricks

- Divide Ss into three groups, one for every letter (M, N, O).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Mm' for the first group, 'Nn' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Mm' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'mouse, moon' for Group A, 'nose, nest' for Group B, 'olive, octopus' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the thirteenth, fourteenth and fifteenth 'brick', accordingly, on the wall.

LETTER Pp

Aim

To introduce the letter Pp.

Vocabulary

pencil, penguin

Revision

- Say the letters A-O and ask Ss to repeat after you.
- Write the letters A-O on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-O, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song M-O* from the previous lesson (Track 36) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.21.
- Draw Ss' attention to the letter 'Pp' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Pp' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Pp' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Pp

Pp

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 37-38)

- Draw Ss' attention to the first activity of the letter 'Pp'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 37 P, /p/, pencil, penguin

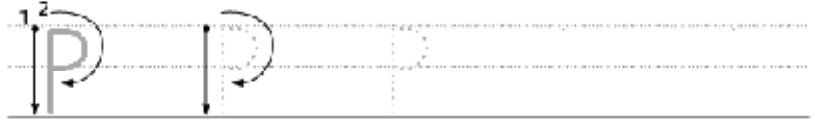
- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (pencil, penguin) and ask them if they can hear the sound /p/ at the beginning of the words.
- Tell Ss to repeat the sound /p/.

Pp

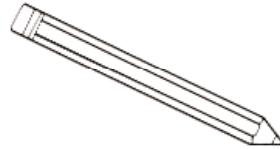


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Colour. Then circle the correct letters.



p
d

4. Look and match.



Pp

Aa

Oo

21

Track 38



SONG The Alphabet Song

P, /p/, /p/, /p/ (Ss repeat)
/p/ for pencil, /p/ for penguin (Ss repeat)
P, /p/, /p/, /p/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Pp' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Colour. Then circle the correct letter.

- Draw Ss' attention to the third activity.
- Ask Ss to colour in the pencil.
- Then instruct Ss to circle the letter that corresponds to the picture (p).

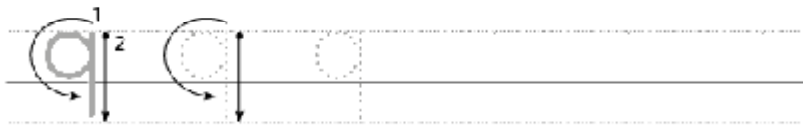
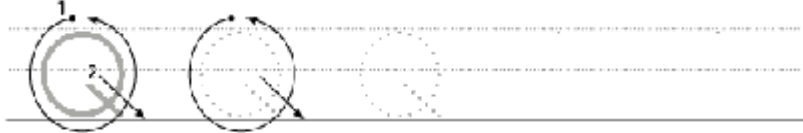
4 Look and match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the pictures of the olive, the apple and the penguin to the letters they correspond to (olive-Oo, apple-Aa, penguin-Pp).
- Then instruct Ss to say the letters and the words (O-olive, A-apple, P-penguin).

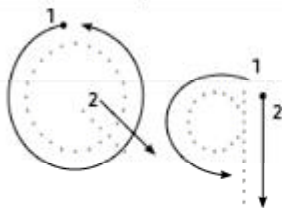


1. Listen and say the letter, the sound and the words. Then sing.

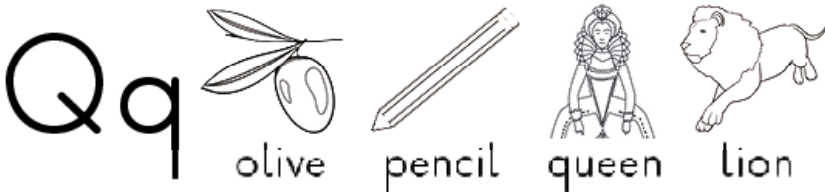
2. Trace. Then write.



3. Trace and match to the correct picture.



4. Circle the picture that begins with the letter 'Qq'. Then colour it.



22

LETTER Qq

Aim

To introduce the letter Qq.

