

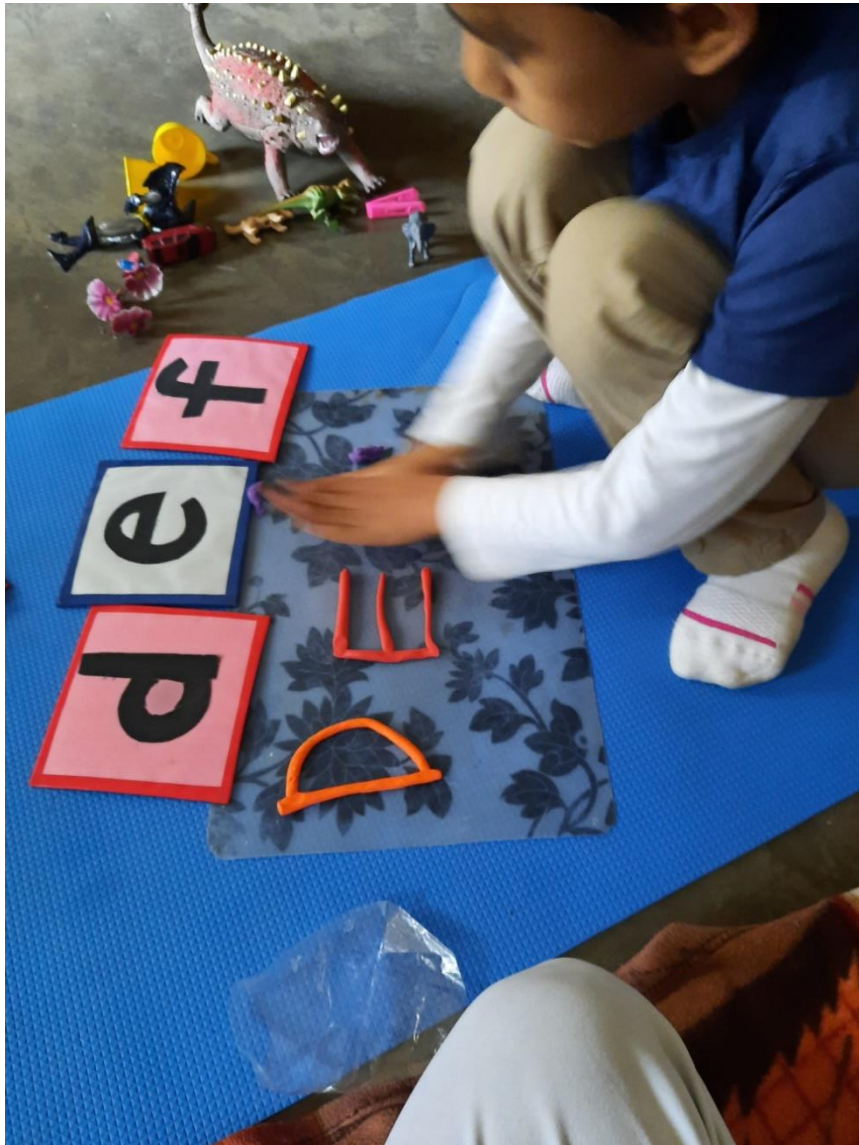
Introduction to the Manual 'Fun Learning ABC A to Z'

Education is a right for children, but many still don't have access to it or if they do, it's too expensive or the schools are so inadequate that children have difficulties learning. This manual is a help for people, who work in villages or slum areas, with a desire to teach children who come from backgrounds with low education or no education.

Using the manual will help to teach children the ABC in a fun way where all of a child's senses are involved when learning a new letter. Britta, who wrote the manual got inspired by the Montessori method, Education for Live and other training methods, and tools.

There is no copyright on this manual and it can be freely used to teach children of nursery or Kindergarten age and help them to have fun with letters and learn how to use them. It is also thought to help people who are new to teaching as it explains step by step how to teach a letter with many examples, worksheets, activities, and crafts.

We wish you wisdom when teaching and a wonderful time together with the children in your classes.



Teachers Tool Book

ABC

FUN LEARNING ABC SOUNDS
AND WRITINGS - LETTER A TO Z

Explanations:

The use of this teacher's tool book is for those who teach children around the world the ABC with their sounds. All the ideas are focused mainly on the sounds.

This teaching tool book is created to teach one letter with its sound and to learn to write the Capital and small letter in one week. Every first day of the week the letters which are already taught will be revised.

After every 5th letter there will be a review of the 5 letters together with the worksheet '*write the letter next to the picture*'.

Teaching with objects and games helps the child to remember the sound and to learn to write the letter in a fun way. The ideas in this Tool-Book will also help children who have learning difficulties; they work great in rural areas too.

I hope that the teachers tool book will inspire you to create more ideas of your own.

Let your teaching style be enjoyable for the children and for yourself too.

Where to find Worksheets on the Internet

It is easy to find different ideas for free worksheets on the Internet.

Just google for: *Free Worksheet of A/ a*, and many ideas will show up.

Here are a few webpages where you can find worksheets:

www.activityshelter.com

<https://www.alphabetworksheetsfree.com/letter-b-worksheets-cut-and-paste/>

<https://www.digitallycredible.com/printable-letter-b-worksheets-for-kindergarten-preschoolers.html>

<https://www.bing.com/images/search?view=detailV2&ccid=6YuZL9hd&id=B1A9D8C6521C67B333B5A5C05E219B11BD2B6120&thid=OIP.6YuZL9hdhr9ODSj->



Learn the sound and how to write "A"

Need: real Apple and a picture of it, picture of an ant or real-life Ant



Show a real Apple and ask: What is this? Apple

Tell the children: The word Apple begins with the letter sound "A".

Can you say "A" as in Apple?

Let children repeat several times "A" as in Apple

Have Apple pieces ready to share with the Children to eat.

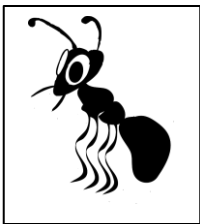
Repeat the sound "A" as in Apple.

Write a very big "A" on the board and say: This is how we write the letter "A".

Let the children come to the board and let them trace the letter "A" with their fingers on the board and while tracing say the sound "A".

Write a big "A" on the ground with chalk, big enough to walk on it (you can also do it outside in the school ground). Walk on it and say the sound "A".

Tell the children, this is a big "A", walk on it and say "A". Let the children walk on it, taking turns, and let them say repeatedly the sound "A" while walking.



Tell the children: There are many words that begin with the letter sound "A" like "A" as in Ant.

Can you say "A" as in Ant?

Let the children repeat: say "A" as in Ant

Show a picture of an Ant or even better, take the children out to search real Ants, the child who finds Ants first is the winner.

Everyone will look at the Ants. Tell what colour do the Ants have?

We all go slowly two by two back inside the classroom and repeat "A" as in Ant, "A" as in Apple.



Repeating the sound and writing of "A" Sandpaper Card "A" Tracing and Placing



Need: Sandpaper Card "A", picture of Apple, Ant

Learning the small letter "a"

Need: Board and chalk, sandpaper card "a"

Show the picture of the Apple or the Ant and ask the children:

"Do you remember what this is?" Children will answer: Apple, Ant

Ask: Do you remember the letter sound the word Apple begins with? "A"

Say: "A" as in Apple and "A" as in Ant

Ask: Who remembers how the letter "A" looks like? Can anyone draw it on the board? If no one comes forward, invite one child polite and say, "come we are doing it together", hold the hand of the child, together with the chalk, and write the letter "A" on the board.

Sandpaper Card "A" Tracing

Show the sandpaper card "A" and ask: What letter is this? "A"

Let Children come in front one by one and let them trace the sandpaper card "A". Show the index finger and the middle finger like this, (Show them how to do it) and trace the letter "A" like this, do not lift your fingers while tracing and say the letter sound "A". Do the action first before the children do it. Let them repeat the activity.



Tracing and Placing of the Sandpaper Card "A"

Ask one child to come in front.

Tell the Child:

Take Capital "A", trace "A" and say "A"

Place "A" on the far right of the table (the teacher needs to show where right is)

Trace "A" and say "A"

Place capital A on the far-left side of the table,

Trace "A" and say "A"

Take "A" and place "A" in the middle of the table.

Trace "A" and say "A".

Bring the sandpaper card "A" to one of your friends.

Ask your friend to come in front to do this activity.

Repeat the activity.

Introduce the small letter "a"



Tell the children, the same way we have learned about the letter "A" (show sandpaper card A), we also need to learn about the small brother "a" (show sandpaper card a). The sound is the same, say: "a" as in apple, "a" as in ant (each time show sandpaper card a).

Tell the children: The look is different. Show the sandpaper card "A" together with the sandpaper card "a".

Write the small letter "a" on the board and say: "This is how we write the small letter "a"."

Let the children come to the board and let them trace the small letter "a" with their fingers on the board, while tracing the children will say the sound "a".

Write the small letter "a" on the ground with chalk, big enough to walk on it. Walk on it and say repeatedly the sound "a" while walking. Tell the children, walk on "a" one by one and say repeatedly "a" while walking.

Tell the children all of us will move back inside the classroom to our seats and sit down, while walking we say the sound "a" as in Apple "a" as in Ant.

Show sandpaper card "a" and ask: What is this? This is the small brother "a". This is called small letter "a".

Show sandpaper card "A" and ask: What is this? This is "A". This is called Capital Letter "A"



Tracing Sandpaper card capital "A"

Tracing Sandpaper card small "a"



Tracing and Placing the Sandpaper cards together

Need: Sandpaper Cards "A" and "a" and some objects like Airplanes or a toy Alligator

Show sandpaper card "A" Ask: What is this? Can you say the sound of this letter? Let the children answer. Who can say a word with this letter sound? Ant or Apple Do you know any other words? Examples: And, Antelope, Any, Answer, Airplane or Alligator, Axe, Ambulance (if you have objects like a toy Airplane or Alligator please show it as you say: "A" as in Airplane)

Show sandpaper card "a" and ask: Who remembers what this is? Can you say the sound of this letter? Let the children answer: "This is small brother "a", or small letter a."

Tracing sandpaper cards "A" and "a"

Place sandpaper card "A" and "a" next to each other on the table.

Explain again how to trace:

Hold the index finger and the middle finger together like this, do not lift your fingers while tracing, and say the sound of the Capital letter "A".

In the same way trace the small Letter "a" and say "a".

Repeat the activity.

If you have only few children let all the children come in front to the table, where you placed the sandpaper cards in such a way that all the children can see it in the correct direction.

You as teacher can also stand among them and show it to them. If you have more than 10 children, ask for 2 children to come in front. You will give the example while explaining the action:

Take Capital "A" in front of you, trace and say the sound "A"

Take "a" and place "a" next to capital "A"

Trace "a" and say "a".

Repeat several times.

Placing and Tracing

Trace capital "A" and say "A" and place capital "A" under the table.

Trace small "a" and say "a" and place small "a" on the far right of the table.

Take capital "A" and place "A" next to "a" and trace capital "A" and say "A".

Take small "a" and place "a" in front of you, trace small "a" and say "a".

Take capital "A" and place capital "A" in front of small "a"

Trace capital "A" and say "A"

Trace small "a" and say "a".

Chose the next child to come and do the activity. Repeat several times, you can also say place it here and there, choosing different places. It will be like a game.

Repeat: Placing and tracing activity



Colouring Capital Letter "A" and small Letter "a"



Needs: Sandpaper Cards "A" and "a"

Worksheets Xerox "A/a", watercolour or crayons, bucket with water and towel and small cups.

Repeat: Placing and tracing activity

Show the picture of an Apple or an object like a toy Airplane and ask what this is? Apple/Airplane. Which letter sound can you hear in Apple/Airplane? "A"

Show sandpaper card "A" and put the sandpaper card on the table.

Show sandpaper card "a" and ask: What is this? "a"

Place sandpaper card "a" next to "A"

Now start the placing and tracing activity, explain again how to trace and start as in the previous lesson.

Colouring Capital Letter "A" and small Letter "a"

Have the watercolour ready in small cups with the worksheet A and a. Keep a bucket of water and a towel ready for washing the hands afterwards.

Explain: We are going to learn how to write capital letter "A" and small letter "a" with our fingers. We will use watercolour. Each child will get one worksheet and a cup with watercolour. Use the index finger, put the finger in the colour and go with the coloured finger over "A" and a several times. You can also use different colours, write some more "A"s and "a"s around the big "A"s on the worksheet. While you colour "A/a" say the sound "A". Children keep the sheets on their table till the teacher collects them to dry. When dried we hang them inside the classroom. Help children clean their hands.



Review what we have learned (keep objects ready)

Work with Worksheets (1-3) and Book



Draw an Apple in the notebook and write several lines of A/a

Need: Objects like Airplane, Sandpaper Cards "A/a", Apple, worksheet, book, copy, pencil, and crayon (Teachers always keep extra pencils and crayons ready for children who do not have any)

Review:

Ask the children: Who remembers what we have learnt in the last days, anything you can share? Show pictures of Apple or Airplane and sandpaper cards when children say the word or show it as a hint and let children say it.

Work with different Worksheets or Book

Everyone will get a worksheet and we work all together step by step. Explain to the children how to do it (explain what is written on the worksheet). Do it together with them. You might need to help some children to write by holding their hands, remember they cannot yet read, you need to show it to them. Observe how they work, some are slow, some are fast, one can finish only one worksheet, others are fast and want to do more. Use the worksheets according to the children's capacity.

Worksheet 1 Writing "A" in line, using crayon or pencil

Worksheet 2 Writing "A" and a in lines

Worksheet 3 Writing, circle "A/a"

Work in Notebook

Tell the children, we will work now in our notebooks. Hold the notebook up to show them how it looks or keep all the notebooks with you and hand it out to them, make sure their names are on it. Show them an Apple or picture of an Apple and tell them to draw an Apple in their notebook. Teacher will draw an Apple on the board.



Learn the Sound and how to write "B"

Review "A" and "a"

Learn the Sound "B" and how to write it



Need: Sandpaper Card "A" and "a", toy Airplane, Ball and Bucket, Chalk

Review

Write "A" on the board Ask: What is this? Children answer "A"

Write a on the board and ask: What is this? Children answer small "a"

Show a toy Airplane and ask: What is this? Airplane. Which sound do you hear at the beginning of the word Airplane? "A"

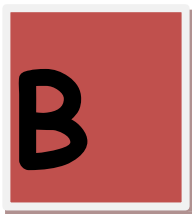
Say "A" as in Airplane

Show sandpaper card "A" and ask: What is this? Capital "A"

Show sandpaper card "a" and ask: What is this? small "a"

Place sandpaper card next to each other

Let one or two children come in front and say: Trace and tell me what this is.



