

# Academy Stars

Second Edition

## Alphabet Book Teaching Notes

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# Alphabet Book Contents

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1

**Aa, Bb, Cc**

p4

ant apple bag ball car cat

2

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p8

doll dress egg elephant five frog

3

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p12

goat green hat house igloo insect

4

**Jj, Kk, Ll**

p16

jug jump kick king legs lion

5

**Mm, Nn, Oo**

p20

monkey mountain nine nut octopus orange

6

**Pp, Qq, Rr**

p24

panda pink queen question robot rubber

7

**Ss, Tt, Uu, Vv**

p28

see sun tiger tired umbrella under van vase

8

**Ww, Xx, Yy, Zz**

p32

window worm box fox yellow yoghurt  
zoo zookeeper

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# Teaching with the Alphabet Book

## Lesson 1

Carefully staged presentation of letters supported by audio.

Each letter is presented via appealing artwork of two words which contain it.

**5 Mm, Nn, Oo**

**Lesson 1**

1 Listen and say. Trace.

Mm monkey mountain

Nn nine nut

Oo octopus orange

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

20 Unit 5 Sounds and letters: m, n, o

Clear, step-by-step letter formation and letter tracing.

A collaborative activity encourages children to produce the letter sounds and the vocabulary for themselves.

## Lesson 2

Further letter formation supports children and allows them to practise and develop their letter writing independently.

**Lesson 2**

1 Trace with your finger. Write and say.

M m N n O o

2 Listen and chant. *Be a star!*

Unit 5 Sounds and letters: m, n, o 21

The new letter sounds are contextualised in a short and fun chant to provide further oral practice.

## Lesson 3

**Lesson 3**

1 Listen and match. Trace.

1 2 3

m n o

4 5 6

2 Write m, n or o. Say. *Be a star!*

1 \_ctopus 2 \_ut 3 \_ountain

22 Unit 5 Sounds and letters: m, n, o

Additional activities reinforce and check children's understanding of the new letters and vocabulary.

## Lesson 4

Each lesson contains both a listening activity and a communicative activity with a productive outcome.

**Lesson 4**

1 Listen and circle. Write m, n or o.

1 2 3

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

m n o  
mountain nut octopus

Unit 5 Sounds and letters: m, n, o 23

The last activity in each unit consolidates learning and gives children the opportunity to be creative.

Reduced pages of the **Alphabet Book** give easy reference to the component.

Where relevant, **answers** are given with activities, for ease of reference.

**Teaching star!** provides activities with tips to develop teaching skills, such as classroom management, group work, and dealing with mixed-ability classes.

## 5 Mm, Nn, Oo

### Lesson 1

Alphabet Book page 20



**Learning objectives:** Sounds and letters: m, n, o  
**Vocabulary:** monkey, mountain, nine, nut, octopus, orange  
**Resources:** Letter Practice sheets m, n, o (pages 51–53); Flashcards Units 4–5

**Warm-up: What's different?**

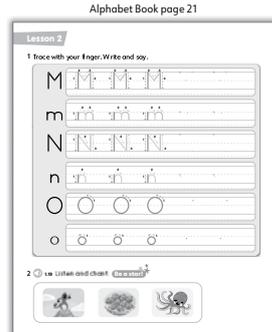
- Stick three flashcards from Unit 4 on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with another Unit 4 flashcard. Then have them turn back and say what's different.
- Repeat the activity with groups of four cards, and then five cards, on the board. Each time, change one card and have the children identify the difference.

**1 1.10 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.

### Lesson 2

Alphabet Book page 21



**Trace.**

- Write a large capital M, N and O 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. 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. Have the children take turns: first to point to a picture and have their friend say the word; then to say a word and their partner points to a picture. This can also be done with the letters and sounds.

**Extension**

Children often feel more comfortable drawing large letters in the air than writing them where mistakes are easy to make! Getting them comfortable with the shape of the letters first will make them more confident writing later.

- Draw a big letter M in the air. Say *What's this?* Have the children identify the letter and sound, and say the two associated words.
- Divide the class into pairs and have them continue the activity, taking turns to draw air letters and say the letters, sounds and words.

**Teaching star!**

Children often feel more comfortable drawing large letters in the air than writing them where mistakes are easy to make! Getting them comfortable with the shape of the letters first will make them more confident writing later.

**Cooler: Mime game**

- Mime a vocabulary item from page 20. 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.

**Learning objectives:** Sounds and letters: m, n, o  
**Vocabulary:** monkey, nut, octopus  
**Resources:** Flashcards; Alphabet worksheet 2

**Warm-up: Who's this?**

- Start drawing a picture of one of the vocabulary items from page 20 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters M and m in your book. Ask *What's this letter / sound?* Repeat with N / n and O / o.
- 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.

**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. Circulate, monitor and offer help and praise as appropriate.**

**Fast finishers**

Some children will finish the tracing faster than others. All children love writing on the board!

- When the children start the tracing activity, erase the letters on the board and write the capital and lower-case letters down the left side of the board. (Make sure they are at a child-friendly height - you may need to do half on the left and half in the middle.)
- Children who finish their tracing well and do not need to re-do any of the letters can go to the board and write a letter each next to the example on the left. To do another, they need to return to their seat and raise their hand again.

**Teaching star!**

- Ask the children to name the items in the pictures.
- Play the chant. Have the children raise their hands every time they hear the words *monkey, mountain, nine, nuts, octopus or orange*.
- 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**

m, m, monkey on a mountain  
n, n, nine nice nuts  
o, o, Look! An orange octopus!

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

- Stick the Unit 6 flashcards around the walls of the classroom.
- Say *Point to the monkey* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the nut and the octopus* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the mountain, the nine and the orange!* Point out they will need to use a foot to point to the third item!

Academy Stars Second Edition Alphabet Book Teaching Notes © Macmillan Education Limited 2024 **23** **24** Academy Stars Second Edition Alphabet Book Teaching Notes © Macmillan Education Limited 2024

Each lesson opens with the learning objectives, key language, digital resources available, and any materials required.

Teacher's notes give carefully structured step-by-step guidance.

A **Cooler** activity allows children to review language learned in a fun context.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge, and getting the children energized.

**Audioscripts** appear at point of use (unless they appear in the Pupil's Book).

## 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.

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

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

**Teaching star!**

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.

## 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.

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

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.

## Lesson 1

Alphabet Book page 12

3
Gg, Hh, Ii

Lesson 1

1 1.10 Listen and say. Trace.

Gg

goat

green

Hh

hat

house

Ii

igloo

insect

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

12
Unit 3 Sounds and letters: g, h, i

**Learning objectives:** Sounds and letters: g, h, i

**Vocabulary:** goat, green, hat, house, igloo, insect

**Resources:** Letter Practice sheets g, h, i (pages 45–47);  
Flashcards Units 1–3

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

- Stick all the Unit 2 flashcards on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with a Unit 1 flashcard. Then have the children turn back and say what's different.
- Repeat the activity until all the Unit 2 cards have been replaced by Unit 1 cards.

### 1 1.10 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.
- Play the audio again for the children to listen and repeat chorally.

### Trace.

- Write a large capital *G*, *H* and *I* 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!

#### Pronunciation

Speakers of some languages have difficulty producing the aspirated /h/ sound. Here's a way to help the children recognise how to pronounce it.

- Model the pronunciation of the *h* words *hat* and *house* with a clear /h/ sound and have the children repeat.
- Now put your hand roughly 5cm in front of your mouth and say the words again. Show or tell the children that you can feel your breath on your hand. Have the children do the same, and ask if they can feel their breath on their hand.
- Model other /h/ words like *hello*, *hi* or *ha ha ha!* Have the children say them with their hand in front of their mouth.

Exaggerate at first to help recognise the sound. The children will adopt a more 'normal' pronunciation later.

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

- Say *Listen and point*. Say the words in random order. 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 12. 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.

2 1.11 Listen and chant. **Be a star!**

Unit 3 Sounds and letters: g, h, i 13

**Learning objectives:** Sounds and letters: g, h, i

**Vocabulary:** goat, green, hat, house, igloo, insect

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 12 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters G and g in your book. Ask *What's this letter / sound?* Repeat with H / h and I / i.
- 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!

#### Alternative activity - trace in pairs!

This activity requires great concentration from the children and makes them focus closely on the letter shapes.

- For Activity 1 above, divide the class into pairs.
- Have both children trace the letters in one book at the same time, moving both their index fingers very carefully round the letters together.
- They can then do it individually and continue with the rest of the activity normally.

Each child acts as a check on the other and the result is very carefully traced letters. A more confident child can also help guide a less confident partner to form a better letter shape.