Vocabulary

quilt, queen

Revision

- Say the letters A-P and ask Ss to repeat after you.
- Write the letters A-P on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-P, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song P* from the previous lesson (Track 38) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.22.
- Draw Ss' attention to the letter 'Qq' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Qq' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Qq' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letters with their bodies and get them to do them.



Qq

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 39-40)

- Tell Ss to turn their Alphabet books to p.22.
- Draw Ss' attention to the first activity of the letter 'Qq'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 39 Q, /kw/, quilt, queen

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (quilt, queen) and ask them if they can hear the sound /kw/ at the beginning of the words.

Track 40



SONG

The Alphabet Song

Q, /kw/, /kw/, /kw/ (Ss repeat)
/kw/ for quilt, /kw/ for queen (Ss repeat)
Q, /kw/, /kw/, /kw/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Qq' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity.
- Ask Ss to trace the letter 'Qq' and then draw a line to the picture that corresponds to the letter 'Qq' (quilt).
- Then instruct Ss to say the letter and the word (Q, quilt).

4 Circle the picture that begins with the letter 'Qq'. Then colour it.

- Draw Ss' attention to the fourth activity.
- Ask Ss to circle the picture that begins with the letter 'Qq' and then colour it.
- Then instruct Ss to say the letter and the word (Q, queen).

LETTER Rr

Aim

To introduce the letter Rr.

Vocabulary

ring, rabbit

Revision

- Say the letters A-Q and ask Ss to repeat after you.
- Write the letters A-Q on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-Q, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song Q* from the previous lesson (Track 40) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.23.
- Draw Ss' attention to the letter 'Rr' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Rr' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Rr' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Rr

Rr

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 41-42)

- Tell Ss to turn their Alphabet books to p.23.
- Draw Ss' attention to the first activity of the letter 'Rr'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 41 R, /r/, ring, rabbit

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (ring, rabbit) and ask them if they can hear the sound /r/ at the beginning of the words.
- Tell Ss to repeat the sound /r/.

Rr



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'r'.



__abbit



__ing

4. Match and colour.



23



Track 42



SONG

The Alphabet Song

R, /r/, /r/, /r/ (Ss repeat)

/r/ for ring, /r/ for rabbit (Ss repeat)

R, /r/, /r/, /r/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Rr' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'r'.

- Draw Ss' attention to the third activity.
- Ask Ss to complete the words under each picture by writing the initial letter (r).
- Then ask Ss to say the letter and the words (R, rabbit, ring).

4 Match and colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the upper and lower case letters 'Qq' and 'Rr' to the pictures of the queen and the rabbit (Q, q, queen - R, r, rabbit).
- When Ss have finished matching, ask them to colour in the pictures.

Sing (CD track 43)

- Play the *Alphabet song P-R* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Trace the letter

- Divide Ss into two teams.
- Tell Ss to come to the board and form two lines. Give a marker to the Ss who are first in the lines. Explain that the last Ss in the lines have to think of a letter (A-R) without telling the others. Then they have to trace this letter on the back of the S who is in front of them without saying the letter. This S has to do the same to the one who is in front of him/her and so on. The first Ss in the line have to write the letter on the board.
- If the letter is correct they get a point for their team. Then they go to the back of the lines and they are the ones who think of a letter.
- The game continues in the same manner.

Make letter bricks

- Divide Ss into three groups, one for every letter (P, Q, R).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Pp' for the first group, 'Qq' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Pp' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'pencil, penguin' for Group A, 'queen, quilt' for Group B, 'rabbit, ring' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the sixteenth, seventeenth and eighteenth 'brick', accordingly, on the wall.

LETTER Ss

Aim

To introduce the letter Ss.

Vocabulary

star, snake

Revision

- Say the letters A-R and ask Ss to repeat after you.
- Write the letters A-R on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-R, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song P-R* from the previous lesson (Track 43) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.24.
- Draw Ss' attention to the letter 'Ss' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Ss' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Ss' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Ss

Ss

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 44-45)

- Draw Ss' attention to the first activity of the letter 'Ss'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 44 S, /s/, star, snake

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (star, snake) and ask them if they can hear the sound /s/ at the beginning of the words.
- Tell Ss to repeat the sound /s/.