Introducing the sound "B" and how to write "B"



Show a Ball and ask: What is this? Ball

Tell the children: The word Ball begins with the letter sound "B".

Can you say "B" as in Ball?

Let the children repeat several times "B" as in Ball

All the children including the teacher stand in a circle, the teacher explains: I will throw the Ball to one of you and you will catch the Ball and say "B" as in Ball, like this, giving an example. Child will throw the Ball back to the teacher. Finish the game after all children have gotten a chance. Every time a child gets the Ball he/she will say "B" as in Ball.

Write a very big B on the classroom ground with chalk or outside on the school ground, big enough to walk on it. Walk on it and say "B".

Tell the children, this is a big "B", walk on it as I did and say the letter sound "B". Let the children walk on it one by one.

Tell the Children: There are many words that begin with the letter sound "B".

Show the Bucket and ask the children: What is this? They might say it in their language. Ask: Do you know the word for this in English?



Say Bucket, "B" as in Bucket. Let the children repeat several times: "B" as in Bucket.

Do the Bucket Game outside on the school ground

Form one line with the children; put the Bucket on the opposite side of the ground but not too far from the children.

Show the Ball and ask: What is this? Ball. Say: "B" as in Ball

Say: Take the Ball and say "B" as in Ball.

Throw the Ball inside the Bucket and say "B" as in Bucket.

Teacher takes the Ball from the Bucket hands it (or throws it) to the next child.
Say to the child: Say "B" as in Ball.

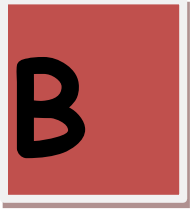
Then throw the Ball in the Bucket and say, "B" as in Bucket.

Let every child have a turn.

Everyone goes hand in hand back inside the classroom, while walking say "B" as in Ball, "B" as in Bucket.

Write a big "B" on the board and say, this is how we write the capital letter "B".

Let children come in front one by one and let them trace the letter "B" with their fingers on the board and say the letter sound "B" while tracing.



Repeating the sound and writing of "B"

Tracing and placing Sandpaper Card "B"

Need: Sandpaper Card B, Ball/ Bucket chalk and board



Introduce the small letter "b"

Need: Board and chalk, sandpaper card "b"

Show the Ball, ask the children: Do you remember what this is?

Children answer: Ball.

Ask: Do you remember the letter sound the word Ball begins with? "B"

Say "B" as in Ball

Show the Bucket, ask the children: Do you remember what this is? Children answer: Bucket.

Ask: Do you remember the letter sound the word Bucket begins with?

Say "B" as in Bucket

Ask: Who remembers how the letter "B" looks like?

Can anyone draw the letter on the board? If no one comes, call one child politely, saying: "Come we are doing it together on the board."

Hold the hand of the child together with the chalk and write "B" on the board.

Let the children come to the board and let them trace the letter "B" with their fingers on the board and while tracing say the sound "B".

Tracing and placing

Show sandpaper card "B" and ask what letter sound is this? "B" Capital letter "B"

Let the children come in front one by one and let them trace the sandpaper card "B" in the same way you did with sandpaper card "A".

Explain the children again how to trace. Remind them not to lift their fingers while tracing and while tracing say the letter sound "B".

Tell the Child:

Take the sandpaper card Capital "B" and trace "B" and say "B" while tracing.

Take "B" and place "B" on the far right of the table.

Trace "B" and say "B"

Take "B" and place "B" on the far left of the table.

Trace "B" and say "B"

Take "B" and place "B" in the middle of the Table in front of you.

Trace "B" and say "B"

Bring the sandpaper card "B" to your friend and he/she will do the activity.

Introduce the small Letter "b"

Tell the children, the same way we learned about the letter "B" (show sandpaper card "B"), we also need to learn about the small brother "b" (show sandpaper card "b").



The sound is the same, say: "b" as in ball, "b" as in bucket (each time show sandpaper card "b")

Tell the children: The look is different.

Show the sandpaper card "B" together with the sandpaper card "b"

Write the small letter "b" on the board and say this is how we write the small letter "b".

Let the children come one by one and let them trace the small letter "b" with their fingers on the board. While tracing the children will say the sound "b".

Walk on the letter (inside classroom or on the school ground)

Write the small letter "b" on the ground with chalk big enough to walk on it.

Walk on it and say repeatedly the sound "b" while walking.

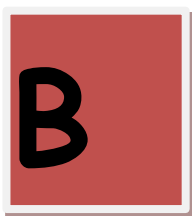
Tell the children, walk on "b" one by one and say repeatedly "b" while walking. Everyone moves back to their seat and sit down, while moving say: b as in ball, b as in bucket.

Show sandpaper card "b" and ask, what is this? This is small brother "b". This is called small letter "b".

Write "b" with your index finger on each other's back and say the letter sound "b".

Show sandpaper card "B" and ask: What is this? This is called capital Letter "B"

Write capital letter "B" with your index finger on each other's back and say the letter sound "B"



Tracing Sandpaper Card Capital letter "B"

Tracing Sandpaper Card small letter "b"



Tracing and Placing the Sandpaper Cards B and b together

Worksheet Letter colouring "B" and "b"

Need: Sandpaper Cards "B" and "b" **Objects:** Batman, Banana, Bottle, Book, crayons

Show Sandpaper card "B" and ask: What is this? Can you say the sound of this letter?

Let the children answer "B".

Ask: Who can say a word with this letter sound "B"? Ball, Bucket. Ask: Do you know any other word with the sound B in the beginning? Let the children try to answer. Give a hint by showing objects like: Bottle, Book, Banana, Batman. If they are able to say Bottle than let them say: "B" as in Bottle, "B" as in Book, "B" as in Banana, "B" as in Batman.

Show sandpaper card "b" and ask: Who remembers what this is? Can you say the sound of this letter? Let the children answer: small brother "b", or small letter "b".

Tracing Sandpaper "B" and "b" (depending on the number of children you can call them all in front or two by two)

Place sandpaper card "B" and "b" next to each other on the table.

Explain again how to trace:

Hold the index finger and the middle finger together like this, do not lift your fingers while tracing, and say the sound of capital "B"

In the same way trace the small letter "b" and say "b"

Say:

Take Capital "B" in front of you, trace and say the letter sound "B"

Take small "b" and place "b" next to Capital "B"

Trace "b" and say "b"

Trace capital "B" and say "B"

Trace small "b" and say "b"

Repeat the activity.

Tracing and Placing the Sandpaper card "B" and "b"

Say:

Trace capital "B" and say "B" and place capital "B" under the table.

Trace small "b" and say "b" and place "b" on the far right of the table.

Take capital "B" and place "B" next to "b"

Trace capital "B" and say "B".

Take "b" and place "b" in front of you

Trace small "b" and say "b"

Take capital "B" and place capital "B" in front of small "b"

Trace capital "B" and say "B"

Trace small "b" and say "b"

Chose the next child to come and do the activity. Repeat several times. You can also choose different places in the classroom, for example, place B under the chair/bench. It will be like a game.

Worksheet Letter colouring "B" and "b"

Hand out the worksheets, one for every child.

Hand out the crayons for every child.

Say: Colour the letter B and b with colours, make it as colourful as you like. Colour the letter B and b on the worksheet.



Review what we have learned so far



Worksheet Letter writing in lines

Worksheet circle the letter "B" and "b"

Need: Sandpaper cards "A/a- B/b" with their objects. Worksheet letter writing

Show the sandpaper cards one by one "A/a - B/b" and ask each time:

Tell me what this is.

Show the objects and ask: Tell me what this is?

Place the objects like an Airplane, Ball next to each other on the table.

Ask a child to pick out a sandpaper letter card and place it under the object with the correct sound. Example: B will be placed under Ball. Trace B and say B as in Ball. Let the child try to do the task by himself without the help of the teacher. If a child cannot do it, ask: Is there someone here who can help? Let the children try to help each other.

Next child chooses a sandpaper card and does it likewise. Example small letter b will be placed under capital B. Trace b and say b as in Ball.

Repeat the activity several times.

Worksheets Letter writing in lines

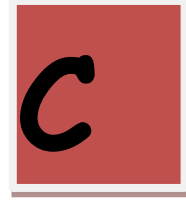
Worksheet circle the Letter "B" and "b"

Work in Notebook

Tell the children: We will work in our notebook. Hold the notebook up to show them how it looks or keep all the notebooks with you and hand them out to the children. Make sure their names are on it. Draw a Ball in your notebooks and write B and b in the line.

Learn the Sound and how to write "C"

Short Review on "A/a-B/b" with sandpaper cards,



Learn the Sound "C" and how to write it

Need: Sandpaper cards A/a/B/b, Ball, Airplane, Candies, toy Car, a rope (jump rope)

Review

Place the airplane/ball next to each other on the table.

Show sandpaper card "A" and ask: What is this?

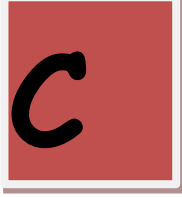
Show sandpaper card "a" and ask: What is this?

Show sandpaper card "B" and ask: What is this?

Show sandpaper card "b" and ask: What is this?

Put sandpaper card A/a/B/b mixed on the floor.

Ask a child to come and place the sandpaper cards under the respective object on the table. Children will work without the help of the teacher. If help is needed, ask: "Is anyone here who can help his friend?" Let the children help each other.



Introducing the sound "C" and how to write it



Show a Candy and ask: What is this? Candy (some children might say toffee, which is not wrong, just ask them: What is another English word?)

Tell the children, "The word Candy begins with the letter sound "C".

Can you say the letter sound "C" as in Candy?

Let the children repeat several times "C" as in Candy".

Have candies ready to handout to the children.

Tell one child: Repeat after me: "C" as in Candy. Give him/her a Candy.

Turn to the next child and do likewise, till each child said "C" as in Candy and got a candy.

Tell them to throw the Candy paper into the dustbin.

Write a very big "C" on the board and say:

This is how we write "C".

Let the children come to the board and let them trace the letter "C" with their fingers on the board.

While tracing say the sound "C".

Take the children out to the school ground. Use the rope.

Say: We are going out to the school ground two by two. Say repeatedly: "C" as in Candy while walking.

Ask: Can you put the rope on the ground in the shape of the Letter "C"?

Hand the rope to one child and help him/her to put the rope in the shape of "C".

Say: Walk on the rope and say repeatedly the sound "C".

Let every child have a turn.

We all go slowly two by two back inside the classroom and repeat "C" as in Candy.

Tell the children: There are many words that begin with the letter sound "C"

Show the Toy Car and ask the children: What is this? They might say it in their language. Ask: Do you know the word in English?



Say: Car. Repeat with me: "C" as in Car.

Give the Car to one child and tell the child: Say "C" as in Car.

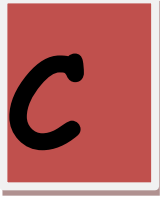
Say: Give the Car to the friend next to you. Let him/her say "C" as in Car.

Each child will have a turn to hold the car and say "C" as in Car.

Who remembers how the letter "C" looks like? Can anyone draw the letter on the board with chalk?

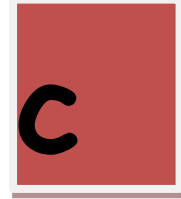
Tell one child: "Come we are doing it together". If the child has difficulties, help the child by holding its hand, together with the chalk, and write "C" on the board.

While writing say the sound "C".



Repeating the sound and writing of "C"

Tracing and placing Sandpaper card "C"



Need: Sandpaper card "C", cat, candle, car, comb, cup, Sandpaper card "c", chalk, board

Introducing small letter "c"

Show the Candy, ask the children: "Do you remember what this is?" Children will answer: Candy

Ask: Do you remember the letter sound the word Candy begins with? "C"

Say: "C" as in Candy.

Show the car, ask the children: Do you remember what this is? Children say: Car

Say: "C" as in Car

Ask: Do you know a different word with the sound "C" at the beginning? Let the children try to answer, give them ideas by showing them the objects: candle/cup/comb/cat.

For each word let them say: "C" as in candle/cup/comb/cat.

Ask: Who can write the letter "C" on the board?

Say: write "C" and say "C". Help the child to write a big letter "C" on the board.

Tracing and Placing

Show the sandpaper card "C" and ask, what letter sound is this? "C"

This is capital letter "C".

Let the children come in front one by one and let them trace the sandpaper card "C" the same way you did with sandpaper card "B/b".

Explain to the children again how to trace. Remind them not to lift their fingers while tracing, and while tracing say the letter sound "C".

Tell the child:

Take the sandpaper card Capital "C", trace "C" and say "C" while tracing.

Take "C" and place "C" on the far right of the table.

Trace "C" and say "C".

Take "C" and place "C" on the far left of the table.

Trace "C" and say "C".

Take "C" and place "C" in the middle of the Table in front of you.

Trace "C" and say "C".

Take "C" and place "C" under your friend's bench, then go and sit on your chair.

Next turn will be by the child where the sandpaper card is under his/her bench.

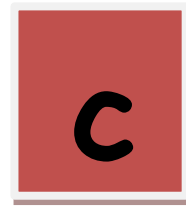
Tell the Child

Take "C" from under your bench and bring "C" to the front.

Put "C" in the middle of the Table in front of you.

Trace "C" and say "C". Repeat activity.

Introducing small letter c



Tell the children, as we learned about the Letter "C" (show sandpaper card "C"), we also need to learn about the small brother "c" (show sandpaper card "c" and "C" together).

The sound is the same, say: "C" as in candy, "c" as in car.

Tell the children: The look is almost the same, but the small brother "c" is smaller than "C".

Write a big "C" on the board and tell the children, this is capital "C"

Write a small "c" on the board next to capital "C" and tell the children, this is how we write small letter "c".

Let the children come to the board and let them trace the capital "C" and small "c" with their fingers on the board, while tracing, the children will say the sound "C" and "c".

Write with your finger on each other's backs.

Let's write with our index finger on each other's backs a big "C" and say the sound "C" with a loud voice. Take turns in groups of two.

Let's write with our index finger on each other's backs a very small "c" and say the sound "c" very silently.

Ask: Can you make the shape of the letter with your fingers?

Let us all show the shape of the letter "C" with our fingers and say the letter sound "C" very loudly.

Let's try to make a small "c" with our fingers and say silently the letter sound "c".

Say with me: "C" as in Candy. "c" as in car.



Tracing Sandpaper card capital letter "C"

Tracing Sandpaper card small letter "c"



Tracing and Placing the Sandpaper cards "C" and "c" together

Colouring the letter C/c with watercolour

Need: Sandpaper cards "C" and "c", objects: candy/car/cup/comb/cap/candle/clip and worksheet "C", watercolour, water bucket, and a towel to wash hands.

