


## Lesson 1

Alphabet Book page 4


## 1 Aa, Bb, Cc

### Lesson 1


1 1.2 Listen and say. Trace.



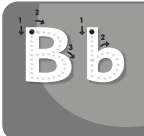
Aa




ant




apple




Bb




bag




ball



Cc



car



cat

2 Work in pairs. Point and say. **Be a star!**

4 Unit 1 Sounds and letters: a, b, c

**Learning objectives:** Sounds and letters: a, b, c

**Vocabulary:** ant, apple, bag, ball, car, cat

**Resources:** Letter Practice sheets a, b, c (pages 39–41)  
Flashcards

### Warm-up: Let's look at the book!

- Hold up the book at page 3. Ask the class what they can see (they can answer in L1). Ask them some follow-up questions, e.g. if the children see an animal, ask what is their favourite animal.
- Tell them that they will hear the English alphabet. Play the alphabet chant (Track 1.1) and encourage the children to clap in time to the chant. (Clap between the letters so that they can hear clearly!)
- Point out that as they go through the book, they'll learn the names of all the pictures, and also how to say and write the alphabet letters.

### 1 1.2 Listen and say.

- Ask if the children know the names of any items.
- Say *Listen and point*. Then play the audio and have the children point to each letter and vocabulary item. Demonstrate by pointing to them in your own book.
- Play the audio again for the children to listen and repeat chorally.

### Teaching star!

#### Holding a pencil

- It is important that children learn the correct way to hold their pencil early on. Show them how to position their fingers on the pencil, holding it between index finger and thumb, and resting it lightly on the middle finger.
- Use a short pencil, as there is less room to add more fingers to the grip.
- Grasp something like a rubber under the two fingers so they are out of the way.

#### Trace.

- Write a large capital A, B and C on the board. Leave space for the lower-case letter next to each.
- Now slowly write over the capital letters, following the sequence and arrows as in the book. Have the children follow, making the same actions in the air (holding a pen or pencil correctly).
- Repeat with the lower-case letters.
- Have the children trace over the letters in their books. Monitor and help where necessary.
- Play the audio again for the children to repeat each sound after they trace it.

### 2 Work in pairs. Point and say

**Be a star!**




- Say *Listen and point*. Say the words in random order and have the children point to the correct picture. Point in your own book to confirm.
- Say *What's this?* and point to the pictures in random order. Have the children say the words.
- Divide the class into pairs. One child points to a picture and has their friend say the word. Then they swap roles. This can also be done with the letters and sounds.

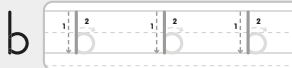


#### Cooler: Mime game

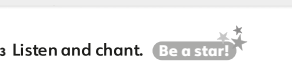


- Mime a vocabulary item from page 4. Ask the children *What's this?* and have them call out the word. Repeat the activity with another item, then ask *What's the sound? What's the letter?*
- The children continue the activity in pairs.


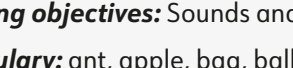
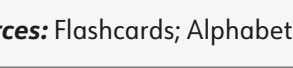
**Lesson 2**


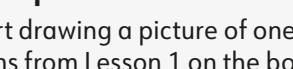
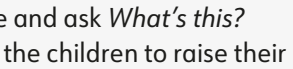
1 Trace with your finger. Write and say.

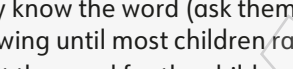
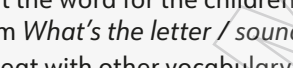

A   


a   



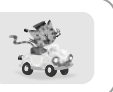
B   

b   

C   

c   

2  1.3 Listen and chant. **Be a star!**

Unit 1 Sounds and letters: a, b, c 5

**Learning objectives:** Sounds and letters: a, b, c

**Vocabulary:** ant, apple, bag, ball, car, cat

**Resources:** Flashcards; Alphabet worksheet 1

### Warm-up: What's this?

- Start drawing a picture of one of the vocabulary items from Lesson 1 on the board. Add one part at a time and ask *What's this?*
- Ask the children to raise their hands as soon as they know the word (ask them not to call out). Keep drawing until most children raise their hands.
- Elicit the word for the children to repeat, and ask them *What's the letter / sound?*
- Repeat with other vocabulary items.