### 2 1.11 Listen and chant. **Be a star!**

- Elicit the names of the items in the pictures.
- Play the chant. Have the children raise their hands every time they hear the words *goat, green, hat, house, igloo* or *insect*.
- 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

*g, g, green goat!*

*h, h, hat on a house!*

*i, i, insect and an igloo!*

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

- Stick the Unit 3 flashcards around the walls of the classroom.
- Say *Point to the insect* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to green and the hat* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the house, the goat and the igloo!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.12 Listen and match. Trace.

2 Write g, h or i. Say. **Be a star!**

1 \_nsect    2 \_reen    3 \_at

14 Unit 3 Sounds and letters: g, h, i

**Learning objectives:** Sounds and letters: g, h, i

**Vocabulary:** goat, green, hat, house, igloo, insect

**Resources:** Flashcards

**1.11 Warm-up: Say the chant again**

- Stick the Unit 3 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** **1.12 Listen and match. Trace.**

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (*h, h, house*) and pause. Trace the line from the house to *h* with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to *g, h* or *i*.
- Finally, hold up your book, point to the pictures and have the children say the sounds.

**Audioscript**

- 1 *h, h, house*
- 2 *g, g, green*
- 3 *i, i, insect*
- 4 *i, i, igloo*
- 5 *h, h, hat*
- 6 *g, g, goat*

**Answers:** 1 h 2 g 3 i 4 i 5 h 6 g

**2 Write g, h or i. Say.**

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the insect and say *What's this?* Elicit *insect* and say *i, i, insect*. Ask *What's the letter?* (*i*) Write *\_nsect* on the board and then write in the missing *i*, 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 i - insect 2 g - green 3 h - hat

**Teaching star!**

**Extension**

This guessing game will give the children more opportunity to practise recognising the sounds and words.

- Hold up your book in front of you, open at page 14, so that you can see it but the children can't. Ask them to turn their books face down.
- Place your finger on one of the pictures on the page, e.g. the goat. Say the initial sound of the word: *g, g ...*. Encourage the children to raise their hands to guess the item.
- Repeat with a different item.
- Then divide the class into pairs. One child points and says the initial sound, and their partner guesses the word with their book closed.

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

- Using an IWB stick or a ruler, 'draw' a capital letter *G, H* or *I* 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-F* 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 1.13 Listen and circle. Write g, h or i.

1

2

3

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

goat house insect

Unit 3 Sounds and letters: g, h, i 15

- Point to the igloo in number 1 and say *i ... i ... igloo*. What's the letter / sound? (*i / i*) Copy the tracing guidelines onto the board and demonstrate how to write the letter *i* with the top of the stroke of the *i* on the top dotted line, the bottom on the green line, and the dot between the top dotted line and the blue line. Have the children copy the letter in their books.
- Repeat for letters *g* (*g*) and *h* (*h*).

**Audioscript**

1 *i, i, igloo* 2 *g, g, goat* 3 *h, h, house*

**Answers:** 1 igloo - i 2 goat - g 3 house - h

**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. *house*. Trace the letter *h* in pencil in your book and quickly draw a house 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 *goat* to hold up their books and show the rest of the class. Repeat with *house* and *insect*.

**Teaching star!**

**Picture dictionary**

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 *G g, H h, I i* 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.

**Learning objectives:** Sounds and letters: g, h, i

**Vocabulary:** goat, green, hat, house, igloo, insect

**Resources:** Flashcards; Alphabet worksheet 2

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

**Warm-up: Finger letters**

- Draw large capital letters *G, H* and *I* on the board.
- Say each letter and show the children how to use their fingers to make the shape of the letters. Have the children say the letter as they make the shapes.
- Then call out the letters in random order and have the children make the shapes. You can also have them make shapes for *A-F*.
- Finally, make the shapes and have the children say the letters.

**1 1.13 Listen and circle. Write g, h or i.**

- 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.

**Cooler: Disappearing letters**

- Elicit the letters *A-I* from the class and write them on the board.
- Have the children turn away or cover their eyes. 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.

## Lesson 1

Alphabet Book page 16

## 4 Jj, Kk, Ll

### Lesson 1

1 1.14 Listen and say. Trace.

Jj

jug

jump

Kk

kick

king

Ll

legs

lion

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

16 Unit 4 Sounds and letters: j, k, l

**Learning objectives:** Sounds and letters: j, k, l

**Vocabulary:** jug, jump, kick, king, legs, lion

**Resources:** Letter Practice sheets j, k, l (pages 48–50);  
Flashcards Units 1–4

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

- Stick all the Unit 3 flashcards on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with a Unit 1 or Unit 2 flashcard. Then have the children turn back and say what's different.
- Repeat the activity until all the Unit 3 cards have been replaced by Unit 1 or 2 cards.

### 1 1.14 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.
- Play the audio again for the children to listen and repeat chorally.

### Trace.

- Write a large capital *J*, *K* and *L* 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!

#### Pronunciation

Speakers of some languages have difficulty pronouncing the hard /dʒ/ sound of *j*. Help them to master it by exaggerating the sound in chants.

- Model the pronunciation of the *j* words *jug* and *jump* with a strong /dʒ/ sound and have the children repeat.
- Now do a rhythmic chant with the sound and words, such as:  
*j-j-j-j-jug! j-j-j-j-jump! j-j-j-j-jug! j-j-j-j-jump!*
- Repeat this and encourage the children to join in. The rhythmic chant and the 'percussion' of the *j* sound help the children make the hard /dʒ/ sound, not the soft /ʒ/.

### 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 16. 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.

J j K k L l

2  1.15 Listen and chant. **Be a star!**



Unit 4 Sounds and letters: j, k, l 17

**Learning objectives:** Sounds and letters: j, k, l

**Vocabulary:** jug, jump, kick, king, legs, lion

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 16 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters *J* and *j* in your book. Ask *What's this letter / sound?* Repeat with *K / k* and *L / l*.
- 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.

### 2 1.15 Listen and chant.

**Be a star!**

- Elicit the names of the items in the pictures.
- Play the chant. Have the children raise their hands every time they hear the words *jug, jump, kick, king, legs* or *lion*.
- 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

*j, j, jump with a jug!*

*k, k, the king likes to kick!*

*l, l, the lion has got long legs!*

### Mixed ability - chant

**Teaching star!**

You may wish to use an alternative approach to chants that are a little more complex than others.

- Divide the class into three groups, 1, 2 and 3. Play the chant and have the children listen.
- Then play the first line again, and have only group 1 repeat it a few times. Do the same with the middle and last lines and groups 2 and 3.
- Finally, play the chant again and have each group join in with their line.
- If the children seem confident, you could change their lines so that they can practise saying a new one.

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

- Stick the Unit 4 flashcards around the walls of the classroom.
- Say *Point to the king* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to jump and the lion* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the jug, kick and the legs!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.16 Listen and match. Trace.

1 2 3 4 5 6

j k l

2 Write j, k or l. Say. **Be a star!**

1 2 3

1 \_ing 2 \_ug 3 \_ion

18 Unit 4 Sounds and letters: j, k, l

**Learning objectives:** Sounds and letters: j, k, l

**Vocabulary:** jug, jump, kick, king, legs, lion

**Resources:** Flashcards

1.15 **Warm-up: Say the chant again**

- Stick the Unit 4 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 1.16 **Listen and match. Trace.**

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (*k, k, king*) and pause. Trace the line from the king to k with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to j, k or l.
- Finally, hold up your book, point to the pictures and have the children say the sounds.

**Audioscript**

- 1 k, k, king
- 2 j, j, jump
- 3 l, l, legs
- 4 l, l, lion
- 5 k, k, kick
- 6 j, j, jug

**Answers:** 1 k 2 j 3 l 4 l 5 k 6 j

**Teaching star!**

**Extension**

- This memory game gives the children further practice of the sounds and words in a fun context.
- Write each letter, j, k and l, on a separate piece of paper. Stick them on one side of the board.
- Then stick the six unit flashcards on the other side of the board with the backs showing to the class.
- Divide the class into two teams. Invite a confident child from the first team to the front. First, ask the child to choose a piece of paper and read the letter out to the class.
- Repeat the sound. Then ask the child to choose a flashcard and say the word.
- Invite other children to play the game. If a child gets the correct letter and correct word, then the team he/she belongs to wins the card. The team who wins the most cards wins the game.

2 **Write j, k or l. Say.**

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the king and say *What's this? Elicit king* and then say *k ... k ... king*. Ask *What's the letter? (k)* Write *\_ing* on the board and then write in the missing *k* 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 k - king 2 j - jug 3 l - lion

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

- Using an IWB stick or a ruler, 'draw' a capital letter J, K or L 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-I 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 1.17 Listen and circle. Write j, k or l.