Track 45

SONG

The Alphabet Song

S, /s/, /s/, /s/ (Ss repeat)
/s/ for star, /s/ for snake (Ss repeat)
S, /s/, /s/, /s/ (Ss repeat)

Ss



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace, then write.



3. Circle the pictures that begin with the letter 'Ss'. Then colour them.



4. Draw something that begins with the letter 'Ss'.



24

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Ss' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Circle the pictures that begin with the letter 'Ss'. Then colour them.

- Draw Ss' attention to the third activity of the letter 'Ss'.
- Ask Ss to circle the pictures that begin with the letter 'Ss' and then colour them (snake, star).
- Then instruct Ss to say the letter and the words (S, star, snake).

4 Draw something that begins with the letter 'Ss'.

- Draw Ss' attention to the fourth activity.
- Ask Ss to draw something that begins with the letter 'Ss'.
- Then instruct Ss to present their drawings to the rest of the class.

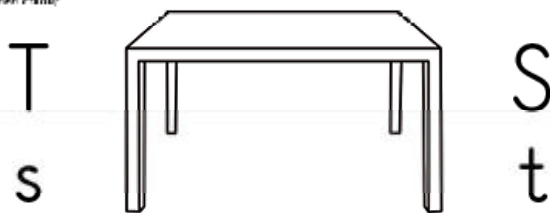


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and circle. Then colour.



4. Look and match.



25



Tt

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 46-47)

- Tell Ss to turn their Alphabet books to p.25.
- Draw Ss' attention to the first activity of the letter 'Tt'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 46 T, /t/, table, tiger

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (table, tiger) and ask them if they can hear the sound /t/ at the beginning of the words.
- Tell Ss to repeat the sound /t/.

Track 47 **SONG**
The Alphabet Song

T, /t/, /t/, /t/ (Ss repeat)
/t/ for table, /t/ for tiger (Ss repeat)
T, /t/, /t/, /t/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Tt' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and circle. Then colour.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the letters that correspond to the picture (Tt) and then colour it.
- Then instruct Ss to say the letter and the word (T, table).

4 Look and match.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the pictures of the star, the rabbit and the tiger to the corresponding letters (star-Ss, rabbit-Rr, tiger-Tt).
- Then instruct Ss to say the letters and the words (S-star, R-rabbit, T-tiger).

LETTER Tt

Aim

To introduce the letter Tt.

Vocabulary

table, tiger

Revision

- Say the letters A-S and ask Ss to repeat after you.
- Write the letters A-S on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-S, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song S* from the previous lesson (Track 45) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.25.
- Draw Ss' attention to the letter 'Tt' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Tt' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Tt' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

LETTER Uu

Aim

To introduce the letter Uu.

Vocabulary

umbrella, under

Revision

- Say the letters A-T and ask Ss to repeat after you.
- Write the letters A-T on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-T, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song T* from the previous lesson (Track 47) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.26.
- Draw Ss' attention to the letter 'Uu' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Uu' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Uu' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Uu

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 48-49)

- Tell Ss to turn their Alphabet books to p.26.
- Draw Ss' attention to the first activity of the letter 'Uu'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 48 U, /ʌ/, umbrella, under

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (umbrella, under) and ask them if they can hear the sound /ʌ/ at the beginning of the words.
- Tell Ss to repeat the sound /ʌ/.

1. Listen and say the letter, the sound and the words. Then sing.

2. Trace, then write.

3. Trace and match to the correct picture.

4. Match and colour.

Track 49
SONG
The Alphabet Song

U, /ʌ/, /ʌ/, /ʌ/ (Ss repeat)
 /ʌ/ for umbrella, /ʌ/ for under (Ss repeat)
 U, /ʌ/, /ʌ/, /ʌ/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Uu' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity.
- Ask Ss to trace the letter 'Uu' and then draw a line to the picture that corresponds to the letter 'Uu' (under).
- Then instruct Ss to say the letter and the word (U, under).