Show sandpaper card "C" and ask: What is this? Can you say the sound of this letter?

Let the children say: "C"

Ask: Who can say a word with this letter sound "C"? Candy, Car (show the objects)

Do you know any other word with the sound "C" in the beginning?

Let the Children try to answer. Give a hint by showing the objects:

Candle, Cup, Comb, Cap, Clip

If they can say a word like cap, encourage them to say: "C" as in Cap, candle, candy, cup, clip, comb.

Show sandpaper card capital "C". Ask: What is this? This is capital letter "C".

Let some children come in front.

Say: Trace capital "C" and say: This is capital "C"

Show sandpaper card small letter "c" next to the capital letter "C" and ask:

What is this? This is small letter "c".

Tell the children: Trace capital "C" and say: This is capital "C". Trace "c" and say: This is small letter "c".

Tracing the Sandpaper cards "C" and "c" together

Place Sandpaper card "C" and "c" next to each other on the table.

Say:

Take capital "C" in front of you trace and say the letter sound "C".

Take small "c" and place small "c" next to capital "C".

Trace small "c" and say "c".

Trace capital "C" and say "C".

Trace small "c" and say "c".

Repeat the activity with another child.

Tracing and placing sandpaper cards "C" and "c"

Say:

Trace capital "C" and say "C" and place capital "C" under the table.

Trace small "c" and say "c" and place "c" on the far right of the table.

Take capital "C" and place "C" next to "c".

Trace capital "C" and say "C".

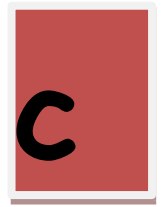
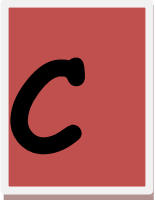
Take small "c" and place "c" in front of you.

Trace small "c" and say "c".

Take capital "C" and place "C" in front of small "c".

Trace capital "C" and say "C".

Trace small "c" and say "c".

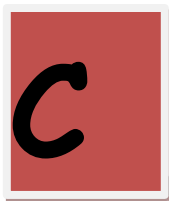


Colouring the letter "C" and "c" with watercolour

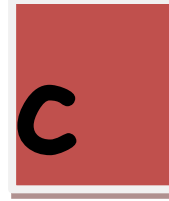
Have the watercolour ready in small cups with the worksheet "C" and "c". Keep a bucket of water and a towel ready for washing hands afterwards.

Explain:

We are going to write capital letter "C" and small letter "c" with our fingers. We will use watercolours. Each child will get one worksheet and a cup with watercolour. Use the index finger, put the finger in the colour and go with the coloured finger over "C" and "c" several times. You can use different colours and write some more "C" and "c" around the big one on the worksheet. While you colour "C/c" say the letter sound "C". Children keep the sheets on their table till the teacher takes them to dry. When dried we hang them inside the classroom. Help the children clean their hands.



Review what we have learned
Different worksheets "C/c"
notebook



Need: Sandpaper cards A/a/B/b/C/c with their respective objects. Show the sandpaper cards one by one and say each time: Tell me what this is? Show the objects and say: Tell me what this is?

Place the objects in alphabetical order on a bench or table: Begin with Airplane, then Bucket, Ball, next Cup, Car.

Put all the sandpaper cards on the floor all mixed up.

Ask a child to come and pick up any sandpaper letter card. Ask: What sound is this?

Say: Place the sandpaper letter under the object with the correct letter sound. Example: "B" will be placed under Ball. Trace "B" and say "B" as in Ball. Let the child try to do the task by himself without help from the teacher. If a child cannot do it, ask: Is there someone here who can help? Let the children try to help each other.

Next child chooses a sandpaper card and does it likewise. The small letter a/b/c will be placed under the capital letters A/B/C.

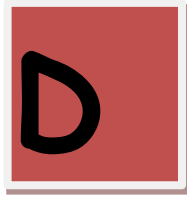
Repeat the activity several times.

Worksheet letter writing in lines C/c

Work in the Notebook:

Tell them to draw a Candy into their notebook with crayons.

Tell them to write C/c on the lines. Show them how to do it.



Learn the sound and how to write "D"

Review: What we have learned so far "A-C/c"



Need: Sandpaper cards A to c with their objects. For "D" a toy Dog and Dinosaur,
A hand full of stones.

Review:

Place the objects: Airplane, Ball, Cup next to each other on the table.

Put the sandpaper cards "A/a/B/b/C/c" mixed up on the floor.

Ask a child to come and pick up any sandpaper card.

Ask what sound is this? Let the child tell the sound.

Say: Place the sandpaper letter card under the object with the correct letter sound (for example: "C" under Cup).

Say: Trace and say the letter sound. For Example: "C" as in Cup.

Let the children try to do the task by themselves without the help of the teacher.

If help is needed ask: Is anyone here who can help his friend? Let the children help each other.



Introducing the sound "D" and how to write "D"



Show the Toy Dog and ask: What is this? Dog

Say: Close your eyes and listen carefully when I say DOG. Can you hear what the first sound of the word is? Say the word Dog slowly and repeat 2 to 3 times so the children can hear the first sound nicely. Children will answer "D".

Say: The word Dog begins with the letter sound "D".

Ask: Can you say the letter sound "D" as in Dog?

Let the children repeat several time "D" as in Dog.

Give the Toy Dog in the hands of the children so everyone can hold it once.

Say: Let us all bark like a Dog (including the teacher).

Write a big "D" on the board and say:

This is how we write "D".

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "D".

Take the children out to the school ground. Have stones and vessel or a bucket ready to show. See that you will have enough stones to make a "D" shape with it.

Say: We are going out to the school ground two by two. Say repeatedly: "D" as in Dog while walking.

Say: We are going to collect these kinds of stones in this bucket (show stone and bucket). When you find 2 stones come and put them in the bucket. Then go to collect more stones. When enough stones are collected have the children stand in a semi circle.

Draw with a stick/chalk a big "D" on the ground.

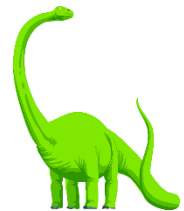
Say: Take out one or two stones from the bucket and put the stone on the line of "D", while doing so say the letter sound "D".

Let every child do the activity till the shape of "D" is finished.

Say: We all will go slowly two by two back inside the classroom and repeat "D" as in Dog.

Tell the children:

There are many words that begin with the letter sound "D". Show the Dinosaur and ask the children: What is this? (Some might not know) This is a Dinosaur.



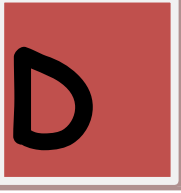
Repeat with me: "D" as in Dinosaur.

Say: Take the Dinosaur one after another in your hands and say "D" as in Dinosaur.

Who remembers how the letter "D" looks like? Can anyone draw the letter on the board with chalk? Do it together with the child by holding their hand if they need help.

Say: While writing the letter "D" say "D".

Let several children write "D" on the board with chalk.



Repeating the sound and writing of "D"

Tracing and placing sandpaper card "D"

Need: Sandpaper card "D", Dog/ Dinosaur



Introduce the small letter "d"

Need: Sandpaper card "d", board and chalk

Show the Dog, ask the children: Do you remember what this is?

Children answer: Dog

Ask: Do you remember the letter sound the word Dog begins with? "D"

Say: "D" as in Dog

Show the Dinosaur, ask the children: " Do you remember what this is?

Children answer: Dinosaur.

Say: "D" as in Dinosaur.

Ask: Who remembers how the Letter "D" looks like?

Can anyone draw the Letter "D" on the board? Ask one child politely to come and try. If the child needs help, hold the hand of the child together with the chalk and write the letter "D" on the board. Let other children come and write with chalk or their fingers on the board and while writhing/tracing say the letter sound "D".

Tracing and placing Sandpaper Card "D"

Show sandpaper card "D" and ask what letter sound is this? "D"

This is capital letter "D".

Let the children come in front one by one and trace the sandpaper card "D".

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "D".

Tell the Child:

Take sandpaper card capital "D" and trace "D" and say "D" while tracing.

Tell: Take "D" and place "D" on the far right of the table.

Trace "D" and say "D"

Take "D" and place "D" on the far left side of the table.

Trace "D" and say "D"

Take "D" and place "D" in the middle of the table in front of you.

Trace "D" and say "D".

Take "D" and place "D" in one corner of the classroom and go to your seat.

Tell the next child to do the same activity.

Introduce the small letter "d"



Tell the children, as we learned about the letter "D" (show sandpaper card "D"), we also need to learn about the small brother "d" (show sandpaper card "d")

The sound is the same, say together with me: "d" as in Dog and "d" as in Dinosaur.

(Each time show sandpaper card "d" and the objects).

.

Tell the children: The look is different.

Show sandpaper card "D" together with the sandpaper card "d".

Write the small letter "d" on the board and say this is how we write the small letter "d".

Let the children come to the board and let them trace the small letter "d" with their fingers on the board, while tracing the children will say the sound "d".

Walk on the Letter

Write the small letter "d" on the ground with chalk, big enough to walk on it.

Walk on it and say repeatedly the sound "d" while walking.

Tell them: All of you come in front. Walk on "d" one by one and say repeatedly "d".

After every child did the activity, say: Everyone moves back to their seat and while moving say: "d" as in dog and "d" as in dinosaur.

Let's write with our Index finger on each other's backs "d" and say the sound

Show sandpaper card "d" and ask, what is this?

This is small brother "d", this is called small letter "d".

Write small letter "d" with your index finger on each other's back and say the letter sound "d"

Show sandpaper card "D" and ask, what is this?

This is called capital letter "D"

Write capital letter "D" with your index finger on each other's back and say the letter sound "D".



Tracing Sandpaper card capital "D"

Tracing Sandpaper card "d"



Tracing and Placing the Sandpaper cards "D" and "d" together

Need: Sandpaper cards "D" and "d" objects: Dinosaur, Dog, Doll, Drum

Show sandpaper card "D" and ask: What is this? Can you say the sound of this letter? Let the children answer. "D"

Ask: Who can say a word with this letter sound "D"? Dinosaur/Dog

Do you know any other word with the sound "D" in the beginning? Let the children try to answer. Give a hint by showing objects: Doll/ Drum/Dog/Dinosaur/Dolphin

When they say the word, let them say "D" as in Doll/Drum/Dog

Show sandpaper card "d". Ask: Who remembers what this is? Can you say the sound of this letter? Let children answer small brother "d" or small letter "d".

Tracing Sandpaper card "D" and "d"

Depending on the number of children you can call them all in front or two by two

Place sandpaper card "D/d" next to each other on the table.

Explain how to trace: Hold the index finger and the middle finger together like this, do not lift your fingers while tracing, and say the sound of capital "D".

In the same way trace the small letter "d" and say "d"

Say: Take capital "D" in front of you and say the letter sound "D"

Take small letter "d" and place "d" next to capital "D"

Trace small letter "d" and say "d". Trace capital "D" and say "D"

Trace small letter "d" and say "d". Repeat the activity with the next child.

Tracing and Placing the Sandpaper cards "D" and "d"

Sandpaper cards "D" and "d" are placed next to each other

Say:

Trace capital "D" and say "D" and place capital "D" under the table.

Trace small letter "d" and place "d" on the far right of the table.

Take capital "D" and place "D" next to "d"

Trace capital "D" and say "D"

Take "d" and place "d" in front of you in the middle of the table.

Trace small "d" and say "d"

Take capital "D" and place capital "D" in front of small "d"

Trace capital "D" and say "D"

Trace small "d" and say "d"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "D" under the bench.

Worksheet Letter colouring "D" and "d"

Hand out the worksheets, one for every child.

Hand out the crayons for every child.

Say: Colour the letter "D" and "d" with colours, make it as colourful as you like.

Make more letters "D" and "d" around the big one on the worksheet.



Review what we have learned so far.



Worksheets activities

Need: Sandpaper cards "A" to "D/d" with their objects, worksheets, crayons and pencils

Show the objects one by one and ask: Tell me what this is?

Place the objects like Airplane, Ball, Cup and Doll next to each other on a bench.

Ask one child to pick out a sandpaper letter card and place it under the object with its correct letter sound.

Example: "D" will be placed under Doll.

Say: Trace "D" and say "D" as in Doll. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a sandpaper letter card and does the same.

Example small letter "d" will be placed under capital "D".

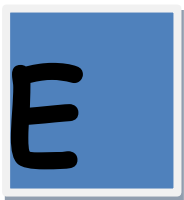
Trace "d" and say "d" as in doll.

Repeat till all the sandpaper letter cards are placed under the correct objects.

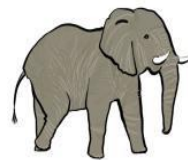
Worksheet Letter writing D/d in lines (Hand out crayons and pencils)

Work in Notebook

Tell the children we will work in the notebook. Draw a Drum and write 3 lines "D/d" in your notebook.



Learn the sound and how to write "E"



Review what we have learned so far "A-D/d"

Need: Sandpaper letter cards A-d with their objects. For "E/e" toy Elephant and an Egg.

Review:

Place the objects: Airplane, Ball, Cup, Dog next to each other on the bench.

Put the Sandpaper cards "A-D/d" mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask what sound is this? Let the Child tell the sound.

Say: Place the sandpaper letter card under the object with the correct letter sound. (Example: "D" under Dog)

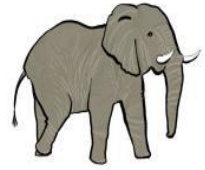
Say: Trace and say the letter sound. For Example: "D" as in Dog.

Let the child try to do the task by him/herself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "E" and how to write "E"



Show the Elephant and ask: What is this? Elephant.

Say: Close your eyes and listen carefully, when I say Elephant can you hear what the beginning sound of the word is? Say the word Elephant slowly and repeat 2 to 3 times so the children can hear the first sound well.

Children answer "E".

Say: The word Elephant begins with the letter sound "E".

Ask: Can you say the letter sound: "E" as in Elephant?

Let the children repeat several times: "E" as in Elephant

Give the toy Elephant in the hands of the children for everyone to hold it.

Say: Say "E as in Elephant" while holding the toy Elephant.

Ask: What sound does the Elephant do? Can you trumpet like an elephant?

Write a big "E" on the board and say:

This is how we write "E"

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "E".

Take the children out to the school ground. (Have the whistle and sticks ready to show as an example.)

Say: We are going to the school ground two by two.

Say "E" as in Elephant while walking.

Say: We are going to collect 4 sticks like this (show the sticks).

Come back when you hear the whistle. (Blow the whistle)

Write with your sticks "E" on the ground and blow the whistle for the children to come back.

Say: We will all put the sticks on the ground in the shape of "E".

Say "E" as in Elephant while putting the sticks down in the shape of "E"

Say: We all go two by two back inside the classroom and while walking we say "E" as in Elephant.