1

2

3

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

jug    king    lion

Unit 4 Sounds and letters: j, k, l 19

**Learning objectives:** Sounds and letters: j, k, l

**Vocabulary:** jug, jump, kick, king, legs, lion

**Resources:** Flashcards; Alphabet worksheet 2

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

### Warm-up: Finger letters

- Draw large capital letters J, K and L on the board.
- Say each letter and show the children how to use their fingers to make the shape of the letters. Have the children say the letter as they make the shapes.
- Then call out the letters in random order and have the children make the shapes. You can also have them make shapes for A-I.
- Finally, make the shapes and have the children say the letters.

### 1 1.17 Listen and circle. Write j, k or l.

- 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 pictures of legs. 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.

- Point to the picture of legs in your book and say /... /... legs. What's the letter / sound? (/ / l/).
- Copy the tracing guidelines onto the board and demonstrate how to write the letter / between the blue line and the green line. Have the children copy the letter in their books.
- Repeat for letters k (k) and j (j).

### Audioscript

1 l, l, legs 2 k, k, kick 3 j, j, jump

**Answers:** 1 legs - l 2 kick - k 3 jump - j

### 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. *jug*. Trace the letter *j* in pencil in your book and quickly draw a jug 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 *jug* to hold up their books and show the rest of the class. Repeat with *king* and *lion*.

### Picture dictionary

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 J, K, L 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-L from the class and write them on the board.
- Have the children turn away or cover their eyes. 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.

## Lesson 1

Alphabet Book page 20

**5 Mm, Nn, Oo**

**Lesson 1**

1 1.18 Listen and say. Trace.

**Mm** monkey mountain

**Nn** nine nut

**Oo** octopus orange

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

20 Unit 5 Sounds and letters: m, n, o

**Learning objectives:** Sounds and letters: m, n, o

**Vocabulary:** monkey, mountain, nine, nut, octopus, orange

**Resources:** Letter Practice sheets m, n, o (pages 51–53); Flashcards Units 4–5

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

- Stick three flashcards from Unit 4 on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with another Unit 4 flashcard. Then have them 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 1.18 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 *M*, *N* and *O* 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. 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. Have the children take turns: first to point to a picture and have their friend say the word; then to say a word and their partner points to a picture. This can also be done with the letters and sounds.

### **Teaching star!**

#### Extension

Children often feel more comfortable drawing large letters in the air than writing them where mistakes are easy to make! Getting them comfortable with the shape of the letters first will make them more confident writing later.

- Draw a big letter *M* in the air. Say *What's this?* Have the children identify the letter and sound, and say the two associated words.
- Divide the class into pairs and have them continue the activity, taking turns to draw air letters and say the letters, sounds and words.

#### Cooler: Mime game

- Mime a vocabulary item from page 20. 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.

M

m

N

n

O

o

2  1.19 Listen and chant. **Be a star!**



Unit 5 Sounds and letters: m, n, o 21

**Learning objectives:** Sounds and letters: m, n, o

**Vocabulary:** monkey, nut, octopus

**Resources:** Flashcards; Alphabet worksheet 2

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

- Start drawing a picture of one of the vocabulary items from page 20 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters *M* and *m* in your book. Ask *What's this letter / sound?* Repeat with *N / n* and *O / o*.
- 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.

- 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. Circulate, monitor and offer help and praise as appropriate.

### Teaching star!

#### Fast finishers

Some children will finish the tracing faster than others. All children love writing on the board!

- When the children start the tracing activity, erase the letters on the board and write the capital and lower-case letters down the left side of the board. (Make sure they are at a child-friendly height – you may need to do half on the left and half in the middle.)
- Children who finish their tracing well and do not need to re-do any of the letters can go to the board and write a letter each next to the example on the left. To do another, they need to return to their seat and raise their hand again.

### 2 1.19 Listen and chant.

**Be a star!**

- Ask the children to name the items in the pictures.
- Play the chant. Have the children raise their hands every time they hear the words *monkey, mountain, nine, nuts, octopus* or *orange*.
- 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

*m, m, monkey on a mountain*

*n, n, nine nice nuts*

*o, o, Look! An orange octopus!*

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

- Stick the Unit 6 flashcards around the walls of the classroom.
- Say *Point to the monkey* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the nut and the octopus* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to the mountain, the nine and the orange!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.20 Listen and match. Trace.

1 2 3

4 5 6

2 Write m, n or o. Say. **Be a star!**

1

1 \_ctopus    2 \_ut    3 \_ountain

22 Unit 5 Sounds and letters: m, n, o

**Learning objectives:** Sounds and letters: m, n, o

**Vocabulary:** monkey, mountain, nine, nut, octopus, orange

**Resources:** Flashcards

1.19 **Warm-up: Say the chant again**

- Stick the Unit 5 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 1.20 **Listen and match. Trace.**

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (*n, n, nut*) and pause. Trace the line from the nut to *n* with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to *m, n* or *o*.
- Finally, hold up your book, point to the pictures in random order and have the children say the sounds.

**Audioscript**

- 1 *n, n, nut*  
 2 *m, m, mountain*  
 3 *o, o, orange*  
 4 *n, n, nine*  
 5 *m, m, monkey*  
 6 *o, o, octopus*

**Answers:** 1 n 2 m 3 o 4 n 5 m 6 o

2 **Write m, n or o. Say.**

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the octopus and say *What's this?* Elicit *octopus* and then say *o ... o ... octopus*. Ask *What's the letter? (o)* Write *\_ctopus* on the board and then write in the missing *o*, keeping it 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 o - octopus 2 n - nut 3 m - mountain

**Teaching star!**

**Mixed ability**

For some children writing the letters without guidelines can be difficult, but an example on the board can help.

- Before the children write the letters in their books, write the incomplete words on the board.
- Elicit and complete the letter *o* for *octopus* as in Activity 2 above. Draw it slowly. Then draw a light dotted line to show that the *o* is the same height as the *c* next to it. Draw dotted lines for *\_ut* and *\_ountain* to show the same height.
- The children can then use the board guidelines without having them on the page. This way the children still have some support but are moving towards independence.

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

- Using an IWB stick or a ruler, 'draw' a capital letter *M, N* or *O* on the board for the children to guess. Continue the activity and include some of the letters from previous units.
- 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 1.21 Listen and circle. Write m, n or o.

1

2

3

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

mountain      nut      octopus

Unit 5 Sounds and letters: m, n, o    23

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

### Audioscript

1 *m, m monkey*    2 *n, n, nine*    3 *o, o, orange*

**Answers:** 1 monkey – m    2 nine – n    3 orange – o

## 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. *octopus*. Trace the letter *o* in pencil in your book and quickly draw an octopus 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 *mountain* to hold up their books and show the rest of the class. Repeat with *nut* and *octopus*.

**Teaching star!**

### Picture dictionary

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 *M m, N n, O o* 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.

**Learning objectives:** Sounds and letters: m, n, o

**Vocabulary:** monkey, mountain, nine, nut, octopus, orange

**Resources:** Flashcards; Alphabet worksheet 2

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

### Warm-up: Physical alphabet

- Write the alphabet on the board in lower-case letters from *a* to *z*.
- Play the alphabet chant up to the letter 'o', doing these actions for the different letters:
  - for every letter that has a stalk going up – raise your arms;
  - for every letter that has a stalk going down, put your arms down by your sides;
  - for every letter with no stalk up or down, fold your arms.
- Encourage the children to join in with you.
- Repeat two or three times until the children can do it on their own.

## 1 1.21 Listen and circle. Write m, n or o.

- 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 monkeys. Hold up your book and draw the line for them to check.

### Cooler: Disappearing letters

- Elicit the letters *A-O* from the children and write them on the board.
- Have the children turn away or cover their eyes. 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. Erase 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.

## Lesson 1

Alphabet Book page 24

## 6 Pp, Qq, Rr

### Lesson 1

1 1.22 Listen and say. Trace.

Pp

panda

pink

Qq

queen

question

Rr

robot

rubber

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

24 Unit 6 Sounds and letters: p, q, r

**Learning objectives:** Sounds and letters: p, q, r

**Vocabulary:** panda, pink, queen, question, robot, rubber

**Resources:** Letter Practice sheets p, q, r (pages 54–56);  
Flashcards Units 1–5

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

- Stick all the Unit 3 flashcards on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with a flashcard from any of the previous units. Then have them turn back and say what's different.
- Repeat the activity until all the Unit 5 cards have been replaced.

### 1 1.22 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.
- Play the audio again for the children to listen and repeat chorally.

### Trace.

- Write a large capital *P*, *Q* and *R* 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!

#### Pronunciation

Speakers of some languages find the 'r' sound difficult to pronounce. Knowing the position of the tongue can help to find the right sound.