4 Match and colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Uu' and 'Tt' to the pictures of the umbrella and the table (U, u, umbrella - T, t, table).
- When Ss have finished matching, ask them to colour in the pictures.
- Then instruct Ss to say the letters and the words (U-umbrella - T-table).

Sing (CD track 50)

- Play the *Alphabet song S-U* once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Find and circle

- Divide Ss into two teams.
- Divide the board into two parts and write the letters of the alphabet Aa-Uu (upper and lower case) in both parts, in random order.
- Call a S from each team to come to the board. SA stands in front of the first half of the board and SB in front of the second. Give a marker to each S.
- Call out a letter, e.g. 'S'. Ss have to find and circle the uppercase and lowercase 'S'. The S who circles the correct letter (upper and lower case) first, gets a point for his/her team.
- Repeat the procedure with other Ss until all the letters have been circled.

Make letter bricks

- Divide Ss into three groups, one for every letter (S, T, U).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Ss' for the first group, 'Tt' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Ss' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'star, snake' for Group A, 'table, tiger' for Group B, 'umbrella, under' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the nineteenth, twentieth and twenty-first 'brick', accordingly, on the wall.

LETTER Vv

Aim

To introduce the letter Vv.

Vocabulary

van, vase

Revision

- Say the letters A-U and ask Ss to repeat after you.
- Write the letters A-U on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-U, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song S-U* from the previous lesson (Track 50) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.27.
- Draw Ss' attention to the letter 'Vv' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Vv' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Vv' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Vv

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 51-52)

- Draw Ss' attention to the first activity of the letter 'Vv'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.



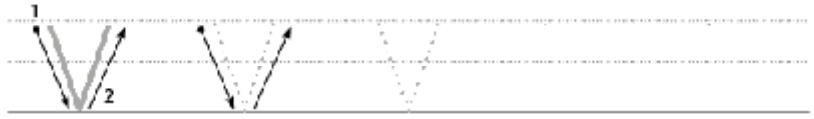
Track 51 V, /v/, van, vase

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (van, vase) and ask them if they can hear the sound /v/ at the beginning of the words.
- Tell Ss to repeat the sound /v/.

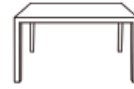


1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Circle the pictures that begin with the letter 'Vv'. Then colour them.



vase

umbrella

table

van

4. Colour. Then circle the correct letter.



v

u

27



Track 52



SONG

The Alphabet Song

V, /v/, /v/, /v/ (Ss repeat)

/v/ for van, /v/ for vase (Ss repeat)

V, /v/, /v/, /v/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Vv' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Circle the pictures that begin with the letter 'Vv'. Then colour them.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the pictures that begin with the letter 'Vv' (vase, van) and then colour them.
- Then instruct Ss to say the letter and the words (V, van, vase).

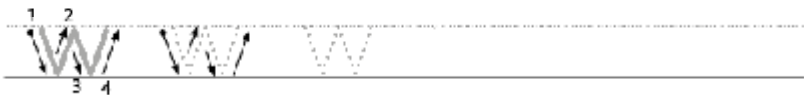
4 Draw something that begins with the letter 'Vv'.

- Draw Ss' attention to the fourth activity.
- Ask Ss to colour in the van.
- Then instruct Ss to circle the letter that corresponds to the picture (v).



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and write 'w'.

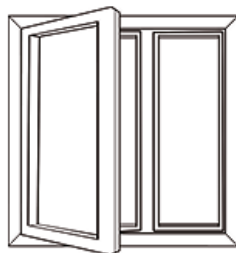
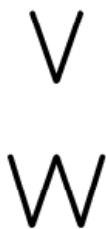


_____indow



_____hale

4. Look and circle. Then colour.



28

LETTER Ww

Aim

To introduce the letter Ww.