Repeating the sound and writing of "E"

Tracing and placing Sandpaper card "E"



Need: Sandpaper card "E" board and chalk, elephant,

Introduce the small letter "e"

Need: Sandpaper card "e", 2 boiled Eggs and 2 big Spoons

Show the Elephant, ask the children: Do you remember what this is?

Children answer: Elephant

Ask: Do you remember the letter sound the word Elephant begins with? "E"

Say: "E" as in Elephant.

Ask: How does the letter "E" look like?

Ask: Who wants to draw the letter "E" on the Board and say the sound "E"?

Ask one child politely to come and try. If the child needs help, hold the hand of the child together with the chalk and write the letter "E" on the board. Let the children come one by one to write and say "E".

Tracing and placing Sandpaper card "E"

Show sandpaper card "E" and ask what letter sound is this? "E"

This is capital letter "E"

Let the children come in front one by one and trace the sandpaper card "E".

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "E".

Tell the child:

Take sandpaper card capital "E" and trace "E" and say "E" while tracing.

Say: Take "E" and place "E" on the far right of the table.

Trace "E" and say "E"

Take "E" and place "E" on the far left side of the table.

Trace "E" and say "E"

Take "E" and place "E" in the middle of the table in front of you.

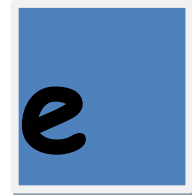
Trace "E" and say "E"

Take "E" and place "E" under your friend's bench and go to your seat.

Tell the next child to do the same activity.



Introducing the small letter "e"



Tell the children:

As we learned about the letter "E" (show sandpaper card "E"), we also need to learn about the small brother "e" (show Sandpaper card "e").

The sound is the same, say together with me "e" as in elephant (each time show sandpaper card "e" and the elephant)

Tell the children: The look is different.

Show sandpaper card "E" together with sandpaper card "e"

Write the small letter "e" on the board and say: This is how we write the small letter "e".

Let the children come to the board and let them trace the small letter "e" with their fingers on the board, while tracing the children will say the letter sound "e".

Take the children out to the school ground.

Have the boiled eggs and the 2 spoons ready.



Say: We are going out to the school ground two by two. Say repeatedly "E" as in Elephant while walking.

Draw the small letter "e" (with a stick or chalk) on the ground, big enough to walk on it. Children will stand in a semi-circle and watch how each child walks on the letter "e".

Say: Walk on "e" one by one and say repeatedly "e".

Game: Carry the Egg on the spoon

Tell the children: There are many words that begin with the letter sound "e".

Show the Egg and ask the children: What is this? Egg

Say: Repeat with me "e" as in Egg.

Write two similar size small letter "e's" on the ground, big enough to walk on it.

Divide the children into two groups; put them in line in front of the two "e's".

Give the children at the front the spoon with the egg.

Explain:

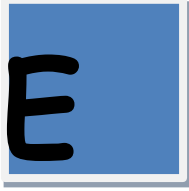
Hold the spoon with the Egg and walk over "e" and say the letter sound "e".

Hand over the spoon with the Egg to the next child in line and repeat the same.

The winner is the group who finished first.

We will go slowly two by two back inside the classroom, while walking we say:

"e" as in Egg and "e" as in Elephant.



Tracing sandpaper card capital letter "E"

Tracing sandpaper card small letter "e"



Tracing and placing the sandpaper cards "E" and "e" together.

Need: Sandpaper card "E" and "e" objects: Elephant, Egg, Eraser

Show sandpaper cards "E". Ask: What is this? Can you say the sound of this letter?

Let the children answer: "E".

Ask: Who can say a word with the letter sound "E"? Elephant/Egg

Do you know any other word with the sound "E" at the beginning? Let the children try to answer. Give a hint by showing the objects or pictures:

Elephant/Egg/Eagle/Eraser

When they say the word, let them say: "E" as in Elephant, Egg, Eraser, Eggplant

Show Sandpaper card "e". Ask: Who remember what this is? Can you say the sound of this letter? Let children answer small brother "e" or small letter "e".

Tracing Sandpaper card "E" and "e"

Depending on the number of children, you can call them all in front or two by two.

Place Sandpaper card "E" and "e" next to each other on the table. Explain how to trace:

Hold the index finger and the middle finger together like this, do not lift your fingers whole tracing, and say the sound of the capital letter "E". In the same way trace the small letter "e" and say "e".

Say:

Take capital "E" in front of you and say the letter sound "E".

Take small letter "e" and place "e" next to capital "E".

Trace small letter "e" and say "e"

Trace capital letter "E" and say "E"

Trace small letter "e" and say "e"

Repeat the activity.

Tracing and placing the sandpaper cards "E" and "e"

Place the sandpaper card "E" and "e" next to each other on the table.

Say:

Trace capital "E" and say "E" and place capital "E" under the table.

Trace small letter "e" and place "e" on the far right of the table.

Take capital "E" and place "E" next to "e"

Trace capital "E" and say "E"

Take "e" and place "e" in front of you in the middle of the table.

Trace small "e" and say "e"

Take capital "E" and place capital "E" in front of small "e"

Trace capital "E" and say "E"

Trace small "e" and say "e"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom. Example: place "E" under the bench.

Worksheet Letter colouring "E" and "e"

Hand out the worksheet for every child. Hand out the crayons for every child.

Say: Colour the letter "E" and "e" with any colour, make it as colourful as you like.

Write the letter "E" and "e" around the worksheet and repeat the sound "E/e".

Colour the Elephant in any colour you like and say "E" as in Elephant.



Review what we have learned so far



Worksheet Activities

Need: Sandpaper cards "A" to "E/e" with their objects, worksheets, crayons and pencils

Worksheet Letter writing "E/e" in lines (Hand out crayons and pencils)

Work in Notebook

Draw an Egg or an elephant in your notebook with crayons and write 2 lines "E" and 2 lines "e".

Review what we have learned so far

Show the objects one by one and ask: Tell me what this is?

Place the objects -Airplane/Ball/ Cup/Dog/Elephant next to each other on a bench.

Put the sandpaper cards "A" to "E/e" mixed up on the floor. Ask one child to pick a sandpaper letter card and place it under the object with its correct letter sound. Example E will be placed under Elephant.

Say: Trace "E" and say "E" as in Elephant. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a sandpaper letter card and does the same.

Trace "e" and say "e" as in Elephant. Repeat till all the sandpaper letter cards are placed under the correct object



A a / B b / C c / D d / E e

Review: Repeat all the letter sounds "A" to "E/e" with their objects

Working with worksheet

Need: Sandpaper cards "A" to "E/e" with their respective objects.

Worksheets writing capital letters "A" to "E". Writing the letter next to the picture.

Review

Place the objects in one row from Airplane to Elephant on the Bench.

Put the sandpaper cards "A" to "E/e" mixed up on the floor. Ask one child to pick out a sandpaper letter card and place it under the object with its correct letter sound. Example "A" will be placed under Airplane.

Say: Trace "A"" and say A as in Airplane. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a sandpaper letter card and does it likewise, Example small letter a will be placed under capital "A".

Trace "a" and say "a" as in Airplane.

Repeat till all the sandpaper letter cards are placed under the correct objects.

Work on Worksheet

Hand out the worksheet "A" to "E/e": write the letter next to the picture.

Activity

Keep the sandpaper cards in alphabetical order next to each other on the bench.

Put all the objects mixed up on the floor.

Ask a child to pick up any object. Ask:

What is this? E.g., this is a Dog.

Ask: What is the first sound you hear when I say Dog? "D"

Say: Place the Dog on top of the Letter "D/d".

Ask the next child to come and do the same activity.

Work with worksheets

Hand out the worksheet letter writing "A" to "E"

Activity with sandpaper card

Place the sandpaper cards of the small letters in alphabetical order on the bench.

Put the sandpaper cards of the capital letters on the floor mixed up.

Call one child to the front.

Say: Pick up any capital letter and place it under the small letter where it belongs. Trace and say the sound.

Next child will do likewise.

Activity with Play dough

Write the small letter a on the board: say the sound "a".

Hand out play dough to every child.

Say: Make the shape of the capital letter that belongs to "a" with the play dough.

Ask: How does the capital letter "A" look like? Can someone write it on the board?

Let one child come in front to write capital "A" on the board.

Say: Now all of us can see how capital "A" looks like and all of us can make the shape of capital letter "A" with play dough.

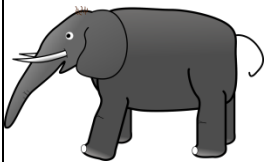
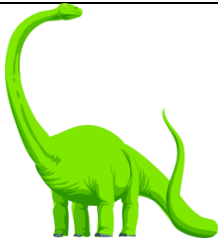
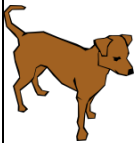
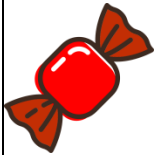
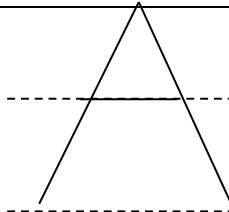
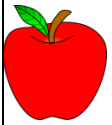
Check if all children can do it.

Write the small letter "b" on the board and repeat the same activity likewise till the letter "e".

Work with the worksheet

Hand out the worksheet Aa to Zz and let the children write/trace only till the letter Ee with pencil or crayons/colour pencils.

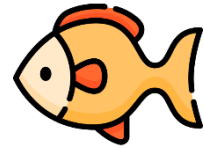
Write the capital and the small letter next to the picture





Learn the sound and how to write the letter F

Need: Flower, Fish, (fishing game if you have), chalk



Show the toy Fish and ask: What is this? Fish

Tell the children: The word Fish begins with the letter sound "F".

Can you say: "F" as in Fish?

Let the children repeat several times "F" as in Fish.

Fishing game (have the fishing game ready on the table)

Let all the children come in front around the table if they are only a few, otherwise call them two by two to the front. Hand out the fishing rod to the children.

Say: Take the fishing rod and catch one fish.

Once you catch one fish, say: "F" as in Fish.

Each child will take his turn.

If there is no fishing game you do the following:

Give the Toy Fish into the hands of the children.

Everyone can hold it once, while holding repeat "F" as in Fish.

Write on the board

Write a big "F" on the Board and say: This is how we write the letter "F".

Let the children come to the board one by one.

Say: Trace with your finger the letter "F" and say the letter sound "F".

Walk on the letter "F" (inside the classroom or outside the school ground)

Write a very big "F" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "F".

Say: This is a big "F", walk on it and say "F".

Let the children walk on it one by one, and let them say repeatedly the sound "F" while walking.

Tell the children: There are many words that begin with the letter sound "F" for example: "F" as in Flower.

Can you say: "F" as in Flower?

Let the Children repeat: "F" as in Flower.

Let's all look around and see if we can find a Flower.

Look at the Flowers and share what colour they have.

We all go slowly two by two back inside the classroom and repeat "F" as in Flower and "F" as in Fish.





Repeating the sound and writing of the letter "F"

Sandpaper card "F" Tracing and Placing

Need: Sandpaper card "F", Toy Fish/Flower



Learning the small letter "f"

Need: Board and chalk, sandpaper card "f"

Show the Fish and ask the children: Do you remember what this is?

Children answer: Fish/Flower (show the Fish/Flower)

Ask: Do you remember the letter sound the word Fish begins with? "F"

Say: "F" as in Fish and "F" as in Flower

Ask: Who remembers how the letter "F" looks like? Can anyone write the letter "F" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "F" on the board.

Let the children come to the board and let them trace the letter "F" with their fingers on the board and while tracing say the sound "F".

Tracing and placing

Show sandpaper card "F" and ask what letter sound is this? "F"

This is capital letter "F".

Let the children come in front one by one and let them trace the sandpaper card 'F', the same way as they did with the previous letters we have learned.

Tell the child:

Take sandpaper card capital "F" and trace "F" and say "F" while tracing.

Tell: Take "F" and place "F" on the far right of the table

Trace "F" and say "F"

Take "F" and place "F" on the far left of the table.

Trace "F" and say "F"

Take "F" and place "F" in the middle of the Table in front of you.

Trace "F" and say "F"

Bring sandpaper card "F" to your friend and he/she will do the activity.

Every child will get his turn.

Introduce the small letter "f"



Tell the children, as we learned about the letter "F" (Show sandpaper card "F").

We also need to learn about the small brother "f" (show sandpaper card "f").

The sound is the same. Say with me "f" as in fish and "f" as in flower. Each time show the objects of Fish and Flower.

Say: The look's is different.

Show sandpaper card "F" together with sandpaper card "f".

Write the small letter "f" on the board and say this is how we write the small "f"

Let the children come to the board and let them trace small letter "f" with their fingers on the board, while tracing children will say the sound "f".

Walk on the letter

Write the small letter "f" on the ground with chalk, big enough to walk on it.

Walk on it and say repeatedly the sound "f" while walking.

Tell them: All of you come to the front.

Say to the children: Walk on "f" on by one and say repeatedly "f".

After every child did the activity, say: Everyone moves back to their seat and while moving say: "f" as in fish and "f" as in flower.

Let's write with our Index fingers on each other's back "f" and say the sound "f"

Show sandpaper card "f" and ask, what is this?

This is small brother "f", this is called small letter "f".

Write small "f" with your index finger on each other's back and say the letter sound "f"

Show sandpaper card "F" and ask: What is this?

This is called capital letter "F"

Write capital letter "F" with your Index fingers on each other's back and say the letter sound "F".



Tracing Sandpaper card capital "F"



Tracing Sandpaper card "f"

Tracing and Placing the Sandpaper cards "F" and "f" together

Need: Sandpaper cards "F" and "f", objects: Fish/Flower/Fork/Frog/Fruits

Worksheet F/f, sand, glue

Show Sandpaper card "F" Ask: What is this? Can you say the sound of this letter?

Let the children answer: "F"

Ask: Who can say a word with this letter sound "F"? Fish/Flower

Do you know any other word with the sound "F" in the beginning?

Let the children try to answer. Give a hint by showing the objects;

Fish/Flower/Fork/Fruits/Frog/Fan

When they say the word, let them say "F" as in Frog/Fork/ Fan

Show sandpaper card "f".

Ask: Who remembers what this is? Can you say the sound of this letter?

Let the children answer: small brother "f" or small letter "f".

Tracing Sandpaper card "F" and "f"

Depending on the number of children you can call them all in front or two by two

Place sandpaper card "F" and "f" next to each other on the table.

Explain how to trace:

Hold the index finger and the middle finger together like this, while tracing say the sound of capital "F".