- Have the children move their tongue so the sides of the back of the tongue are touching their back teeth. Have them make a sound with the tongue in that position. It sounds like *uhhhh!*
- Then have the children curl the tip of their tongue into their mouth and make a sound while doing this repeatedly. The sound changes to something more like *ruhruhruh!* Now they can hear the correct 'r' sound.
- Finally, have the children repeat the sound and say the 'r' words: *r ... r ... robot! r ... r ... rubber!*

### 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 24. Ask the children *What's this?* and have them call out the word. Repeat the activity with another item, then ask *What's the letter? What's the sound?*
- The children continue the activity in pairs.

**Lesson 2**

1 Trace with your finger. Write and say.

P p Q q R r

2  1.23 Listen and chant. **Be a star!**



Unit 6 Sounds and letters: p, q, r 25

**Learning objectives:** Sounds and letters: p, q, r

**Vocabulary:** panda, pink, queen, question, robot, rubber

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 24 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters *P* and *p* in your book. Ask *What's this letter / sound?* Repeat with *Q / q* and *R / r*.
- Write large letters on the board. Trace over them, following the directions for the strokes shown. Have the children follow the directions 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.
- 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. Circulate, monitor and offer help and praise as appropriate.

### 2 1.23 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 *panda, pink, queen, question, robot* or *rubber*.
- 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

*p, p, pink panda!*

*q, q, queen has got a question!*

*r, r, robot with a rubber!*

### Teaching star!

#### Mixed ability – chant

Some children will have difficulty recognising and producing the lines of a chant. They can all, however, join in with the key words.

- Play the chant and have the children listen and raise their hands when they hear the key vocabulary.
- Then play the first line again, pausing the audio after the key words for the children to repeat them. Do the same with the next lines.
- Play the chant again and have the children join in with the key words.
- Finally, play the chant once more and tell the children that they can say everything, or just the key words.

This way, the children practise the sounds and words, as well as hearing them in a complete context.

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

- Stick the Unit 6 flashcards around the walls of the classroom.
- Say *Point to the panda* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the question and the robot* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to pink, the queen and the rubber!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.24 Listen and match. Trace.

2 Write p, q or r. Say. **Be a star!**

1   ubber    2   ueen    3   ink

26 Unit 6 Sounds and letters: p, q, r

**Learning objectives:** Sounds and letters: p, q, r

**Vocabulary:** panda, pink, queen, question, robot, rubber

**Resources:** Flashcards

**1.23 Warm-up: Say the chant again**

- Stick the Unit 6 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 1.24 Listen and match. Trace.**

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (*q, q, queen*) and pause. Trace the line from the queen to q with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to p, q or r.
- Finally, hold up your book, point to the pictures in random order and have the children say the sounds.

**Audioscript**

- 1 q, q, queen
- 2 p, p, panda
- 3 r, r, rubber
- 4 p, p, pink
- 5 r, r, robot
- 6 q, q, question

**Answers:** 1 q 2 p 3 r 4 p 5 r 6 q

**Teaching star!**

**Extension**

Play the game *Read my lips* to give the children further practice of the sounds and words and the mouth shapes associated with them.

- Move your lips slowly and carefully as if you were saying a word, e.g. *robot*, but don't make any noise. Ask the children what the word is. Repeat if necessary.
- Divide the class into pairs and have them take turns to 'mouth' a word for their friend to guess.
- If there is time, you could ask the children to look back at earlier units and play the game again.

**2 Write p, q or r. Say.**

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the rubber and say *What's this?* Elicit *rubber* and then say *r ... r ... rubber*. Ask *What's the letter?* (*r*) Write   ubber on the board and then write in the missing *r*, keeping it 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 r - rubber 2 q - queen 3 p - pink

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

- Using an IWB stick or a ruler, 'draw' a capital letter P, Q or R on the board for the children to guess. Continue the activity and include some of the letters from previous units.
- 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 1.25 Listen and circle. Write.

1

2

3

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

pink      queen      rubber

Unit 6 Sounds and letters: p, q, r      27

**Learning objectives:** Sounds and letters: p, q, r

**Vocabulary:** panda, pink, queen, question, robot, rubber

**Resources:** Flashcards; Alphabet worksheet 2

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

### Warm-up: Body letters

- Draw large capital letters *P*, *Q* and *R* on the board.
- Say each letter and show, or ask, the children how they can use their bodies to make the shape of the letters. They may need to work in pairs to form some letters. Have the children say the letter as they form each one.
- 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 1.25 Listen and circle. Write.

- 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 question mark in number 1 and say *qu ... qu ... question. What's the letter / sound? (q / q)* Copy the tracing guidelines onto the board and demonstrate how to write the letter *q* with the loop of the *q* between the green line and the upper dotted line, and the stalk going down to the bottom dotted line before rising a little. Have the children copy the letter in their books.
- Repeat for letters *p* (*p*) and *r* (*r*).

### Audioscript

1 *q, q, question*    2 *p, p, panda*    3 *r, r, robot*

**Answers:** 1 question – q    2 panda – p    3 robot – r

### 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. *rubber*. Trace the letter *r* in pencil in your book and quickly draw a rubber 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 *pink* to hold up their books and show the rest of the class. Repeat with *queen* and *rubber*.

### Picture dictionary

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 *P p*, *Q q*, *R r* 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–R* from the class and write them on the board.
- Have the children turn away or cover their eyes. 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.

## Lesson 1

Alphabet Book page 28

**7 Ss, Tt, Uu, Vv**

**Lesson 1**

1 1.26 Listen and say. Trace.

**Ss** see sun

**Tt** tiger tired

**Uu** umbrella under

**Vv** van vase

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

28 Unit 7 Sounds and letters: s, t, u, v

**Learning objectives:** Sounds and letters: s, t, u, v

**Vocabulary:** see, sun, tiger, tired, umbrella, under, van, vase

**Resources:** Letter Practice sheets s, t, u, v (pages 57–60); Flashcards Units 1–7

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

- Stick all the Unit 6 flashcards on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with a flashcard from any of the previous units. Then have them turn back and say what's different.
- Repeat the activity until all the Unit 6 cards have been replaced.

### ★ Teaching star!

#### Using mime

Associating words and sounds with mime and gestures can help children to remember them more easily.

- As you play the audio for the activity below, do a mime or gesture to accompany each item.

- Play the audio again and encourage the children to join in with you.
  - Now say the words and have the children do the actions.
  - Finally, do the actions and have the children say the words. As an extra challenge, you could elicit the sounds and letters in addition to the words.
- When you do the Cooler activity at the end of this lesson, more confident children can invent a different mime for each word.

### 1 1.26 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.
- Play the audio again for the children to listen and repeat chorally.

### Trace.

- Write a large capital *S*, *T*, *U* and *V* 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.

### 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 28. Ask the children *What's this?* and have them call out the word. Repeat the activity with another item, then ask *What's the letter? What's the sound?*
- The children continue the activity in pairs.

**Lesson 2**

1 Trace with your finger. Write and say.

S S S

s s s

T T T

t t t

U U U

u u u

V V V

v v v

2 1.27 Listen and chant. **Be a star!**

Unit 7 Sounds and letters: s, t, u, v 29

**Learning objectives:** Sounds and letters: s, t, u, v

**Vocabulary:** see, sun, tiger, tired, umbrella, under, van, vase

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 28 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters for S and s in your book. Ask *What's this letter / sound?* Repeat with T / t, U / u and V / v.
- Write large letters on the board. Trace over them, following the directions for the strokes shown. Have the children follow the directions 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.
- 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. Circulate, monitor and offer help and praise as appropriate.

### ★ Teaching star!

#### Consolidation

Every time we join senses in an activity, learning becomes more effective. Touch and hearing are joined here.

- In Activity 1 above, where the letters U and V are quite similar, make the sounds of the letters at the same time as you trace the letters on the board. Encourage the children to join in with you.
- Have them continue to do this when they are tracing the letters in their books.

This process will help the children remember the letter and word more easily.

### 2 1.27 Listen and chant.

**Be a star!**

- Ask the children to name the items in the pictures.
- Play the chant and have the children raise their hands every time they hear the words *see, sun, tiger, tired, umbrella, under, van* or *vase*.
- 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

*s, s, t, t, I see a tired tiger in the sun!  
u, u, v, v, A van full of vases, under an umbrella!*

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

- Stick the Unit 7 flashcards around the walls of the classroom.
- Say *Point to the tiger* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to the sun and the vase* and have the children point to the two items, one with each hand. Repeat with other pairs of words.
- Say *Point to see, the umbrella and under!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.28 Listen and match. Trace.