Vocabulary

window, whale

Revision

- Say the letters A-V and ask Ss to repeat after you.
- Write the letters A-V on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-V, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song* V from the previous lesson (Track 52) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.28.
- Draw Ss' attention to the letter 'Ww' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Ww' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Ww' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Ww

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 53-54)

- Tell Ss to turn their Alphabet books to p.28.
- Draw Ss' attention to the first activity of the letter 'Ww'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 53 W, /w/, window, whale

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (window, whale) and ask them if they can hear the sound /w/ at the beginning of the words.
- Tell Ss to repeat the sound /w/.

Track 54 SONG The Alphabet Song

W, /w/, /w/, /w/ (Ss repeat)
/w/ for window, /w/ for whale (Ss repeat)
W, /w/, /w/, /w/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Ww' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and write 'w'.

- Draw Ss' attention to the third activity.
- Ask Ss to complete the words under each picture by writing the initial letter (w).

4 Look and circle. Then colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to circle the letters that correspond to the picture (Ww) and then colour it.
- Then instruct Ss to say the letter and the word (W, window).

LETTER Xx

Aim

To introduce the letter Xx.

Vocabulary

box, fox

Revision

- Say the letters A-W and ask Ss to repeat after you.
- Write the letters A-W on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-W, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song W* from the previous lesson (Track 54) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.29.
- Draw Ss' attention to the letter 'Vv' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Vv' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Vv' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.

Xx

Xx

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 55-56)

- Tell Ss to turn their Alphabet books to p.29.
- Draw Ss' attention to the first activity of the letter 'Xx'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 55 X, /ks/, box, fox

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (box, fox) and ask them if they can hear the sound /ks/ at the end of the words.
- Tell Ss to repeat the sound /ks/.



box



fox

1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Look and match.



Ww

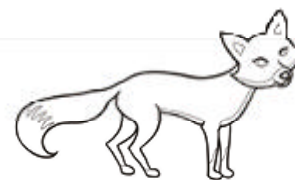
Xx

Vv

4. Look and write 'x'. Then colour.



bo



fo

29

Track 56



SONG

The Alphabet Song

X, /ks/, /ks/, /ks/ (Ss repeat)
/ks/ for box, /ks/ for fox (Ss repeat)
X, /ks/, /ks/, /ks/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Xx' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Look and match.

- Draw Ss' attention to the third activity of the letter 'Xx'.
- Ask Ss to match the pictures of the box, the van and the window to the letters they correspond to (box-Xx, van-Vv, window-Ww).
- Then instruct Ss to say the letters and the words (X-box, V-van, W-window).

4 Look and write 'x'. Then colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to complete the words under each picture by writing the final letter (x).
- Then ask Ss to say the letter and the words (X, box, fox).
- Then ask Ss to colour the pictures.

Sing (CD track 57)

- Play the *Alphabet song* V-X once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while they are singing the song.

Play games

Memory circle

- Tell Ss to form a circle.
- Draw a van, a vase, a window, a whale, a fox and a box on different pieces of paper and photocopy them twice.
- Shuffle all the pieces of paper and give them, face down, to a S.
- This S turns over the first piece of paper, looks at the picture, says the word and places the piece of paper under the pile. Then he/she gives the pile to the S next to him/her.
- Follow the same procedure until all Ss have had a turn.
- If a S can't remember the word, then he/she is out of the game. This S can sit at his/her desk and draw a picture (van, vase, window, whale, box or fox).

Make letter bricks

- Divide Ss into three groups, one for every letter (V, W, X).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Vv' for the first group, 'Ww' for the second and so on, or to cut out just the letter. (Make sure there is at least one word with the letter 'Vv' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'van, vase' for Group A, 'window, whale' for Group B, 'box, fox' for Group C. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the twenty-second, twenty-third and twenty-fourth 'brick', accordingly, on the wall.

LETTER Yy

Aim

To introduce the letter Yy.