In the same way trace the small letter "f" and say "f"

Say:

Take capital "F" in front of you and say the letter sound "F"

Take small letter "f" and place "f" next to capital "F"

Trace small letter "f" and say "f"

Trace capital "F" and say "F"

Trace small letter "f" and say "f"

Repeat the activity

Tracing and Placing the Sandpaper cards "F" and "f"

Sandpaper cards "F" and "f" are placed next to each other.

Say:

Trace capital "F" and say "F" and place capital "F" under the table.

Trace small letter "f" and place "f" on the far right of the table.

Take capital "F" and place "F" next to "f"

Trace capital "F" and say "F"

Take "f" and place "f" in front of you in the middle of the table.

Trace small "f" and say "f"

Take capital "F" and place capital "F" in front of small "f"

Trace capital "F" and say "F"

Trace small "f" and say "f"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "F" under the Bench.

Worksheet letter colouring

Hand out one worksheet for every child

Hand out the glue stick and a cup of sand for every child.

Say: Go with the glue stick over the letter "F" and "f".

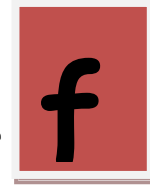
Take sand and pour it out over the letter "F" and "f".

Repeat the sound "F".

Review what we have learned this week



Work with Worksheets and Play dough



Need: Objects fish/ flower/frog etc., sandpaper card "F" and "f", pencil, crayons and play dough.

Review:

Ask the children: Who knows what new letter we have learned this week. Anything you remember. Show objects of the Fish or Flower, use sandpaper card when children say the word, or show it as a hint and let children say it.

Work with Worksheet and Play dough

Write the letter "F" on the board and ask the children:

How does the small letter "f" look like?

Who can write small letter "f" on the board?

Let one child come and write small letter "f" on the board.

Hand out the play dough - one piece for each child.

Say: Make the shape of capital "F" with the play dough and say the sound "F"

When children have finished with "F", tell them to make the shape of small letter "f" with the play dough.

Say: We will all put the play dough back in its container.

Worksheet

Hand out the worksheet Writing "F" and "f" in lines.

Work in your Notebook: Draw a Flower and write "F" and "f" in 2 lines.



Learn the Sound and how to write G

Review what we have learned so far: A-F



Need: Sandpaper letter cards "A-Ff" with their objects, toy glasses or old glasses, toy gun.

Review:

Place the objects: Airplane/Ball/Cup/Dog/Elephant/Fish next to each other on the bench.

Put the sandpaper card capital and small letters "A- F/f" mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask what sound is this? Let the child say the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "F" under Fish or Flower.

Say: Trace and say the letter sound: For Example "F" as in Fish/Flower

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound *G* and how to write *G*



Show the Glasses and ask: What is this? Glasses

Say: Close your eyes and listen carefully. When I say GLASSES can you hear and tell me what the beginning sound of the word is?

Speak slowly Glasses 2 to 3 times and let the children tell. Children answer "G".

Say: The word Glasses begins with the letter sound "G"

Ask: Can you say the letter sound "G" as in Glasses

Let the children repeat several times: "G" as in Glasses

Give the Glasses into the hands of the children for everyone to hold it.

Tell them: Say "G" as in Glasses while holding the Glasses.

Write a big "G" on the board and say: This is how we write "G"

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "G".

Take the children out to the school ground

Say: We are going out to the school ground two by two. As you walk say "G" as in Glasses.

Write with chalk or a stick the letter "G" on the ground big enough to walk on it.

Say: This is a big "G", walk on it and say "G" while walking.

Let the children walk on it taking turns and let them say repeatedly the sound "G" while walking.

Activities with the Toy Gun (have the toy gun ready, draw a line on the ground and tell the children to stand at the line.)



Say: Everyone stands at the line.

There are many words that begin with the letter sound "G" for example "G" as in Gun.

Can you say: "G" as in Gun? Let the children repeat: "G" as in Gun.

Show the toy Gun ready to shoot. Each child will take the Gun one after the other.

Say: Take the Gun in your hands. We do not to point at anyone!

Say "G" as in Gun.

Shoot the Gun away from the other children and say "G" as in Gun.

Teacher marks the spot where the child shot and puts a stone/stick to mark it..

The child who shoots the farthest is the winner.

We all will walk back slowly two by two inside the classroom and repeat "G" as in Gun and "G" as in Glasses.



Repeating the sound and writing of "G"

Tracing and placing Sandpaper Card "G"

Need: Sandpaper card "G", toy Gun/Glasses



Introducing the small letter "g"

Need: Sandpaper card "g" board and chalk

Show the Gun, ask the children: Do you remember what this is? Children will answer: Gun

Ask Do you remember the letter sound the word Gun begins with? "G"

Say: "G" as in Gun.

Show the Glasses, ask the children: Do you remember what this is?

Children answer: Glasses

Say: "G" as in Glasses.

Ask: Who remember how the letter "G" looks like?

Can anyone write the letter "G" on the Board? Ask one child politely to come and try to write the letter on the board .If the child needs help, hold the hand of the child together with the chalk and write the letter "G" on the board.

Let other children come and write with chalk or their fingers on the board and while writing the letter they say the letter sound "G".

Tracing and placing Sandpaper Card "G"

Show sandpaper card "G" and ask what letter sound is this? "G"

This is capital letter "G".

Let the children come in front one by one, let them trace the sandpaper card "G".

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "G".

Tell the Child: Take sandpaper card capital "G" and trace "G" and say "G" while tracing.

Say: Take "G" and place "G" on the far right of the table.

Trace "G" and say "G"

Take "G" and place "G" on the far left side of the table.

Trace "G" and say "G"

Take "G" and place "G" in the middle of the Table in front of you.

Trace "G" and say "G".

Take "G" and place "G" in one corner of the classroom and go to your seat.

Tell the next child to do this activity likewise.

Introduce the small letter "g"



Need: Work sheet "g", paper pieces which need to be torn in advance,
glue sticks

Tell the children, as we learned about the letter "G" (Show sandpaper card "G"),
we also need to learn about the small brother "g" (show sandpaper card "g")

The sound is the same, say together with me: "g" as in *Gun* and "g" as in *Glasses*.
(Each time show sandpaper card "G/g" and the objects).

Tell the children: The look is different.

Show sandpaper card "G" together with the sandpaper card "g".

Write the small letter "g" on the board and say this is how we write the small
letter "g".

Let the children come to the board and let them trace the small letter "g" with
their fingers on the board, while tracing the children will say the sound "g".

Activity: (Need: old Newspaper or just old paper, the teacher will have to tear the
paper into small pieces in advance, if children are old enough, they can do it too),
glue stick.

Say: We are going to glue this paper pieces on the worksheet "g".

Hand out the worksheet "g" and the paper pieces and the glue sticks.

Take the glue stick and put the glue on the letter "g".

Stick the paper pieces on the worksheet "g".

Say "g" as in *Gun* and "g" as in *Glasses*.

We will hang their finished work inside the classroom.



Tracing Sandpaper cards G and g

Tracing and placing Sandpaper cards G and g together



Need: Sandpaper cards "G" and "g", objects: *Gun/Glasses/ Goose/Glass/Guitar/Gloves/Gift/ Grapes/Gooseberry*

Show sandpaper card "G" and "g"

Ask: What is this? Can you say the sound of this letter?

Let the children answer "G"

Ask: Who can say a word with this letter sound "G"? Example: *Glasses/ Gun*

Do you know other words with the sound "G" in the beginning? Let the children try to answer. Give hint by showing the objects: *Glass/toy Goose/ Girl/Grapes.*

When they say the word, let them say "G" as in *Gun/Glass/Goose/Guitar/Gloves.*

Show sandpaper card "g".

Ask: Who remembers what this is? Can you say the sound of this letter?

Let the children answer: *small brother or small letter "g".*

Tracing Sandpaper card "G" and "g"

Depending on the number of children you can call them all in front or two by two.

Place sandpaper card "G" and "g" next to each other on the table.

Explain how to trace:

Hold the index finger and the middle finger together like this, while tracing say the sound of capital "G".

In the same way trace the small letter "g" and say "g".

Say: Take capital "G" in front of you and say the letter sound "G"

Take small letter "g" and place "g" next to capital "G"

Trace small letter "g" and say "g"

Trace capital "G" and say "G"

Trace small letter "g" and say "g"

Repeat the activity with another child.

Tracing and Placing the Sandpaper cards "G" and "g"

Sandpaper cards "G" and "g" are placed next to each other.

Say:

Trace capital "G" and say "G" and place capital "G" under the table.

Trace small letter "g" and place "g" on the far right of the table.

Take capital "G" and place "G" next to "g".

Trace capital "G" and say "G".

Take "g" and place "g" in front of you in the middle of the table.

Trace small "g" and say "g"

Take capital "G" and place capital "G" in front of small "g".

Trace capital "G" and say "G".

Trace small "g" and say "g".

Chose the next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "G" under the bench.

Worksheet letter colouring

Hand out the worksheet "G/g" and the crayons for every child

Say: Colour the letter "G" and "g" with the crayons and write many "G" and "g" around the letters in different colours.



Review what we have learned this week

Work with worksheets



Need: Objects Glasses, Gun, Fish, Flower, Sandpaper cards "F/f" - "G/g"

Worksheet, pencil, and crayons

Review:

Ask the children: Which two new letter sounds have we learned? Anything you remember? Show objects of Fish, Flower, Glasses, Gun

Children answer: "F" and "G"

Place the objects Gun and Fish on the bench next to each other.

Show sandpaper card "F" and ask: What is this? Children answer "F"

Show sandpaper card "f" and ask: What is this? "f"

Show sandpaper card "G" and ask: What is this? "G"

Show sandpaper card "g" and ask: What is this? "g"

Put the sandpaper cards mixed up on the floor.

Ask a child to come and choose a sandpaper letter card and place it under the respective object on the bench. Children will work without the help of the teacher. If help is needed, ask the children to help their friends. Children will take turns till all the letters are placed correctly.

Work with Worksheet

Hand out the work sheet: write in line "G/g"

Draw in the notebook a Gun and write in the notebook 3 lines "G" and 3 lines "g".

If needed hand out pencils and crayons.



Learn the Sound and how to write H

Review what we have learned so far A-G

Need: Sandpaper letter cards A-Gg with their objects, Toy Horse, Hat



Review:

Place the objects Aeroplane/Ball/Cup/Dog/Elephant/Fish/Gun/next to each other on the bench.

Put the sandpaper letter cards A-G/g mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "G" under Gun.

Say: Trace and say the letter sound: For Example "G" as in Gun

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound H and how to write "H"



Show the toy Helicopter and ask: What is this? Helicopter

Say: Close your eyes and listen carefully, when I say HELICOPTER can you hear what the beginning sound of the word is? (Say the word Helicopter slowly and repeat 2 to 3 times so that the children can hear the first sound well.)

Ask again: What is the first sound of the beginning of the word Helicopter?

Children answer: "H"

Say: The Word Helicopter begins with the letter sound "H".

Ask: Can you say the letter sound: "H" as in Helicopter?

Let the children repeat several times: "H" as in Helicopter.

Give the Toy Helicopter into the hands of the children for everyone to hold it.

Say: Say "H" as in Helicopter while holding the Helicopter.

Write a big "H" on the board and say:

This is how we write "H"

Let the Children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "H".

Take the Children out to the school ground (have the whistle and sticks ready to show as example) make 2 or 3 groups by counting one/two/three

Say: We are going to the school ground two by two.

Say "H as in Helicopter while walking.

Say: Each group will collect 3 sticks. 2 long sticks and one shorter stick. (Show example of your sticks)

The group who finds them first is the winner (Have some candies for the winning group)

When you hear the whistle, everyone has to come back.

Teacher demonstrates how to put the sticks to form the letter "H".

Show to the children how to put the sticks on the ground so that they form the letter "H". First put the long sticks vertically parallel to each other, then you put the shorter stick horizontally between them.

Now each child will take a turn to form the letter "H" with the sticks.

Say: We all go back inside the classroom two by two and while walking we say "H" as in Helicopter.

Ask: Who wants to write the letter "H" on the board and say the sound "H"

Let the children come one by one to write and say "H".



Repeating the sound and writing of "H"

Tracing and placing Sandpaper card "H"

Need: Sandpaper card "H" board and chalk,

Helicopter



Introduce the small letter "h"

Need: Sandpaper card "h", old newspaper, or other paper big enough to fold a hat, a hat.

Show the Helicopter, ask the children: do you remember what this is?

Children answer: Helicopter

Ask: Do you remember the letter sound the word Helicopter begins with? "H"

Ask: How does the letter "H" look like?

Ask: Who wants to write the letter "H" on the Board and say the sound "H"?

Ask one child politely to come and try. If the child needs help, hold the hand of the child together with the chalk and write the letter "H" on the board. Let the children come one by one to write and say "H"

Tracing and placing Sandpaper card "H"

Show sandpaper card "H" and ask what letter sound is this? "H"

This is Capital letter "H"

Let the children come in front one by one and trace the sandpaper card "H"

If needed, explain again how to trace, and while tracing say the letter sound "H".

Tell the child: Take sandpaper card capital "H" and trace "H" and say "H" while tracing.

Say: Take "H" and place "H" on the far right of the table.

Trace "H" and say "H"

Take "H" and place "H" on the far left side of the table.

Trace "H" and say "H"

Take "H" and place "H" in the middle of the table in front of you.

Trace "H" and say "H"

Take "H" and place "H" under your friend's bench and go to your seat.

Tell the next child to do this activity likewise.



Introduce the small letter "h"

Tell the children: As we learned about the letter "H" (show sandpaper card), we also need to learn about the small brother "h" (show sandpaper card "h")

The sound is the same, say together with me "h" as in Helicopter (each time show Sandpaper card "h" and the Helicopter)

Tell the children: The look is different.

Show sandpaper card "H" together with sandpaper card "h".

Write the small letter "h" on the board and say: This is how we write the small letter "h".

Let the children come to the board and let them trace the small letter "h" with their fingers on the board, while tracing the children will say the letter sound "h".



Folding a hat from old newspaper.

Have one newspaper hat ready.

Say: There are many words that begin with the letter sound "h".

Show the Hat and ask the children: What is this? Hat

Say: Repeat with me "h" as in Hat

Hand out the newspaper and say: We are going to fold a newspaper hat. You can fold a simple hat or use these instructions.