1 2 3 4

s t u v

5 6 7 8

2 Write s, t, u or v. Say. **Be a star!**

1 \_ \_ ired 2 \_ \_ an 3 \_ \_ ee 4 \_ \_ nder

30 Unit 7 Sounds and letters: s, t, u, v

**Learning objectives:** Sounds and letters: s, t, u, v

**Vocabulary:** see, sun, tiger, tired, umbrella, under, van, vase

**Resources:** Flashcards

1.27 **Warm-up: Say the chant again**

- Stick the Unit 7 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 1.28 **Listen and match. Trace.**

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (*u, u, umbrella*) and pause. Trace the line from the umbrella to *u* with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to *s, t, u* or *v*.
- Finally, hold up your book, point to the pictures in random order and have the children say the sounds.

**Audioscript**

- 1 *u, u, umbrella*  
 2 *s, s, sun*  
 3 *v, v, vase*  
 4 *t, t, tiger*  
 5 *v, v, van*  
 6 *u, u, under*  
 7 *t, t, tired*  
 8 *s, s, see*

**Answers:** 1 u 2 s 3 v 4 t 5 v 6 u 7 t 8 s

**Teaching star!**

**Extension**

This memory game gives the children further practice of the sounds and words.

- After completing Activity 1, have the children turn their books face down and challenge them to remember the items in the order they appear on the page.
- When they have the correct order, give them one more minute to look again at the page.
- Divide the class into pairs. Have the children take turns to test each other's memory, one with the book closed, the other with the book open to check the order.

2 **Write s, t, u or v. Say.**

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the image for *tired* and say *What's this?* Elicit *tired* and then say *t ... t ... tired*. Ask *What's the letter?* (*t*) Write *\_ired* on the board and then write in the missing *t*, 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 t - tired 2 v - van 3 s - see 4 u - under

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

- Using an IWB stick or a ruler, 'draw' a capital letter *S, T, U* or *V* on the board for the children to guess. Continue the activity and include some of the letters from previous units.
- 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 1.29 Listen and circle. Write s, t, u or v.

1			
2			
3			
4			

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

sun	tiger	umbrella	van

Unit 7 Sounds and letters: s, t, u, v 31

- Point to the tiger in your book and say *t ... t ... tiger*. What's the letter / sound? (t / t).
- Copy the guidelines onto the board and show the children to write the letter *t* from the blue line down to the green line and curving up slightly, then cross the *t* at the level of the dotted line. Have the children copy the letter in their books.
- Repeat for letters *u* (u), *v* (v) and *s* (s).

**Audioscript**

1 *t, t, tiger* 2 *u, u, umbrella* 3 *v, v, vase* 4 *s, s, sun*

**Answers:** 1 tiger - t 2 umbrella - u 3 vase - v  
4 sun - s

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

**Be a star!**

- Hold up your book. Make a show of choosing a word, e.g. *umbrella*. Trace the letter *u* in pencil in your book and quickly draw an umbrella 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 *sun* to hold up their books and show the rest of the class. Do the same with *tiger*, *umbrella* and *van*.

**Teaching star!**

**Picture dictionary**

The children can extend their picture dictionaries at this point.

- Give each child a sheet of paper, folded in half.
- Have them write large letters *S s, T t, U u, V v* on the front 'cover'.
- Then on the remaining 'pages', ask them to write one letter and draw one picture of a word they have learnt for that letter (they will need to use one page for two letters).

These can be inserted into their picture dictionary folders for later display, or to show their parents.

**Cooler: Physical alphabet**

- Follow the instructions given in the Warm-up on page 26 to play *Physical alphabet*.
- Then, 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.

**Learning objectives:** Sounds and letters: s, t, u, v

**Vocabulary:** see, sun, tiger, tired, umbrella, under, van, vase

**Resources:** Flashcards; Alphabet worksheet 2

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

**Warm-up: Finger letters**

- Draw large capital letters *S, T, U* and *V* on the board.
- Say each letter and show the children how to use their fingers to make the shape of the letters. Have the children say the letter as they make the shapes.
- Then call out the letters in random order and have the children make the shapes. You can also have them make shapes for A-R.
- Finally, make the shapes and have the children say the letters.

**1 1.29 Listen and match. Write s, t, u or v.**

- 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 tigers. Hold up your book and draw the line for them to check.
- Play the rest of the audio and have the children complete numbers 2-4.

## Lesson 1

Alphabet Book page 32

**8 Ww, Xx, Yy, Zz**

**Lesson 1**

1 1.30 Listen and say. Trace.

window worm

box fox

yellow yoghurt

zoo zookeeper

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

32 Unit 8 Sounds and letters: w, x, y, z

**Learning objectives:** Sounds and letters: w, x, y, z

**Vocabulary:** window, worm, box, fox, yellow, yoghurt, zoo, zookeeper

**Resources:** Letter Practice sheets w, x, y, z (pages 61–64); Flashcards Units 1–8

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

- Stick all the Unit 7 flashcards on the board. Elicit the words and the initial letters / sounds.
- Have the children turn away. Remove one card and replace it with a flashcard from any of the previous units. Then have them turn back and say what's different.
- Repeat the activity until all the Unit 7 cards have been replaced.

### 1 1.30 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.
- Play the audio again for the children to listen and repeat chorally.

### Trace.

- Write a large capital W, X, Y and Z 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.

### ★ ★ Teaching star!

#### Pronunciation

Some children find it difficult to hear or make the voiced pronunciation of z (different from s). Here's a way to help them recognise it.

- Have all the children make an extended 'sss' sound. Now you model making the same sound and adding voice to make 'zzz'. Change several times in the same breath: ssszzzssszzzssszzz. Have the children do this.
- Now have the children do it with their hands over their ears. The reaction on the children's faces when they hear the voice added (it's loud inside their head!) is lovely!
- Ask if they heard the difference. If a child says they didn't, then that child may need some individual attention.

### 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 32. Ask the children *What's this?* and have them call out the word. Repeat the activity with another item, then ask *What's the letter? What's the sound?*
- The children continue the activity in pairs.

**Lesson 2**

1 Trace with your finger. Write and say.

2 1.31 Listen and chant. **Be a star!**

Unit 8 Sounds and letters: w, x, y, z 33

**Learning objectives:** Sounds and letters: w, x, y, z

**Vocabulary:** window, worm, box, fox, yellow, yoghurt, zoo, zookeeper

**Resources:** Flashcards; Alphabet worksheet 1

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

- Start drawing a picture of one of the vocabulary items from page 32 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?* Write the letter (upper- and lower-case) next to the picture.
- Repeat with other vocabulary items.

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

- Point to the tracing letters for *W* and *w* in your book. Ask *What's this letter / sound?* Repeat with *X / x*, *Y / y* and *Z / z*.
- Write large letters on the board. Trace over them, following the directions for the strokes shown. Have the children follow the directions 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.
- 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. Circulate, monitor and offer help and praise as appropriate.

### Teaching star!

#### Extension

This question encourages the children to 'think through' the pen movements needed to make letters.

- After tracing the letters with their fingers, ask the children to look at the letters on page 33 again. Ask if they need to lift their pencil from the paper when writing the letters (according to the order and arrows given).

(upper- and lower-case *W* - no;

upper- and lower-case *X* - yes;

upper-case *Y* - yes; lower-case *y* - no;

upper- and lower-case *Z* - no)

The 'mental rehearsal' needed to find the answer helps with learning the movements.

### 2 1.31 Listen and chant. **Be a star!**

- Ask the children to name the items in the pictures.
- Play the chant and have the children raise their hands every time they hear the words *window*, *worm*, *box*, *fox*, *yellow*, *yoghurt*, *zoo* or *zookeeper*.
- 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

*w, w, x, x, worm at the window, fox on a box!*

*y, y, z, z, zookeeper at the zoo has got a yellow yoghurt!*

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

- Stick the Unit 8 flashcards around the walls of the classroom.
- Say *Point to the worm* and have the children point to the correct flashcard. Repeat with other items.
- Say *Point to yellow and the fox* and have the children point to the two items, one with each hand. Repeat with other pairs.
- Say *Point to the zookeeper, the window and the yoghurt!* Point out they will need to use a foot to point to the third item!

**Lesson 3**

1 1.32 Listen and match. Trace.

1 2 3 4

w x y z

5 6 7 8

2 Write w, x, y or z. Say. **Be a star!**

1   indow 2   oo 3   ellow 4 bo  

34 Unit 8 Sounds and letters: w, x, y, z

**Learning objectives:** Sounds and letters: w, x, y, z

**Vocabulary:** window, worm, box, fox, yellow, yoghurt, zoo, zookeeper

**Resources:** Flashcards

1.31 Warm-up: Say the chant again

- Stick the Unit 8 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 1.32 Listen and match. Trace.