Vocabulary

yo-yo, yellow

Revision

- Say the letters A-X and ask Ss to repeat after you.
- Write the letters A-X on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-X, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song* V-X from the previous lesson (Track 57) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.30.
- Draw Ss' attention to the letter 'Yy' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Yy' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Yy' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Yy

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 58-59)

- Draw Ss' attention to the first activity of the letter 'Yy'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 58 Y, /j/, yo-yo, yellow

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (yo-yo, yellow) and ask them if they can hear the sound /j/ at the beginning of the words.
- Tell Ss to repeat the sound /j/.

Track 59 SONG The Alphabet Song

Y, /j/, /j/, /j/ (Ss repeat)
/j/ for yo-yo, /j/ for yellow (Ss repeat)
Y, /j/, /j/, /j/ (Ss repeat)



1. Listen and say the letter, the sound and the words. Then sing.

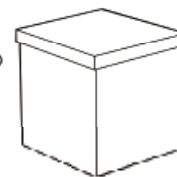
2. Trace, then write.



3. Trace and match to the correct picture.



4. Match and colour.



2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Yy' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Trace and match to the correct picture.

- Draw Ss' attention to the third activity.
- Ask Ss to trace the letter 'Yy' and then draw a line to the picture that corresponds to the letter 'Yy' (yellow).
- Then instruct Ss to say the letter and the word (Y, yellow).

4 Match and colour.

- Draw Ss' attention to the fourth activity.
- Ask Ss to match the uppercase and lowercase letters 'Yy' and 'Xx' to the pictures of the yo-yo and the box.
- When Ss have finished matching (Y, y, yo-yo - X, x, box), ask them to colour in the pictures.
- Then instruct Ss to say the letters and the words (Y-yo-yo, X-box).

LETTER Zz

Aim

To introduce the letter Zz.

Vocabulary

zoo, zebra

Revision

- Say the letters A-Y and ask Ss to repeat after you.
- Write the letters A-Y on the board, point to each one in random order and get Ss to say the letter each time.
- Choose a few Ss to come to the board and write a letter A-Y, capital and lower case.
- Ask Ss to remind you of the words that begin with each letter and repeat chorally a few times.
- Play the *Alphabet song* Y from the previous lesson (Track 59) and ask Ss to sing along.

Warm-up

- Tell Ss to open their Alphabet books to p.31.
- Draw Ss' attention to the letter 'Zz' and say it out loud. Get Ss to repeat after you.
- Write the letter 'Zz' on the board in order to show Ss how the letter is written.
- Get Ss to trace the letter 'Zz' several times in their books with their index finger.
- Ss can also practise 'writing' the letter in the air.
- Show Ss how they can make the shapes of the letter with their bodies and get them to do it.



Zz

1 Listen and say the letter, the sound and the words. Then sing. (CD tracks 60-61)

- Tell Ss to turn their Alphabet books to p.31.
- Draw Ss' attention to the first activity of the letter 'Zz'.
- Draw Ss' attention to the letter and say the letter, the sound and the words out loud a few times.
- Play the CD and get Ss to repeat a few times.

Track 60 Z, /z/, zoo, zebra

- Play the *Alphabet song* and explain to Ss that they have to repeat the letter, the sound and the words during the pauses.
- After Ss listen to and sing the song, say the words again (zoo, zebra) and ask them if they can hear the sound /z/ at the beginning of the words.
- Tell Ss to repeat the sound /z/.



1. Listen and say the letter, the sound and the words. Then sing.

2. Trace. Then write.



3. Circle the pictures that begin with the letter 'Zz'. Then colour them.



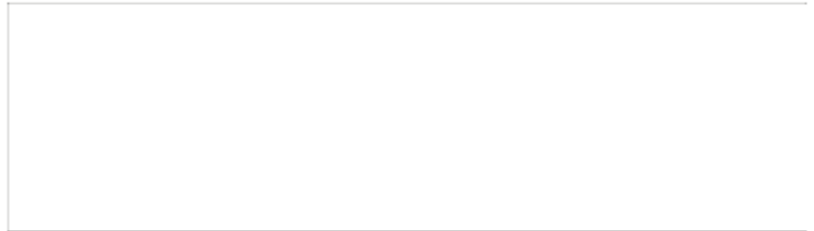
zebra

yo-yo

zoo

box

4. Draw and colour something that begins with the letter 'Zz'.



31

Track 61



SONG

The Alphabet Song

Z, /z/, /z/, /z/ (Ss repeat)
/z/ for zoo, /z/ for zebra (Ss repeat)
Z, /z/, /z/, /z/ (Ss repeat)