### 1 Trace with your finger. Write and say.

- Point to the tracing letters A and a in your book. Ask *What's this letter / sound?* Repeat with B / b and C / c.
- Write large letters on the board. Trace over them, following the directions for the strokes shown. Have the children follow the direction of your lines in the air (holding a pen or pencil correctly).
- Then have the children trace the letters in their books with their finger only. Ask the children which letter they find easiest or most difficult.

- Finally, ask the children to write the letters with a pencil next to the examples. Remind them to follow the arrows and use the guidelines. Point out the dots which indicate where to start each part of the letter. Circulate, monitor and offer help and praise as appropriate.

### Teaching star!

#### Fast finishers

Some children will finish the tracing and writing faster than others. They can make more tracing practice for other children!

- Give fast finishers a copy of the tracing sheets a, b and c. Ask them to write more examples of the letters with a different coloured pencil and hand it to another child who has finished.
- Have the children who receive the extra tracing letters to go over them with a pencil, so that they can see the dark line over the coloured one.

### 2 1.3 Listen and chant.

#### Be a star!

- Elicit the names of the items in the pictures.
- Play the chant and have the children raise their hands every time they hear the words *ant, apple, ball, bag, car* or *cat*.
- Play the chant again, pausing after each line for the children to repeat.
- Play the audio one more time and have the children join in as much as they can.

#### Audioscript

*a, a, ant and apple!*

*b, b, ball and bag!*

*c, c, cat in a car!*

#### Cooler: Point to 1, 2, 3!

- Stick the Unit 1 flashcards around the walls of the classroom.
- Say *Point to the apple* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the bag and the car* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the ant, the ball and the cat!* Point out that they will need to use a foot to point to the third item!

**Lesson 3**

1 1.4 Listen and match. Trace.

1 2 3

a b c

4 5 6

2 Write a, b or c. Say. **Be a star!**

1 2 3

1   ag      2   ar      3   pple

6 Unit 1 Sounds and letters: a, b, c

**Learning objectives:** Sounds and letters: a, b, c

**Vocabulary:** ant, apple, bag, ball, car, cat

**Resources:** Flashcards

1.3 Warm-up: Say the chant again

- Stick the Unit 1 flashcards around the walls of the classroom.
- Play the chant from Lesson 2 and have the children point when they hear the words.
- Then play the chant again and have the children join in.

1 1.4 Listen and match. Trace.

- Hold up your book and point to the pictures. Have the children say the words.
- Do the same with the letters and have the children say the sounds.
- Play the first part of the audio (*b, b, bag*) and pause. Trace the line from the bag to *b* with your finger.
- Play the rest of the audio. Have the children listen and draw lines from the pictures to *a, b* or *c*.
- Finally, hold up your book, point to the pictures and have the children say the sounds.

**Audioscript**

- 1 *b, b, bag*
- 2 *a, a, apple*
- 3 *c, c, cat*
- 4 *c, c, car*
- 5 *b, b, ball*
- 6 *a, a, ant*

**Answers:** 1 b 2 a 3 c 4 c 5 b 6 a

2 Write a, b or c. Say.

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the bag and say *What's this?* Elicit *bag* and then say *b ... b ... bag*. Ask *What's the letter?* (*b*) Write *\_ag* on the board and then write in the missing *b*, in proportion to the rest of the word.
- Have the children continue the activity individually.
- For feedback, write the incomplete words on the board several times, and invite different children to come and write an initial letter. Ask for whole-class agreement each time.