- Hold up your book and point to the pictures. Have the children say the words.
- Repeat with the letters and have the children say the sounds.
- Play the first part of the audio (z, z, zookeeper) and pause. Trace the line from the zookeeper to z with your finger.
- Then play the rest of the audio and have the children listen and draw lines from the pictures to w, x, y or z.
- Finally, hold up your book, point to the pictures in random order and have the children say the sounds.

**Audioscript**

- 1 z, z, zookeeper
- 2 x, x, box
- 3 y, y, yellow
- 4 w, w, worm
- 5 x, x, fox
- 6 w, w, window
- 7 z, z, zoo
- 8 y, y, yoghurt

**Answers:** 1 z 2 x 3 y 4 w 5 x 6 w 7 z 8 y

2 Write w, x, y or z. Say.

**Be a star!**

- Elicit the names of the items in the pictures.
- Hold up your book, point to the window and say *What's this?* Elicit window and then say *w ... w ... window*. Ask *What's the letter?* (w) Write   indow on the board and then write in the missing w, 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 w - window 2 z - zoo 3 y - yellow  
4 x - box

**Teaching star!**

**Extension**

This short activity gives the children another chance to identify and complete missing letters.

- Write on the board, in random order and at child-friendly height, the incomplete words for the other vocabulary items, two or three times each:   orm,   ookeeper,   oghurt and bo  .
- Invite different children to complete a missing letter in one word each. When they have finished, ask for whole-class agreement for each word. Then point to the words and have the children say them.

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

- Using an IWB stick or a ruler, 'draw' a capital letter W, X, Y or Z on the board for the children to guess. Continue the activity and include some of the letters from previous units.
- 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 1.33 Listen and circle. Write w, x, y or z.

1

2

3

4

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

worm      box      yoghurt      zoo

Unit 8 Sounds and letters: w, x, y, z 35

- Play the rest of the audio and have the children complete numbers 2-4.
- Point to the worm in your book and say *w ... w ... worm. What's the letter / sound? (w / w).*
- Copy the guidelines onto the board and show the children to write the letter *w* between the green line and the upper dotted line. Have the children copy the letter in their books.
- Repeat for *x* (*x*), *y* (*y*) and *z* (*z*).

**Audioscript**

1 *w, w, worm*    2 *z, z, zookeeper*    3 *y, y, yoghurt*  
4 *x, x, fox*

**Answers:** 1 worm - w    2 zookeeper - z  
3 yoghurt - y    4 fox - x

**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. *worm*. Trace the letter *w* in pencil in your book and quickly draw a worm 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 *worm* to hold up their books and show the rest of the class. Repeat with *box*, *yoghurt* and *zoo*.

**Teaching star!**

**Picture dictionary**

The children can finish their picture dictionaries at this point.

- Give each child a sheet of paper, folded in half.
- Have them write large letters *W w, X x, Y y, Z z* on the front 'cover'.
- Then on the remaining 'pages', ask them to write one letter and draw one picture of a word they have learnt for that letter (they will need to use one page for two letters).

These can then be inserted into their picture dictionary folders for display, or to take home and show their parents.

**Cooler: Physical alphabet**

- Follow the instructions given in the Warm-up on page 26 to play *Physical alphabet*.
- Then, if there's time, play the alphabet chant again (Track 1.1) and have the children join in with the letters they have learnt. This time, they should be able to chant the whole alphabet!

**Learning objectives:** Sounds and letters: w, x, y, z

**Vocabulary:** window, worm, box, fox, yellow, yoghurt, zoo, zookeeper

**Resources:** Flashcards; Alphabet worksheet 2

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

**Warm-up: Finger letters**

- Draw large capital letters *W, X, Y* and *Z* on the board.
- Say each letter and show the children how to use their fingers and hands to make the shape of the letters. Have the children say the letter as they make the shapes.
- Then call out the letters in random order and have the children make the shapes. You can also have them make shapes for A-V.
- Finally, make the shapes and have the children say the letters.

**1 1.33 Listen and match. Write w, x, y or z.**

- 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 worms. Hold up your book and draw the line for them to check.

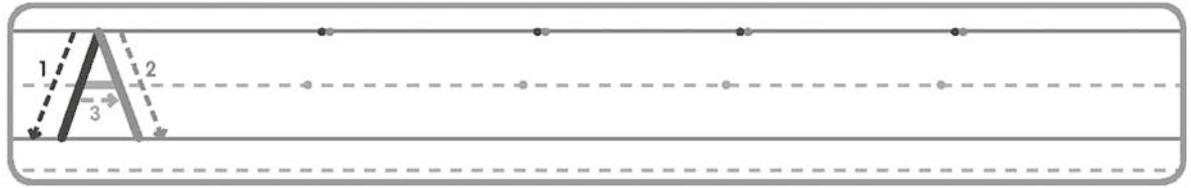
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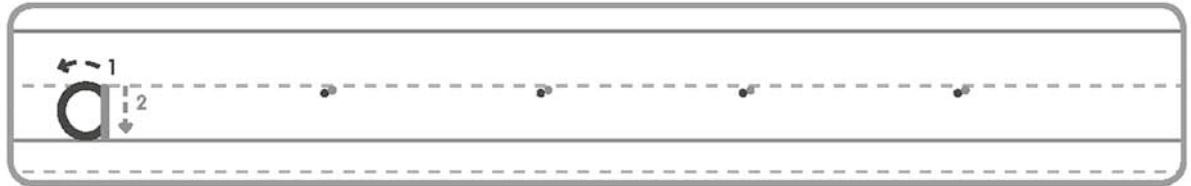
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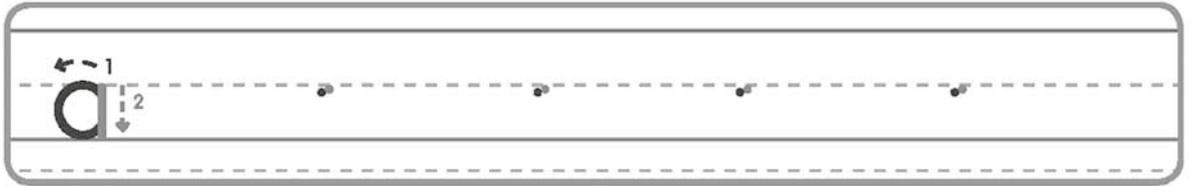
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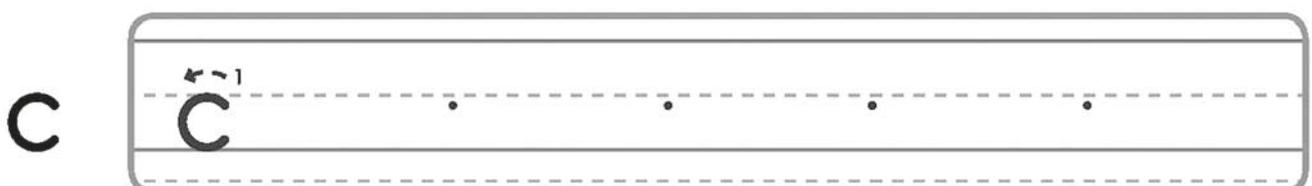
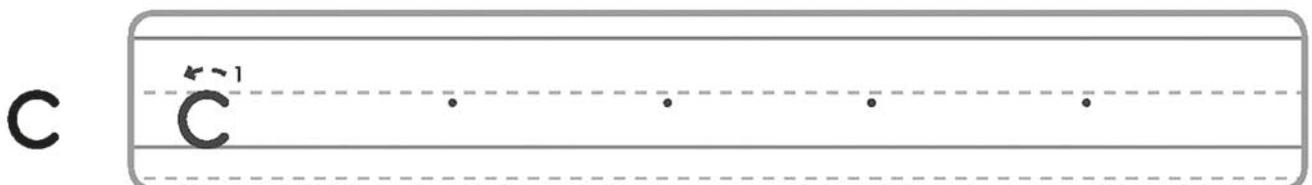
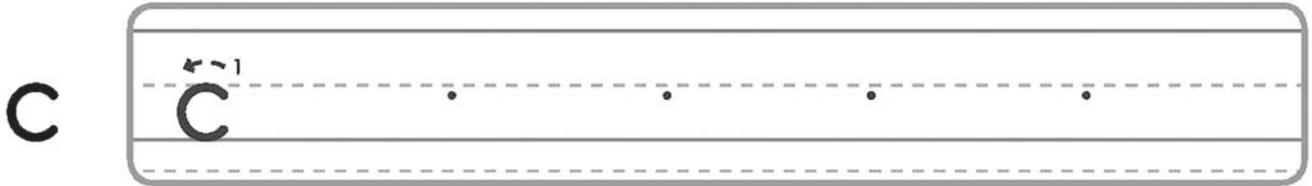
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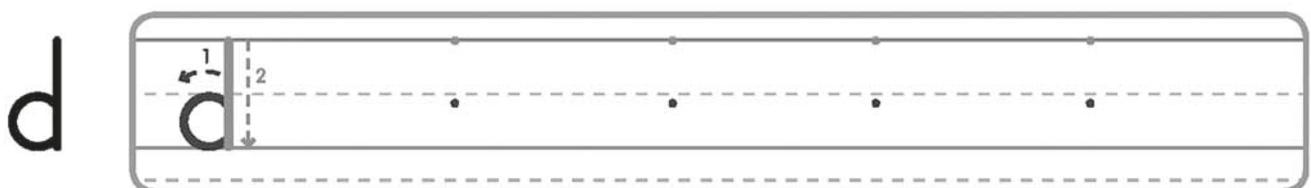
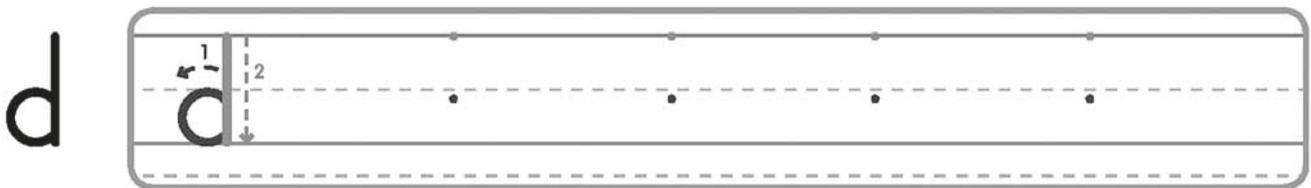
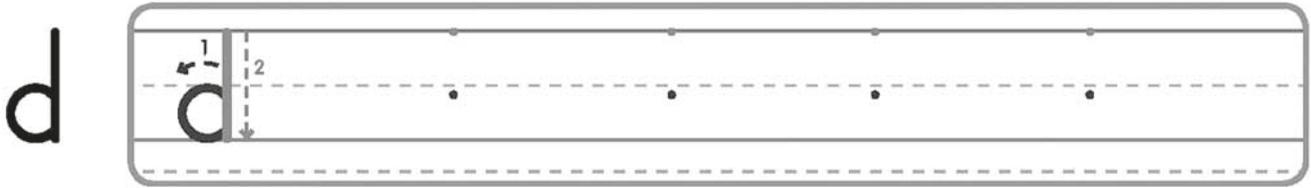
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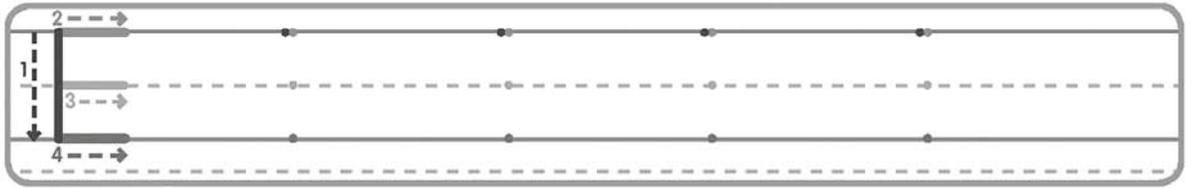
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E