2 Trace. Then write.

- Draw Ss' attention to the second activity.
- Ask Ss to trace the letter 'Zz' (upper and lower case) along the lines, following the direction of the arrows and the dotted lines.
- When Ss have finished tracing and writing, go round the classroom to make sure that they have traced and written the letters correctly.

3 Circle the pictures that begin with the letter 'Zz'. Then colour them.

- Draw Ss' attention to the third activity.
- Ask Ss to circle the pictures that begin with the letter 'Zz' (zebra, zoo) and then colour them.

4 Draw something that begins with the letter 'Zz'.

- Draw Ss' attention to the fourth activity.
- Ask Ss to draw something that begins with the letter 'Zz'.
- Then instruct Ss to present their drawings to the rest of the class.

Sing (CD tracks 62, 63)

- Play the *Alphabet song* Y-Z (track 62) once and ask Ss to listen to it carefully.
- Play the song again and encourage Ss to sing along.
- Ss can 'write' the letters in the air or point to the corresponding letters of the alphabet in their books while singing the song.
- Play the Alphabet Song A-Z (track 63) and encourage Ss to sing along.

Play games

Make letter bricks

- Divide Ss into two groups, one for every letter (Y, Z).
- Give each group pages from magazines and ask them to find and cut out words with their group's letter, e.g. 'Yy' for the first group and 'Zz' for the second or to cut out just the letter. (Make sure there is at least one word with the letter 'Yy' etc. on the pages you hand out and that the letters are big enough for Ss to cut out.)
- Alternatively, you can write various words on a piece of paper and make photocopies. Some of them must be the ones taught in this lesson, e.g. 'yo-yo, yellow' for Group A and 'zoo, zebra' for Group B. Make sure they are written with capital and lowercase letters.
- Ss stick their words/letters on the twenty-fifth and twenty-sixth 'brick', accordingly, on the wall.

Circle the letter!

- Draw a vertical line on the board to divide it into two parts.
- Write all the letters of the alphabet, in capital, in random order in both parts.
- Divide the class into two groups.
- Choose a S from each group to come to the board and give each one a marker.
- Explain to Ss that you will say a letter and they have to find it and circle it.
- The S who finds and circles the correct letter first gets a point for his/her group.
- Continue in the same manner until all Ss have had a turn and all the letters have been circled.
- The group with the most points wins.

Alphabet Bingo

- Before you start the game, revise letters A-Z. Say the letters and get Ss to repeat.
- Ask Ss to draw a 3x3 grid in their notebooks and write one capital letter from A to Z in each box.
- Draw an example on the board and go round the class to ensure that all Ss have drawn the grid and written the letters correctly. Example:

A	H	M
C	R	X
Z	E	S

- Explain to Ss that you will call out letters in random order. If the letter you call out is the same as the letter they have in a box, they cross out that particular box. The first S to cross out all his/her letters and shout 'Bingo!' wins.

Let's remember!

Activity 1

B D F H K M S W Z

Activity 2

BB DD EE tt xx zz

Activity 3

Aa Cc Gg Ll Nn Tt Uu Jj

Activity 4

li Kk Nn

Activity 5

1. z 2. w 3. u 4. r 5. o 6. b 7. c

Activity 6

- 1.Aa – apple
- 2.Dd – duck
- 3.Ff – fish
- 4.Kk – kite
- 5.Pp – pencil
- 6.Yy – yellow
- 7.li – insect
- 8.Qq – queen

Activity 7

1. a 2. b 3. d 4. j 5. l 6. r 7. s 8. u 9. z

Top Stars 1a Alphabet book

Teacher's Notes

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