1. Cut out one sheet of newspaper. Paint the whole sheet black. Paint both sides if you want the whole hat to be black. Let it dry.
2. Place the newspaper vertically (as you would normally hold it upright) on a table. Fold the newspaper in half by folding the top to the bottom of the newspaper.
3. Take the right and left top corners of the folded side and fold them down to the centre. (Measure the centre point first with a ruler if needed).
4. Take the bottom part of the top sheet of newspaper and fold it up towards the triangle piece.
5. Flip the hat over. Fold in a small strip on the left and right side of the hat to make the hat. Tape or glue the top part of the strip down. This will make the hat smaller and sturdier. If you need the hat to be smaller, fold larger strips here. If the hat is too small, then you'll need to use a double page spread of newspaper to make a larger hat.
6. Fold the bottom part of the newspaper up.
7. Turn the hat back over. The newspaper hat is finished! Now you can add the skull and crossbones to the front. Trace the template in our book on white cardstock. Cut it out and glue the skull and crossbones to the front of the hat. <https://images.app.goo.gl/gWjd2Pm1GN6K8RCn8>



After having folded the hat, everyone will repeatedly say: "h" as in hat.



Tracing Sandpaper card capital letter "H"

Tracing Sandpaper card small letter "h"



Tracing and placing the Sandpaper cards "H" and "h" together

Need: Sandpaper card "H" and "h". Objects: Helicopter/Hat/Horse/Hen

Show sandpaper card "H".

Ask: What is this? Can you say the sound of this letter?

Let the children answer "H"

Ask: Who can say a word with the letter sound "H"? Helicopter/Hat

Do you know any other word with the sound "H" in the beginning? Let the children try to answer. Give a hint by showing objects or pictures:

Helicopter/Hat/Horse/House/Helmet

When they say the word, let them say: "H" as in Helicopter/Hat/Horse...

Show Sandpaper card "h"

Ask: Who remembers what this is? Can you say the sound of this letter?

Let children answer small brother "h" or small letter "h".

Tracing Sandpaper card "H" and "h"

Depending on the number of children, you can call them all in front or two by two.

Place sandpaper cards "H" and "h" next to each other on the table.

Hold the index finger and the middle finger together, and while you trace say the sound of the capital letter "H"

In the same way trace the small letter "h" and say "h"

Say:

Take capital "H" in front of you and say the letter sound "H"

Take small letter "h" and place "h" next to capital "H"

Trace small letter "h" and say "h"

Trace capital letter "H" and say "H"

Trace small letter "h" and say "h"

Repeat activity.

Tracing and Placing the Sandpaper cards "H" and "h"

Sandpaper cards "H" and "h" are placed next to each other.

Say:

Trace capital "H" and say "H" and place capital "H" under the table.

Trace small letter "h" and place "h" on the far right of the table.

Take capital "H" and place "H" next to "h"

Trace capital "H" and say "H"

Take "h" and place "h" in front of you in the middle of the table.

Trace small "h" and say "h"

Take capital "H" and place capital "H" in front of small "h"

Trace capital "H" and say "H"

Trace small "h" and say "h"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "H" under the bench.

Worksheet letter colouring

Hand out the worksheet "H/h" for each child

Hand out the crayons for every child.

Say: Colour the letter "H" and "h" with the crayons, make it as colourful as you like.

Draw many "H" and "h" around the big ones on the worksheet.



Review the new learning

Work with worksheets



Need: Objects or pictures of Helicopter, Hat, Gun, Fish

Review: Ask the children: What are the new sounds we have learned? Anything you remember? Show objects: Fish, Gun, Helicopter

Let children say anything they remember.

Say we have learned the sound F/G/H

Place the objects Fish, Gun, Helicopter next to each other on the bench.

Show sandpaper card "F" and ask: What is this? "F"

Show sandpaper card "f" and ask: What is this? "f"

Show sandpaper card "G" and ask: What is this? "G"

Show sandpaper card "g" and ask: What is this? "g"

Show sandpaper card "H" and ask: What is this? "H"

Show sandpaper card "h" and ask: What is this? "h"

Put all the sandpaper cards mixed up on the floor.

Ask a child to come and choose a sandpaper card and place it under the respective object on the bench. Children will work without the help of the teacher. If help is needed, ask the children to help each other. Children will take turns till all the letters are placed correctly.

Work in Worksheet and Notebook

Hand out the worksheet: write in line "H/h". Draw a house in the notebook and write 3 lines "H" and 3 lines "h". If needed hand out crayons and pencils



Learn the Sound and how to write "I"

Review what we have learned so far "A-H/h"



Need: Sandpaper cards "A-H/h" with their objects, Ink pot

Review:

Place the objects: Aeroplane/Ball/Cup/Dog/Elephant/Fish/Gun/Helicopter next to each other on the bench.

Put the sandpaper cards capital and small letters "A" to "H/h" mixed up on the floor.

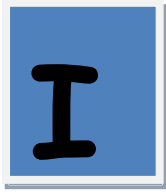
Ask a child to come and pick up any sandpaper card. Ask what sound this is? Let the child tell the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "H" as in Helicopter

Say: Trace and say the letter sound: For Example "H" as in Helicopter

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "I" and how to write it



Show the Ink pad and ask: Do you know what this is? This is an Ink pad.

Ask: Can you say the letter sound "I" as in Ink pad?

Let us say together: "I" as in Ink pad.

Let the children repeat several times "I" as in Ink pad.

We use an Ink pad for stamps like this. Take out a stamp and a small sheet of paper. Use the stamp on the Ink pad and stamp on a paper for each child to keep it.

Say "I" as in Ink pad.

Let every child use the stamp and while using it they say "I" as in Ink pad.

Write a big "I" on the board and say: This is how we write "I"

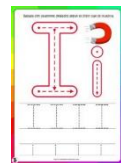
Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "I".

Walk on the Letter

Let us all go outside two by two to the school ground.

Write the letter with chalk or sticks on the ground big enough to walk on it. Do not forget to draw on the small lines on the top and bottom.



Say: This is a big "I", walk on it and say the letter sound "I" while walking.

Let the children walk on it, taking turns and let them say repeatedly the letter sound "I" while walking.



Tell the children:

There are many words that begin with the letter sound "I" like "I" as in Insect.

Can you say "I" as in Insect?

Let the children repeat: "I" as in Insect.

Do you know how Insects look like?

Show a picture or an object of Insects.

Say: Let's go and search for some Insects, the one who finds them first shouts "HERE" and all of us will go and see.

We all go slowly two by two back inside the classroom and repeat "I" as in Insect, "I" as in Ink pad.

Let's write the letter "I" with our index finger on each other's back and say the sound "I" with a loud voice.



Tracing and placing Sandpaper card "I"

Need: Sandpaper card "I", Ink pad/Insect

Introduce the small letter "i"

Need: Board and chalk, sandpaper card "i"

Show the Ink pad, ask the children: Do you remember what this is?

Children answer: Ink pad.

Ask: Do you remember the letter sound the Word begins with? "I"

Say "I" as in Ink Pad.

Show the Insect, ask the children: Do you remember what this is?

Children answer: Insect.

Say: "I" as in Insect.

Ask: Who remembers how the letter "I" looks like?

Can anyone write the letter "I" on the board? Ask one child to come and try to write the letter on the board.

Say: Say the letter sound while writing the letter on the board.

Let the Children come one by one and let them write the letter "I".

While writing on the board let them say the sound "I".

Tracing and placing Sandpaper Card "I"

Show sandpaper card "I" and ask what letter sound is this? "I"

This is Capital Letter "I".

Let children come in front one by one and let them trace the sandpaper card "I"

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "I".

Tell the Child:

Take sandpaper card capital "I" and trace "I" and say "I" while tracing.

Say: Take "I" and place "I" on the far right of the table.

Trace "I" and say "I"

Take "I" and place "I" on the far-left side of the table.

Trace "I" and say "I"

Take "I" and place "I" in the middle of the Table in front of you.

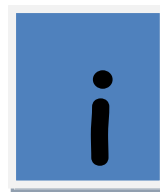
Trace "I" and say "I".

Take "I" and place "I" in one corner of the classroom and go to your seat.

Tell the next child to do the same activity.

Introduce the small letter "i"

Need: Sandpaper card "i", chalk, board



Tell the children, as we learned about the letter "I" (show sandpaper card "I"), we also need to learn about the small brother "i" (show sandpaper card "i")

The sound is the same, say together with me: "i" as in Ink pad and "i" as in Insect.

Each time show sandpaper card "I/i" and the objects.

Tell the children: The look is different.

Show sandpaper card "I" together with the sandpaper card "i".

Write the small letter "i" on the board, say this is how we write the small letter "i"

Let the children come to the board and let them trace the small letter "i" with their fingers on the board, while tracing the children will say the sound "i".

The small letter "i" has a dot on the top.

Say: Do with me the action: Say "i" and tip with your Index finger on your head and say the sound "i" in the same time as you tip on your head.

Walk and jump

Write the letter "i" on the ground with chalk, big enough to walk on it. Write the dot on top with a gap so the children will be able to jump to the dot and say repeatedly "i".

Tell the children: Walk on the letter "i" and say repeatedly "i"

Jump to the dot and say "i"

Every child will do the activity one by one.

Say: Everyone moves back to their seat and say "i" as in Inkpad and "i" as in Insect.

Having fun writing on each-others back

Let's write "i" with our Index finger on each other's back and say the sound "i"

Show sandpaper card "i" and ask, what is this?

This is small brother "i", this is called small letter "i"

Write small "i" with your Index finger on each other's back and say the letter sound "i" and tip with your Index finger on your head.

Show sandpaper card "I" and ask what is this? This is called capital "I"

Write capital letter "I" with your Index finger on each other's back and say the letter sound "I".



Tracing Sandpaper card capital "I"

Tracing Sandpaper card "i"



Tracing and Placing the Sandpaper cards "I" and "i" together

Need: Sandpaper cards "I" and "i", objects Ink pad/ Insect

Show sandpaper card "I" Ask: What is this? Can you say the sound of this letter?

Let the children answer: "I"

Ask: Who can say a word with this letter sound "I"? Ink pad/ Insect

Do you know any other word with the sound "I" in the beginning?

Let the children try to answer. Give a hint by showing the objects; Inkpad/Insect/
Iron/inside

When they say the word, let them say "I" as in Insect/Ink pad/ Iron

Show sandpaper card "i".

Ask: Who remembers what this is? Can you say the sound of this letter?

Let the children answer: small brother "i" or small letter "i".

Tracing Sandpaper card "I" and "i"

Depending on the number of children you can call them all in front or two by two.

Place sandpaper cards "I" and "i" next to each other on the table.

Say:

Take capital "I" in front of you and say the letter sound "I"

Take small letter "i" and place "i" next to capital "I"

Trace small letter "i" and say "i"

Trace capital "I" and say "I"

Trace small letter "i" and say "i"

Repeat the activity.

Tracing and Placing the Sandpaper cards "I" and "i"

Sandpaper cards "I" and "i" are placed next to each other.

Say:

Trace capital "I" and say "I" and place capital "I" under the table.

Trace small letter "i" and place "i" on the far right of the table.

Take capital "I" and place "I" next to "i"

Trace capital "I" and say "I"

Take "i" and place "i" in front of you in the middle of the table.

Trace small "i" and say "i"

Take capital "I" and place capital "I" in front of small "i"

Trace capital "I" and say "I"

Trace small "i" and say "i"

Chose the next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "I" under the bench.

Worksheet letter colouring

Have the watercolour ready in small cups with the worksheet "I" and "i".

Keep a bucket of water and towel ready for washing hands afterwards.

Explain: We are going to learn how to write capital Letter "I" and small letter "i" with our fingers. We will use watercolour.

Each child will get one worksheet and a cup with watercolour.

Use the Index finger, put the finger in the colour and go with the coloured finger over "I" and "i" several times. You can also use different colours.

While you colour "I/i" say the sound "I/i".

Children keep the sheets on their table till the teacher takes them to dry.

When dried we hang them inside the classroom.

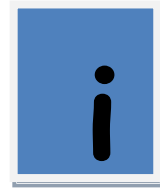
Help children clean their hands.

Review what we have learned this week



Work with worksheets

Need: Objects Ink pad/ Insect/Iron, worksheets,
Sandpaper cards "I" and "i"

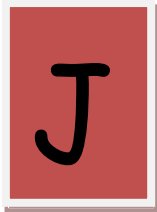


Review:

Ask children: Who knows what new letter we have learned this week?
Anything you remember. When the children say the words, show objects of the
Inkpad/ Insect/sandpaper cards "I and i".

Work with worksheet

Hand out the Worksheet, circle the letter "I" and "i", colour the Igloo.
Hand out the Worksheet "I" is for Insect and write the letter "I".
Hand out pencil and crayons. Hand out worksheet "I", write and trace on lines.



Learning the sound and how to write the letter "J"

Review what we have learned so far "A- I/i"



Need: Prepare ahead of time enough slices of bread with jam for the children, jump rope, chalk, sandpaper cards "A- I/i" with their objects

Review:

Place the objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Ink pad next to each other on the bench.

Put the Sandpaper cards capital and small letters "A" to "I/I" mixed up on the floor.

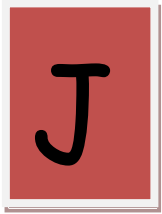
Ask a child to come and pick up any sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "I" as in Ink pad

Say: Trace and say the letter sound: For Example, "I" as in Ink pad

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Learning the sound and how to write the letter "J"



Show the Jam jar and ask: What is this? Jam

Tell the children: This is Jam, and the word Jam begins with the letter sound "J"

Can you say: "J" as in Jam?

Let the children repeat several times "J" as in Jam.

Have the slices of bread with Jam ready to distribute to the children.

Say: Everyone will get a slice of bread with Jam on it. Let's all eat the bread with Jam and say "J" as in Jam.

Write a very big "J" on the board and say: This is how we write the letter "J".

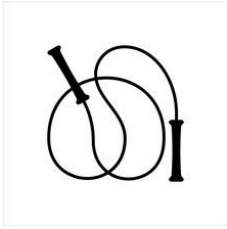
Let the children come to the board and let them trace the letter "J" with their finger on the board and while tracing they say the sound "J".

Walk on the letter "J"

Write a big "J" on the ground with chalk/stick outside, big enough to walk on it. Walk on it and say the sound "J".

Say: This is a big "J", walk on it and say "J".

Let the children walk on it taking turns and let them say repeatedly the sound "J" while walking.



Tell the children: There are many words that begin with the Letter-Sound "J" like "J" as in Jump rope.

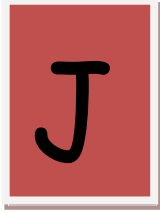
Can you say "J" as in Jump rope?

Let the children repeat: Say "J" as in Jump rope.

Hand out the Jump ropes and let each child try to jump with the Jump rope, while jumping say: "J" as in Jump rope.

We all go slowly two by two back inside the classroom and we repeatedly say "J" as in Jam and "J" as in Jump rope.

Let's write the letter "J" with our index finger on each other's back and say the sound "J" with a loud voice.