e



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T



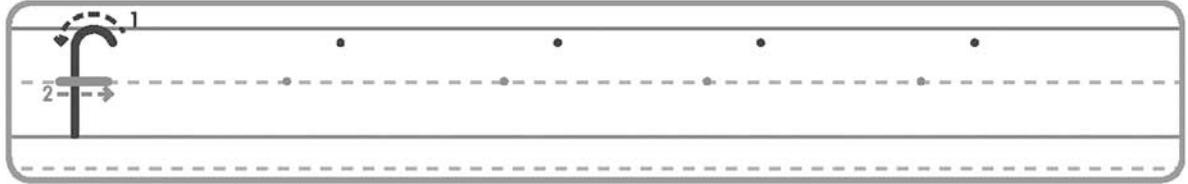
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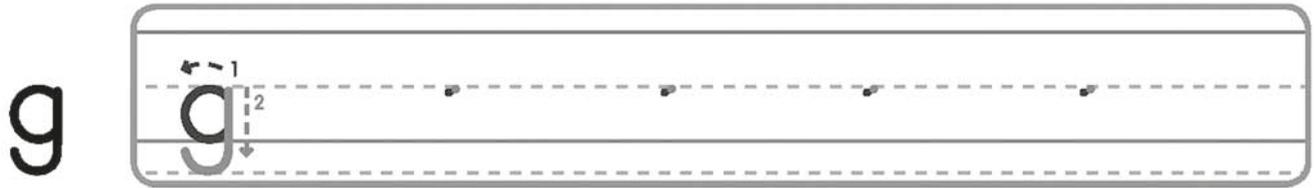


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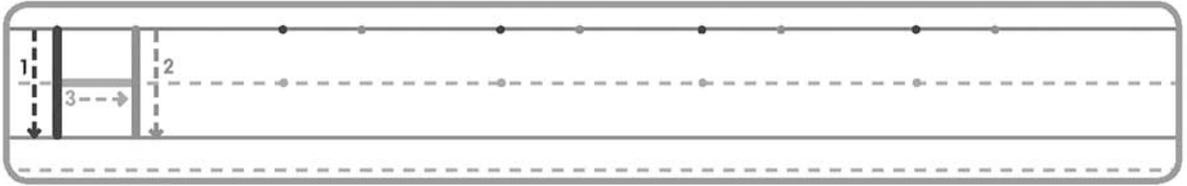


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n



N



n



N



n





Tracing practice row for uppercase letter O. It features a large circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for lowercase letter o. It features a small circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for uppercase letter O. It features a large circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for lowercase letter o. It features a small circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for uppercase letter O. It features a large circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for lowercase letter o. It features a small circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.

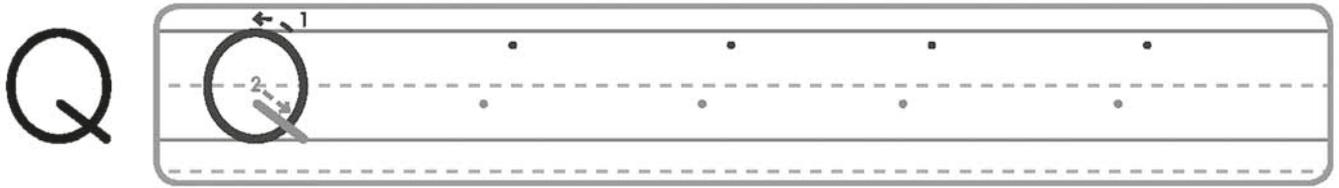
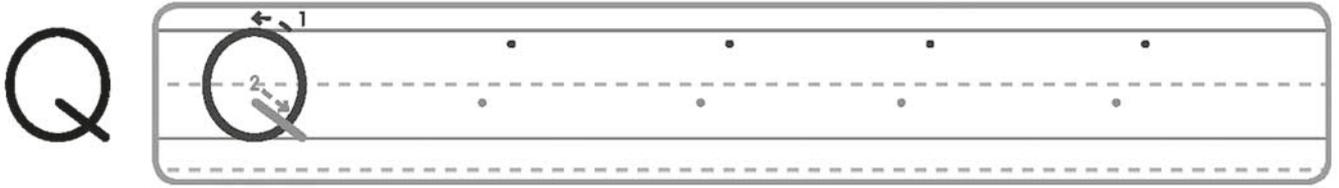


Tracing practice row for uppercase letter O. It features a large circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.



Tracing practice row for lowercase letter o. It features a small circle with a dashed arrow and the number '1' indicating the starting point and direction of the stroke. To the right, four dots are placed on the top line of the handwriting guide, serving as starting points for independent practice.