**Answers:** 1 b - bag 2 c - car 3 a - apple

**Teaching star!**

**Physical support for sounds**

Gestures can help young children to remember sounds that they are learning for the very first time.

- Decide on a simple gesture to accompany each letter sound (it could be related to it, but it isn't necessary. The repeated association is enough).
- Teach the letter and sound and accompany it with a gesture for that sound. Encourage the children to join in.
- Recap letters from previous units regularly. When the children are familiar with the gestures, you can use them to remind the children of the sounds so they remember them by themselves.

**Cooler: What's the letter?**

- Using an IWB stick or a ruler, 'draw' a capital letter *A, B* or *C* on the board for the children to guess.
- Start by 'drawing' the first letters slowly, but then do it faster and faster as the children recognise the letters better.
- Have the children continue in pairs, 'drawing' the letter on their desk with their finger or with the end of a pencil.

**Lesson 4**

1 1.5 Listen and circle. Write a, b or c.

1

2

3

2 Choose a word. Trace, draw and say. **Be a star!**

ant ball cat

Unit 1 Sounds and letters: a, b, c **7**

**Learning objectives:** Sounds and letters: a, b, c

**Vocabulary:** ant, apple, bag, ball, car, cat

**Resources:** Flashcards; Alphabet worksheet 2

**Materials:** a sheet of paper for each child, coloured pencils

### Warm-up: Body letters

- Draw large capital letters A, B and C on the board.
- Say each letter and show the children how to use their bodies to make the shape of the letters. Ask a volunteer to help you form the shape for B. Have the children say the letter as they form each one. They may need to work in pairs to form some letters.
- Then say the letters in random order and have the children make the shapes.
- Finally, make the shapes and have the children call out the letters.

### 1 1.5 Listen and circle. Write a, b or c.

- Elicit the names of the items in the pictures.
- Hold up your book and indicate both of the pictures in number 1. Play the first part of the audio and ask the children to point to the correct picture. Have them circle the item in pencil.
- Play the rest of the audio and have the children complete numbers 2 and 3.

- Point to the bag and say *b ... b ... bag*. What's the letter / sound? (*b / b*). Copy the tracing guidelines onto the board and demonstrate how to write the letter *b* with the stalk going down from the blue top line to the bottom green line, and the curl between the upper dotted line and the green line. Have the children copy the letter in their books.
- Repeat for letters *a* (*a*) and *c* (*c*).

### Audioscript

1 *b, b, bag* 2 *a, a, apple* 3 *c, c, cat*

**Answers:** 1 bag - b 2 apple - a 3 cat - c

### 2 Choose a word. Trace, draw and say.

**Be a star!**

- Hold up your book. Make a show of choosing one of the words, e.g. *ant*. Trace the letter *a* in pencil in your book, and quickly draw an ant on the board inside a frame. Show the children that the drawing belongs in the box in their book.
- Have the children choose a word, trace the letter and draw a picture.
- When they have finished, ask the children who chose *ant* to hold up their books and show the rest of the class. Repeat with *ball* and *car*.

### Picture dictionary

The children can start their picture dictionaries at this point.

- Give each child a sheet of paper, folded in half.
- Have them write large, colourful letters *Aa, Bb, Cc* on the front 'cover'.
- Then on the remaining 'pages', ask them to write one letter and draw a picture of a word for that letter. These can be inserted into their picture dictionary folders for later display, or to show to their parents.

### Cooler: Read my lips

- Explain to the children that you will say the words from this lesson but so quietly that they won't be able to hear them! They have to look carefully at your mouth and decide what the word is.
- Move your lips slowly and carefully as if you were saying the words, but don't make any noise. Ask the children to raise their hands when they think they know, and then have them all say the word together.
- Ask the children to continue this activity in pairs.
- Finally, if there's time, play the alphabet chant again (Track 1.1) and have the children join in with the letters they have already learnt, and clap along with the rest of the alphabet.