Repeating the sound and writing of "J"

Tracing and placing sandpaper card "J"

Need: Sandpaper card "J", Jump rope, Jam

Introduce the small letter "j"

Need: Board and chalk, sandpaper card "j"

Show the Jump rope, ask the children: Do you remember what this is?

Children answer: Jump rope

Ask: Do you remember the letter sound the word begins with? "J"

Say "J as in Jump rope.

Show the Jam, ask the children: Do you remember what this is?

Children answer: Jam

Say: "J" as in Jam.

Ask: Who remembers how the letter "J" looks like?

Can anyone write the letter "J" on the board? Ask one child to come and try to write the letter on the board.

Say: Say the letter sound while writing the letter on the board.

Let the children come one by one and let them write the letter "J".

While writing on the board let them say the sound "J".

Tracing and placing Sandpaper Card "J"

Show sandpaper card "J" and ask what letter sound is this? "J"

This is Capital Letter "J".

Let the children come in front one by one and trace the sandpaper card "J".

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "J".

Tell the Child:

Take sandpaper card capital "J" and trace "J" and say "J" while tracing.

Say:

Take "J" and place "J" on the far right of the table.

Trace "J" and say "J"

Take "J" and place "J" on the far left side of the table.

Trace "J" and say "J"

Take "J" and place "J" in the middle of the Table in front of you.

Trace "J" and say "J".

Take "J" and place "J" in one corner of the classroom and go to your seat.

Tell the next child to do this activity likewise.

Introduce the small letter "j"



Need: Sandpaper card "j", chalk, board and play dough.

Tell the children, as we learned about the letter "J" (show sandpaper card "J"), we also need to learn about the small brother "j" (show sandpaper card "j")

The sound is the same, say together with me: "j" as in Jam and "j" as in Jump rope.

Each time show Sandpaper card "J/j" and the objects.

Tell the children: The look is a little different.

Show sandpaper card "J" together with the sandpaper card "j".

Write the small letter "j" on the board and say this is how we write the small letter "j". It looks almost like the capital "J" but it has a dot on top.

Let the children come to the board and let them trace the small letter "j" with their fingers on the board, while tracing the children will say the sound "j".

Don't forget, the small letter "j" has a dot on top.

Work with playdough.

Hand out the playdough, one piece for each child. Write a nice small letter "j" on the board.

Say: Make the shape of small letter "j" with the playdough and say the letter sound "j". Remember it has a dot.

After finishing it say: We want to collect the playdough and put it back in its container.

Having fun writing on each-others back

Let's write "j" with our Index finger on each other's back and say the sound "j"

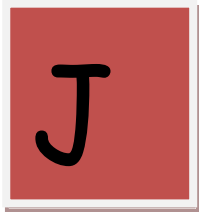
Show sandpaper card "j" and ask, what is this?

This is small brother "j", this is called small letter "j".

Write small "j" with your Index finger on each other's back and whisper the letter sound "j".

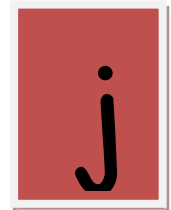
Show sandpaper card "J" and ask what this is? This is called capital "J"

Write capital letter "J" with your Index finger on each other's back and shout the letter sound "J"



Tracing sandpaper card capital "J"

Tracing sandpaper card "j"



Tracing and placing the sandpaper cards "J" and "j" together

Need: Sandpaper cards "J" and "j", objects Jam, Jump rope, Jar, Jug, crayons, and worksheet colouring "J/j"

Show sandpaper card "J" Ask: What is this? Can you say the sound of this letter?

Let the children answer: "J"

Ask: Who can say a word with this letter sound "J"? Jam, Jump rope.

Do you know any other word with the sound "J" in the beginning?

Let the children try to answer. Give a hint by showing the objects: Jam, Jump rope, Jug, Jar. When they say the word, let them say "J" as in Jam, Jar, Jug, Jump rope.

Show Sandpaper card "j".

Ask: Who remember what this is? Can you say the sound of this letter?

Let the children answer: small brother "j" or small letter "j"

Tracing Sandpaper card "J" and "j"

Depending on the number of children you can call them all in front or two by two.

Place sandpaper cards "J" and "j" next to each other on the table.

Say:

Take capital "J" in front of you and say the letter sound "J"

Take small letter "j" and place "j" next to capital "J"

Trace small letter "j" and say "j"

Trace capital "J" and say "J"

Trace small letter "j" and say "j"

Repeat the activity.

Tracing and Placing the Sandpaper cards "J" and "j"

Sandpaper cards "J" and "j" are placed next to each other.

Say:

Trace capital "J" and say "J" and place capital "J" under the table.

Trace small letter "j" and place "j" on the far right on the table.

Take capital "J" and place "J" next to "j"

Trace capital "J" and say "J"

Take "j" and place "j" in front of you in the middle on the table.

Trace small "j" and say "j"

Take capital "J" and place capital "J" in front of small "j"

Trace capital "J" and say "J"

Trace small "j" and say "j"

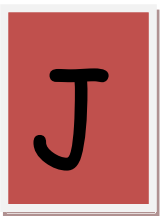
Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "J" under the bench.

Worksheet letter colouring

Hand out the worksheet letter "J/j" together with crayons for every child.

Say: Colour the letter "J/j" with the crayons and write many "J/j" around the big letter in different colours.

Say the letter sound while you colour.



Review what we have learned this week

Work with worksheets

Need: Objects Jam/Jump rope /worksheets,
sandpaper cards "J" and "j"



Review:

Ask children: Who knows what new letter we have learned this week?

Anything you remember. When the Children say the words, show objects of the Jam/Jump rope and the sandpaper cards "J and j".

Work with worksheet

Hand out the worksheet "J/j", tell children to colour the Jam Jar.

Hand out the worksheet to write and trace the letter "J/j" as in Jug

Hand out pencil and crayons.



Review:

Repeat all the letter sounds F to J/j with their objects and work with worksheet

Need: Sandpaper cards "F" to "J/j" with their respective objects.

Worksheets writing letters "F" to "J", writing the letter next to the picture.

Review:

Place the objects from Flower/Fish to Jug in one row on the bench.

Put the sandpaper cards "F" to "J/j" mixed up on the floor.

Ask one child to pick out a sandpaper letter card and place it under the object with its correct letter sound. Example "F" will be placed under Flower/Fish.

Say: Trace "F" and say "F" as in Fish. Let the children try to do the task by themselves, without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a sandpaper letter card and does likewise. Example: small letter "f" will be placed under capital "F".

Trace "f" and say "f" as in fish.

Repeat till all the Sandpaper letter cards are placed under the correct objects.

Work with Worksheets

Hand out the worksheet "F" to "J/j", write the letter next to the picture.

Activity

Keep the sandpaper cards in alphabetical order next to each other on the bench.

Put all the objects mixed up on the floor.

Ask a child to pick any object.

Ask: What is this? Example: This is a Fish

Ask: What is the first sound you hear when I say Fish? "F"

Say: Place the Fish on top of the Letter "F/f".

Ask the next child to come and do the activity.

Work with worksheets

Hand out the worksheet letter writing "F" to "J"

Activity with Sandpaper Card

Place the sandpaper cards "f" to "j" of the small letters in alphabetical order on the bench.

Put the sandpaper cards of the capital letters on the floor all mixed up.

Call one child to the front.

Say: Pick up any capital letter and place it under the small letter where it belongs.

Trace and say the sound, the next child will do likewise.

Activity with Playdough

Write the small letter "f" on the board: Say the sound "f".

Hand out the playdough to every child.

Say: Make the shape of the capital letter that belongs to "f" with the playdough.

Ask: How does the capital letter "F" look like? Can someone write it on the board?

Let one child come in front to write capital "F" on the board.

Say: Now all of us can see how capital "F" looks like and all of us can make the shape of capital letter "F" with playdough.

Check if all children could do it.

Write the small letter "g" on the board and repeat the same activity till the letter "j".

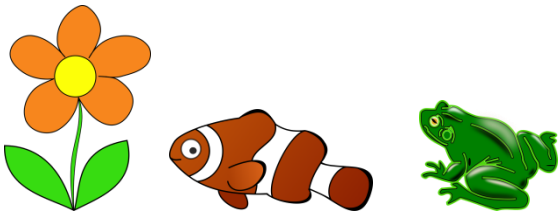

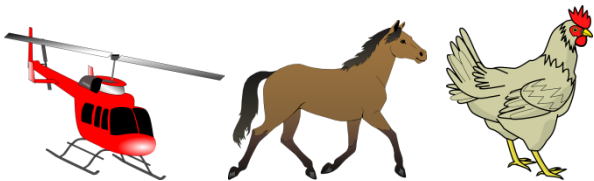
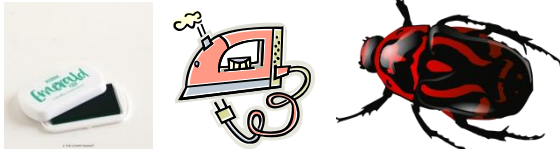
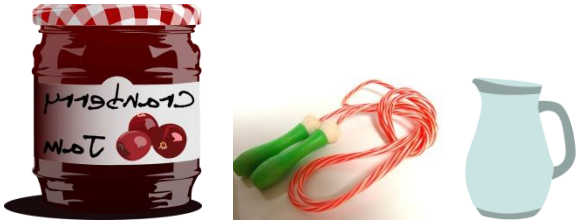
Work with Worksheet

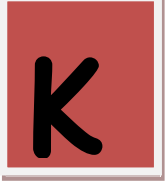
Hand out the worksheet "F/f" and "J/j", let the children write and trace only till the letter "J/j" with pencil or crayons, or colour pencil.

Write in Notebook

Write in the Notebook the letters "F" to "J".

Write the Capital and the Small Letter next to the Picture

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Learn the sound and how to write the letter "K"



Need: Paper square (best is Origami) and thread to make a kite, glue or cello tape, sticks, whistle, crayons, chalk, a key

Show the key and ask: What is this? Key

Tell the children: The word Key begins with the letter sound "K"

Can you say "K" as in Key?

Give the Key into the hands of the children and let the children repeat several times "K" as in Key while holding the key.

Write on the board

Write a big "K" on the board and say: This is how we write the letter "K".

Let the Children come to the board and let them trace the letter "K" with their fingers on the board. Say the sound "K" while tracing.

Take the Children out to the school ground

Have the whistle and sticks ready to show example, make Groups of 2 ore 3 by counting the children one/two/three

Say: We are going to the school ground two by two.

Say "K" as in Key while walking.

Say: Each group will collect 3 sticks. 1 long stick and two shorter sticks. (Show Example of your sticks). The group who finds sticks first is the winner. (Have some candies ready for the winning group)

When you blow the whistle, everyone must come back.

Teacher demonstrates how to put the sticks to form the letter "K".

Show to the children how to put the sticks on the ground so that they form the letter "K". First put the long stick, then you put the two shorter ones from the middle of the long stick, one upward and one downward. To form the shape of a "K".

Now each child will take a turn and put the sticks to form the letter "K".

Tell: We all go two by two back inside the classroom and while walking we say "K" as in Key.

Ask: Who wants to write the letter "K" on the board and say the sound "K"

Let the children come one by one to write and say "K".



Tell the children:

There are many words that begin with the letter sound "K": Like
"K" as in Kite.

Can you say: "K" as in Kite?

Let the children repeat: "K" as in Kite.

Say: We are going to fold a paper kite, show them your example.

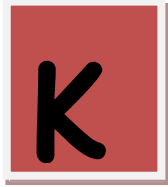
Hand out the square paper and show them how to fold the kite step by step.

Help them to glue the sides together.

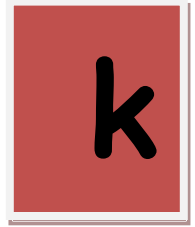
Hand out the crayons and let them colour their kite in the way they like.

Let the children repeat: "K" as in Kite.

When we are finished with it, we will all clean up our place.



Repeating the sound and writing of the letter "K" Sandpaper card "K" Tracing and Placing



Need: Sandpaper card "K", toy key, kite

Learning the small letter "k"

Need: Board and chalk, sandpaper card "k"

Show the Key and ask the children:

Do you remember what this is? Children answer: Key, Kite (show key and kite)

Ask: Do you remember the letter sound the word Key begins with? "K"

Say: "K" as in Key and "K" as in Kite

Ask: Who remembers how the letter "K" looks like? Can anyone write the letter "K" on the Board? Call one child to the front and let him/her try to write with chalk on the board. If the Child needs help, hold the child's hand together with the chalk and write the letter "K" on the board.

Let the children come to the board and let them trace the letter "K" with their fingers on the board and while tracing say the sound "K".

Tracing and placing

Show sandpaper card K and ask what letter sound is this? "K"

This is capital letter "K".

Let the children come in front one by one and let them trace the sandpaper card "K", the same way as the previous letters we have learned.

Tell the child:

Take sandpaper card capital "K" and trace "K" and say "K" while tracing.

Say: Take "K" and place "K" on the far right of the table

Trace "K" and say "K".

Take "K" and place "K" on the far left of the table.

Trace "K" and say "K".

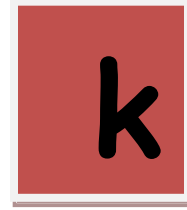
Take "K" and place "K" in the middle of the Table in front of you.

Trace "K" and say "K".

Bring sandpaper card "K" to your friend and he/she will do the activity.

Every child will get his turn one after the other.

Introduce the small letter k



Tell the children, as we learned about the letter "K" (Show sandpaper card "K").

We also need to learn about the small brother "k" (show sandpaper card "k").

The sound is the same, say with me "k" as in key and "k" as in kite. Each time show the objects of key and kite.

Say: The look's is a little different.

Show sandpaper card "K" together with sandpaper card "k".

Write the small letter "k" on the board and say this is how we write the small "k".

Explain: The look is almost the same but there is one small difference: The upper line is shorter than the upper line in Capital "K".

Write a big "K" on the board and tell the children, this is capital "K".

Write a small "k" on the board next to capital "K" and tell the children, this is how we write small letter "k". Show the children the shorter upper line of small letter "k" on the board.

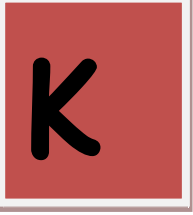
Let the children come to the board and let them trace the capital "K" and small "k" with their fingers on the board, while tracing the children will say the sound "K" and "k".

Tell the children to point out on the small letter "k" the smaller upper line.

Have fun writing on each other's back.

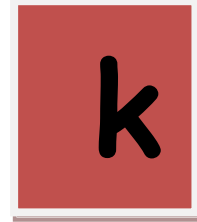
Let's write with our index finger on each other's backs a big "K" and say the sound "K" with a loud voice. Turn around and do it likewise.