R



r



R



r



R



r



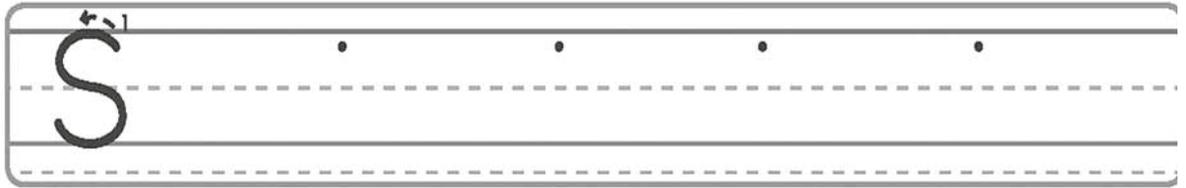
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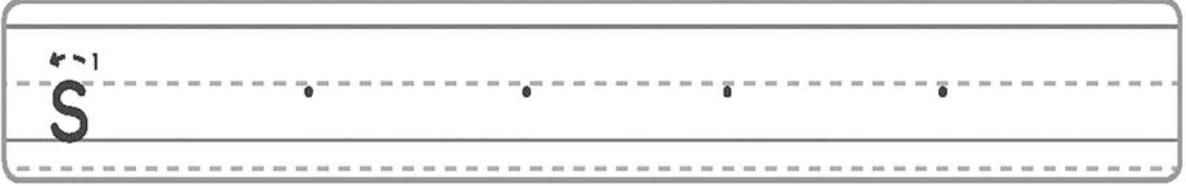
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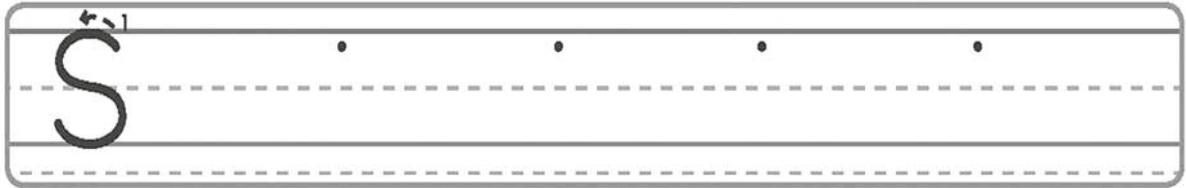
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s



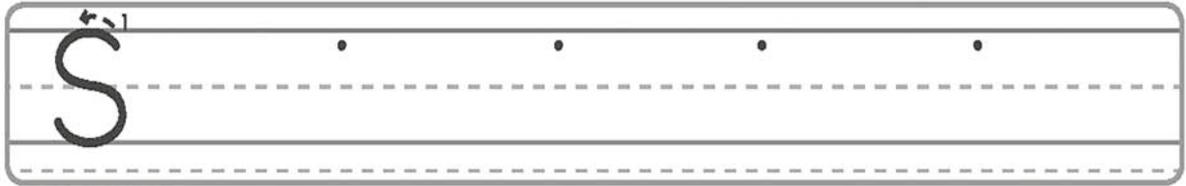
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s



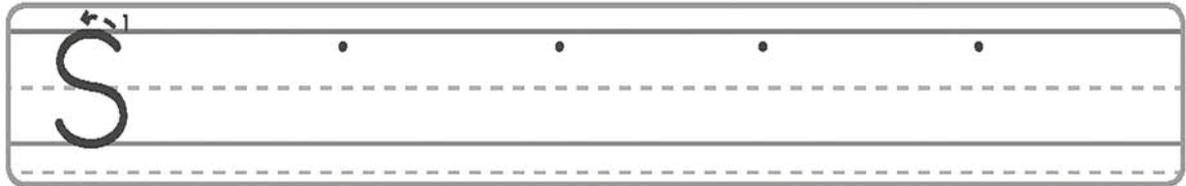
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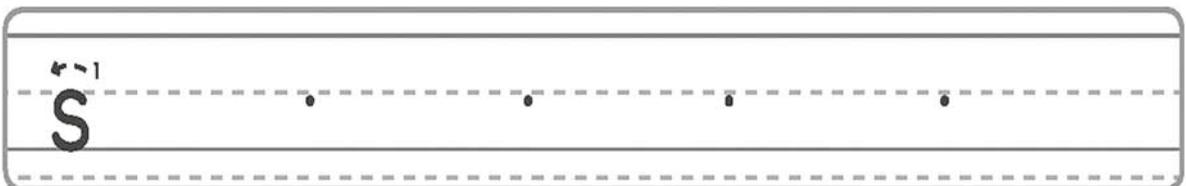
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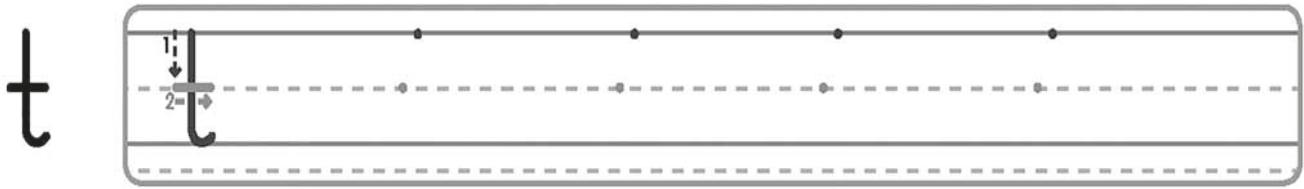
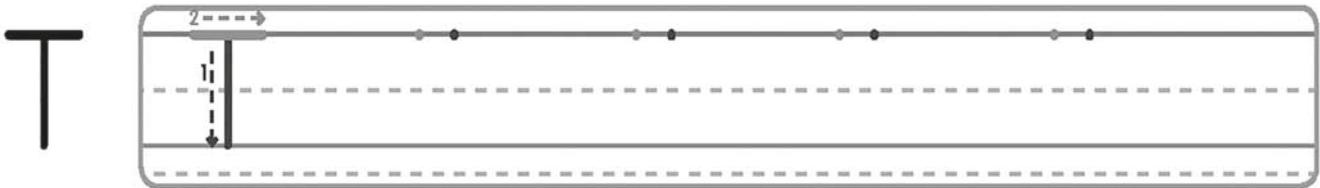
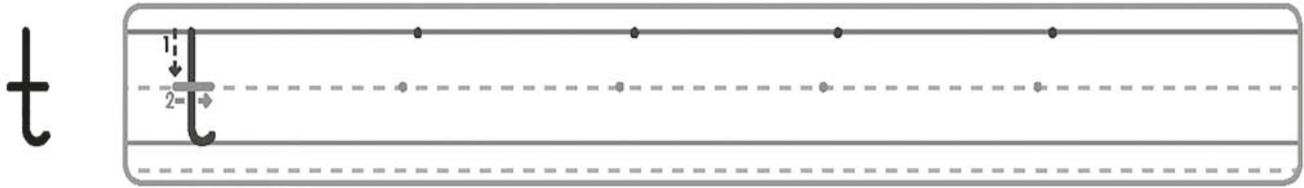


S



s





U



u



U



u



U



u



U



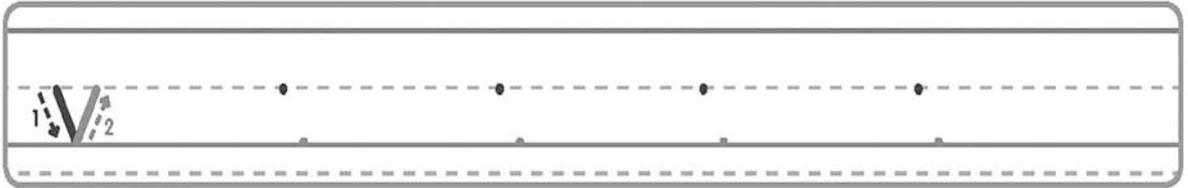
u



V



v



V



v



V



v



V



v



W



w



W



w



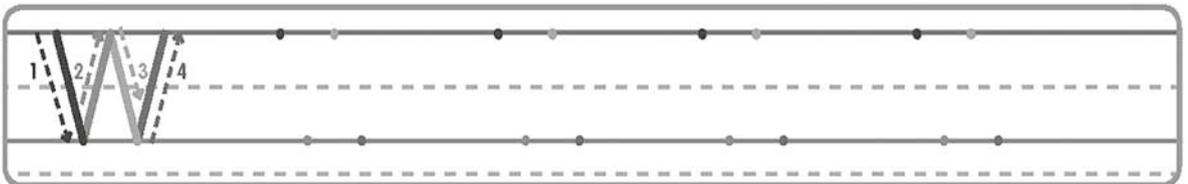
W



w



W



w



X



x



X



x



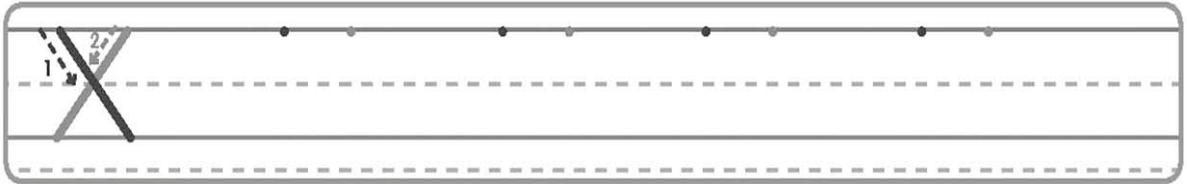
X



x



X



x



Y



y



Y



y



Y



y



Y



y



