

## Lesson 1

Alphabet Book page 8

**2 Dd, Ee, Ff**

**Lesson 1**

1 1.6 Listen and say. Trace.

**Dd** **doll** **dress**

**Ee** **egg** **elephant**

**Ff** **five** **frog**

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

8 Unit 2 Sounds and letters: d, e, f

**Learning objectives:** Sounds and letters: d, e, f**Vocabulary:** doll, dress, egg, elephant, five, frog**Resources:** Letter Practice sheets d, e, f (pages 42–44); Flashcards Units 1–2**Warm-up: What's different?**

- Stick three Unit 1 flashcards on the board. Elicit the names of the items and the initial *letters / sounds*.
- Have the children turn away. Remove one card and replace it with a different Unit 1 flashcard. Then have the children turn back and say what's different.
- Repeat the activity with groups of four cards, and then five cards, on the board. Each time, change one card and have the children identify the difference.

## 1 1.6 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.

**Trace.**

- Write a large capital *D*, *E* and *F* 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.

**Teaching star!****Extension**

- Draw the vocabulary items from page 8 on the board, one by one.
  - Have the children raise their hands to tell you the letter and the sound it represents, then have them all say the sound and the word together.
- By doing this as a whole-class activity first, the children will be more confident when working with a partner in the next activity.

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. Then point in your own book each time 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 8. 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.

D d E e F f

2  1.7 Listen and chant. **Be a star!**



Unit 2 Sounds and letters: d, e, f 9

**Learning objectives:** Sounds and letters: d, e, f

**Vocabulary:** doll, dress, egg, elephant, five, frog

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 8 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 *D* and *d* in your book. Ask *What's this letter / sound?* Repeat with *E / e* and *F / f*.
- 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 showing where to start each part of the letter. Circulate, monitor and offer help and praise as appropriate.

### ★ ★ Teaching star!

#### Using guidelines

The tracing guidelines help the children to learn the proportions of the letters. They may, however, need some additional help in recognising their use.

- Draw several sets of tracing guidelines across the board.
- Using the guidelines, write the letters *a, b, c, d, e* and *f*, sometimes in the correct position, and sometimes above or below the correct position.
- Have the children call out *Yes!* or *No!* if a letter is correct or not.

Try to mix up the letters rather than doing several of the same letter in a row. When the children have to think fresh for each letter, they learn better.

### 2 1.7 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 *doll, dress, egg, elephant, five* or *frog*.
- Play the chant again, pausing after each line for the children to repeat.
- Play the audio once more time and have the children join in as much as they can.

#### Audioscript

*d, d, doll in a dress!*

*e, e, elephant eats an egg!*

*f, f, five fat frogs!*

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

- Stick the Unit 2 flashcards around the walls of the classroom.
- Say *Point to the dress* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the elephant and the five* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the doll, the egg and the frog!* Point out that they will need to use a foot to point to the third item!

**Lesson 3**

1 1.8 Listen and match. Trace.

1 2 3

4 5 6

2 Write d, e or f. Say. **Be a star!**

1   rog      2   ress      3   lephant

10 Unit 2 Sounds and letters: d, e, f

**Learning objectives:** Sounds and letters: d, e, f

**Vocabulary:** doll, dress, egg, elephant, five, frog

**Resources:** Flashcards

1.7 Warm-up: Say the chant again

- Stick the Unit 2 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 1.8 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 (*f, f, five*) and pause. Trace the line from the five to *f* with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to *d, e* or *f*.
- Finally, hold up your book, point to the pictures and have the children say the sounds.

**Audioscript**

- 1 *f, f, five*
- 2 *e, e, elephant*
- 3 *d, d, dress*
- 4 *e, e, egg*
- 5 *f, f, frog*
- 6 *d, d, doll*

**Answers:** 1 *f* 2 *e* 3 *d* 4 *e* 5 *f* 6 *d*

**Teaching star!**

**Extension**

- Say the sound of one of the letters in Activity 1. Have the children point to the two items that belong to that sound and then say the words.
- Repeat with the other letters.
- Divide the class into pairs. One child says the sound of a letter and their partner points to the items that belong to it. Then they swap roles.

This gives the children the opportunity to extend their awareness of the association between the written letter, the sounds, and the words that begin with those sounds.

2 Write *d, e* or *f*. Say. **Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the frog and say *What's this?* Elicit *frog* and then say *f... f... frog*. Ask *What's the letter?* (*f*) Write   rog on the board and then write in the missing *f*, 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 *f* - frog 2 *d* - dress 3 *e* - elephant

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

- Using an IWB stick or a ruler, 'draw' a capital letter *D, E* or *F* 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. You can include *A, B* and *C* from the previous unit if the children find the game easy.
- 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 1.9 Listen and match. Write d, e or f.

1

2

3

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

doll elephant frog

Unit 2 Sounds and letters: d, e, f 11

**Learning objectives:** Sounds and letters: d, e, f

**Vocabulary:** doll, dress, egg, elephant, five, frog

**Resources:** Flashcards; Alphabet worksheet 2

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

**Warm-up: Body letters**

- Draw large capital letters *D*, *E* and *F* on the board.
- Say each letter and show the children how to use their bodies to make the shape of the letters ('D': legs straight and hands curved down to feet, 'E': arm sticking out at the top and middle and a leg sticking out, 'F': standing straight and sticking out an arm at the top and in the middle). 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. You can also have them make shapes for A, B and C.
- Finally, make the shapes and have the children call out the letters.

1 1.9 Listen and match. Write *d*, *e* or *f*.

- Elicit the names of the items in the pictures on the left.
- Play the first part of the audio and have the children draw a line matching the two eggs. Hold up your book and draw the line for them to check.

- Play the rest of the audio and have the children complete numbers 2 and 3.
- Then point to the egg in your book and say *e ... e ... egg*. *What's the letter / sound? (e / e)*.
- Copy the tracing guidelines onto the board and demonstrate how to write the letter *e* between the green line and the upper dotted line. Have the children copy the letter in their books.
- Repeat for letters *d* (*d*) and *f* (*f*).

**Audioscript**

1 *e, e, egg* 2 *f, f, five* 3 *d, d, doll*

**Answers:** 1 egg - e 2 five - f 3 doll - d

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. *elephant*. Trace the letter *e* in pencil in your book, and quickly draw an elephant 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 *elephant* to hold up their books and show the rest of the class. Repeat with *doll* and *frog*.

**Picture dictionary**

**Teaching star!**

The children can extend their picture dictionaries at this point.

- Give each child a sheet of paper, folded in half.
- Have them write large, colourful letters *Dd*, *Ee*, *Ff* 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 then be inserted into their picture dictionary folders for later display, or to show their parents.

**Cooler: Disappearing letters**

- Elicit the letters *A-F* from the class and write them on the board.
- Have the children turn away. Erase one letter from the board.
- Have the children turn back and say which letter is missing. Write the letter back in.
- For each letter, ask the children to say an item which starts with that letter.
- Repeat the activity, erasing a different letter each time.
- 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.