Let's write with our index finger on each other's backs a very small "k" where the upper line is really short and say with a very silent voice "k".



Tracing sandpaper card capital letter "K"

Tracing sandpaper card small letter "k"



Tracing and Placing the sandpaper cards "K" and "k" together.

Colouring the letter "K" with watercolour

Need: Sandpaper cards "K" and "k", objects: Key, Kite, Picture of a King, Kangaroo, Koala, and worksheet "K k", watercolour, water bucket and a towel for hand washing.

Show Sandpaper card "K" ask: What is this? Can you say the sound of this letter?

Let the children say "K".

Ask: Who can say a word with this letter sound "K": Key, Kite (show the objects)

Do you know any other word with the sound "K" at the beginning?

Let the children try to answer. Give a hint by showing the objects: Key, Kite, Kin, Kangaroo, Kettle, Keyboard

If they can say the word like King, encourage them to say: "K" as in King, Kettle, Key, Kangaroo

Show sandpaper card capital "K". Ask: What is this? This capital letter "K"

Let some children come in front.

Say: Trace capital "K" and say: This is capital "K".

Show sandpaper card small letter "k" next to the capital letter "K" and ask: What is this? This is small letter "k".

Say: Trace capital "K" and say: This is capital "K". Trace "k" and say: This is small letter "k".

Tracing the Sandpaper cards "K" and "k" together

Place Sandpaper card "K" and "k" next to each other on the Table.

Say:

Take capital "K" in front of you trace and say the letter sound "K".

Take small "k" and place small "k" next to capital "K".

Trace small "k" and say "k".

Trace capital "K" and say "K".

Trace small "k" and say "k".

Repeat the activity.

Tracing and placing Sandpaper cards "K" and "k".

Say:

Trace capital "K" and say "K" and place capital "K" under the Table.

Trace small "k" and say "k" and place "k" on the far right of the table.

Take capital "K" and place "K" next to "k".

Trace capital "K" and say "K".

Take small "k" and place "k" in front of you.

Trace small "k" and say "k".

Take capital "K" and place "K" in front of small "k".

Trace capital "K" and say "K".

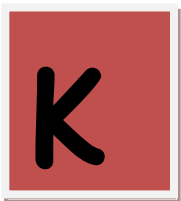
Trace small "k" and say "k".

Worksheet colouring the letter "K/k".

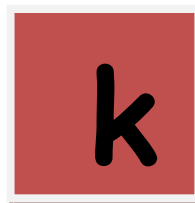
Have the watercolour ready in small cups with the worksheet "K" and "k". Keep a bucket of water and a towel ready for washing hands afterwards.

Explain:

We are going to write capital letter "K" and small letter "k" with our fingers. We will use watercolours. Each child will get one worksheet and a cup with watercolour. Use the index finger, put the finger in the colour and go with the coloured finger over "K" and "k" several times. You can use different colours and write some more "K" and "k" around the big ones on the worksheet. While you colour "K/k" say the letter sound "K". Children keep the sheets on their table till the teacher takes them to dry. When dried we hang them inside the classroom. Help the children clean their hands.



Review what we have learned this week



Work with Worksheets

Need: objects Key, Kite, and other objects with "K", sandpaper card "K" and "k", pencil, crayons

Review:

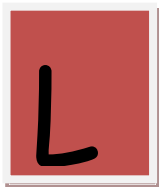
Ask the children: Who knows what new letter we have learned this week.

What do you remember. Show objects of Key and Kite, sandpaper card when children say the word, or show it as a hint and let children say it.

Work with worksheet

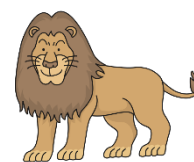
Hand out the worksheet: write the letter "K" and "k" on the line, colour the kite.

Draw a kite in the notebook and write 3 lines of "K" and "k".



Learn the Sound and how to write "L"

Review what we have learned so far "A-K"



Need: Sandpaper letter cards "A-Kk" with their objects, toy lion, leaf

Review:

Place the objects: Airplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, and Kite next to each other on the bench.

Put the sandpaper cards capital and small letters "A-K/k" mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask what sound is this? Let the child say the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "K" under Kite.

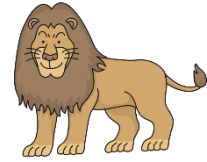
Say: Trace and say the letter sound. For Example: "K" as in Kite

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "L" and how to write "L"



Show the Lion and ask: What is this? Lion

Say: Close your eyes and listen carefully. When I say Lion can you hear and tell me what the beginning sound of the word is?

Speak slowly Lion 2 to 3 times and let the children tell.

Children answer "L".

Say: The word Lion begins with the letter sound "L".

Ask: Can you say the letter sound "L" as in Lion

Let the children repeat several times: "L" as in Lion

Give the Lion into the hands of the children for everyone to hold it.

Say: Say "L" as in Lion while holding the Lion.

Can you roar like a Lion? Let's roar like a Lion!

Write a big "L" on the board and say:

This is how we write "L".

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "L".

Walk on the Letter

Write with chalk or a stick the letter "L" on the ground big enough to walk on it.

Walk on it and say the letter sound "L".

Say: This is a big "L", walk on it and say "L" while walking.

Let the children walk on it one by one and let them say repeatedly the sound "L" while walking.



Tell the children:

There are many words that begin with the letter sound "L", like "L" as in Leaf.

Can you say: "L" as in Leaf?

Let's repeat: "L" as in Leaf.

Let's look around and see if we find some leaves.

Go and search 2 leaves and bring them here. Say "L" as in Leaf while searching.

Say: We all hold our leaves in our hands and go slowly two by two back inside the classroom and repeat "L" as in Leaf and "L" as in Lion.



Repeating the sound and writing of "L"

Tracing and placing Sandpaper Card "L"

Need: Sandpaper card "L", lion, a Leaf



Introducing the small letter "l"

Need: Sandpaper card "l" board and chalk

Show the Lion, ask the children: Do you remember what this is?

Children answer: Lion

Ask: Do you remember the letter sound the word Lion begins with? "L"

Say: "L" as in Lion.

Show a Leaf, ask the children: Do you remember what this is?

Children answer: Leaf

Say: "L" as in Leaf.

Ask: Who remembers how the letter "L" looks like?

Can anyone write the letter "L" on the board? Ask one child politely to come and try to write the letter on the board. If the child needs help, hold the hand of the child together with the chalk and write the letter "L" on the board.

Let other children come and write with chalk or their fingers on the board and while writing the letter they say the letter sound "L".

Tracing and placing Sandpaper Card "L"

Show Sandpaper card "L" and ask what letter sound is this? "L"

This is Capital Letter "L".

Let the children come in front one by one and let them trace the sandpaper card "L"

If needed, explain again how to trace, remind them not to lift their fingers while tracing and while tracing say the letter sound "L".

Tell the Child:

Take sandpaper card capital "L" and trace "L" and say "L" while tracing.

Take "L" and place "L" on the far right of the table.

Trace "L" and say "L".

Take "L" and place "L" on the far-left side of the table.

Trace "L" and say "L".

Take "L" and place "L" in the middle of the table in front of you.

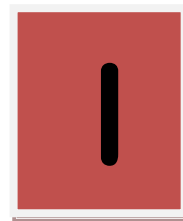
Trace "L" and say "L".

Take "L" and place "L" in one corner of the classroom and go to your seat.

Tell the next child to do this activity likewise.

Introducing the small letter "l"

Need: Sandpaper card "L/l", objects



Tell the children, as we learned about the letter "L" (show sandpaper card "L"), we also need to learn about the small brother "l" (show sandpaper card "l")

The sound is the same, say together with me: "l" as in lion and "l" as in leaf.

(Each time show sandpaper card "L/l" and the objects).

Tell the children: The look is slightly different.

Show sandpaper card "L" together with the sandpaper card "l".

Write the small letter "l" on the board and say: This is how we write the small letter "l"

Let the children come to the board and let them trace the small letter "l" with their fingers on the board, while tracing the children will say the sound "l".

Walk on the Letter

Is there any letter you remember which looks almost like small letter "l"?

Write capital letter "I" on the Ground, do not forget the upper and the lower line big enough to walk on it.

Write small letter "l" on the Ground big enough to walk on it.

Walk on letter "I" and say the sound "I" and walk on letter "l" and say the sound.

Say: Walk on Letter "I" and say the sound and walk on letter "l" and say the sound.

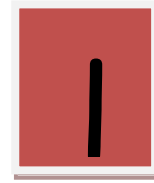
Ask: What is the difference between these two letters?

Let the Children give the answer they feel is right. Now go back to their seats, or back inside the classroom.



Tracing Sandpaper card capital "L"

Tracing Sandpaper card "I"



Tracing and Placing the Sandpaper cards "L" and "I" together.

Need: Sandpaper cards "L" and "I", objects lion, leaf, watercolour and small cups, water, and towel for cleaning hands.

Show sandpaper card "L". Ask: What is this? Can you say the sound of this letter? Let the children answer. "L"

Ask: Who can say a word with this letter sound "L"? Lion, Leaf

Do you know any other word with the sound "L" in the beginning?

Let the children try to answer. Give a hint by showing the objects: Lion, Leaf, Lemon, Leg, Lamp, Light

When they say the word, let them say "L" as in Leaf, Lamp, Light

Show Sandpaper card "I".

Ask: Who remembers what this is? Can you say the sound of this letter?

Let the children answer: Small brother "I" or small letter "I".

Tracing Sandpaper card "L" and "l"

Depending on the number of children you can call them all in front or two by two.

Place sandpaper cards "L" and "l" next to each other on the table.

Take sandpaper card capital "L" and trace "L" and say "L" while tracing.

In the same way trace the small letter "l" and say "l"

Say:

Take capital "L" in front of you and say the letter sound "L".

Take small letter "l" and place "l" next to capital "L".

Trace small letter "l" and say "l"

Trace capital "L" and say "L".

Trace small letter "l" and say "l".

Repeat the activity.

Tracing and Placing the Sandpaper cards "L" and "l"

Sandpaper cards "L" and "l" are placed next to each other.

Say:

Trace capital "L" and say "L" and place capital "L" under the table.

Trace small letter "l" and place "l" on the far right of the table.

Take capital "L" and place "L" next to "l".

Trace capital "L" and say "L".

Take "l" and place "l" in front of you in the middle of the table.

Trace small "l" and say "l".

Take capital "L" and place capital "L" in front of small "l".

Trace capital "L" and say "L".

Trace small "l" and say "l".

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "L" under the bench.

Worksheet letter colouring

Hand out the Worksheet "L/I". Have the watercolour ready in small cups with the worksheet "L" and "I".

Keep a bucket of water and towel ready to wash hands afterwards.

Explain: We are going to learn how to write capital Letter "L" and small letter "I" with our fingers.

We will use watercolour.

Each child will get one worksheet and a cup with watercolour.

Use the Index finger, put the finger in the colour and go with the coloured finger over "L" and "I" several times. You can also use different colours.

While you colour "L/I" say the sound "L/I".

Children keep the sheets on their table till the teacher takes them to dry.

When dried we hang them inside the classroom. Help children clean their hands.



Review the new learning

Work with Worksheets



Need: objects kite, key, lion, leaf, sandpaper card "L" and "I", pencil, crayons

Review:

Ask the children: Who knows what new letter we have learned this week? Anything that you remember. Show objects of the lion and leaf, sandpaper card "L" and "I" when children say the word or show it as a hint and let the children say it.

Work with worksheet

Hand out the worksheets: Write the Letter "L" and "I" in the line and colour the Ladybug.

Draw a Leaf or a Lion in your notebook and write 3 lines "L" and 3 lines "I".



Learn the Sound and how to write "M"

Review what we have learned so far "A-L/I"



Need: Sandpaper letter cards "A-L/I" with their objects, toy Monkey

Review:

Place the objects: Airplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion next to each other on the bench.

Put the sandpaper cards capital and small letters "A-L/I" mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask: What sound is this? Let the child tell the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "L" under Lion.

Say: Trace and say the letter sound: For example: "L" as in Lion

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "M" and how to write "M"



Show the Monkey and ask: What is this? Monkey

Say: Close your eyes and listen carefully. When I say Monkey can you hear and tell me what the beginning sound of the word is?

Say slowly Monkey 2 to 3 times and let the children tell the sound.

Children answer "M".

Say: The word Monkey begins with the letter sound "M"

Ask: Can you say the letter sound "M" as in Monkey

Let the Children repeat several times: "M" as in Monkey

Give the Monkey in the hand of the children for everyone to hold it.

Say: Say "M" as in Monkey while holding the Monkey.

Can you show me how Monkeys are moving around? Can you make the sound Monkeys make?

Write a big "M" on the board and say: This is how we write "M".

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "M".

Take the children out to the school ground. Use the rope.

Say: We are going out to the school ground two by two. Say repeatedly: "M" as in Monkey while walking.

Ask: Can you put the rope on the ground in the shape of the Letter "M"?

Hand the rope to one child and help him/her to put the rope in the shape of "M".

Say: Walk on the rope and say repeatedly the sound "M".

Let every child have a turn.

We all go slowly two by two back inside the classroom and repeat "M" as in Monkey.



Tell the children: There are many words that begin with the letter sound "M"

Show a Mango (or a picture of a Mango) and ask. Do you know what this is?

Children answer: Mango.

Repeat with me: "M" as in Mango

Have some pieces of Mango ready to distribute to the children to eat. Or you can also hand out some Mango candies.

Say: Everyone will have a piece of Mango (or a Mango candy)

How is the Mango? Make the sound: "MMMM"

Say the Sound "M" as in Mango. Who remembers how the letter "M" looks like?

Can anyone write the letter "M" on the board with chalk?

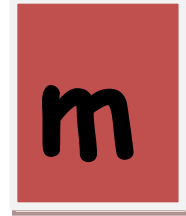
Let the Children write the letter "M" on the board and say the sound of the letter "M".



Repeating the sound and writing of the letter "M"

Tracing and Placing Sandpaper card "M"

Need: Sandpaper card "M", toy Monkey, Mango



Learning the small letter "m"

Need: Board and chalk, sandpaper card "m"

Show the Monkey and ask the children: "Do you remember what this is? Children answer: Monkey

Ask: Do you remember the letter sound the word Monkey begins with? "M"

Say: "M" as in Monkey and "M" as in Mango

Ask: Who remembers how the letter "M" looks like? Can anyone write the letter "M" on the Board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "M" on the board.

Let the children come to the board and let them trace the letter "M" with their fingers on the board and while tracing say the sound "M".

Tracing and placing

Show Sandpaper card "M" and ask what letter sound is this? "M"

This is capital letter "M".

Let the children come in front one by one and let them trace the sandpaper card "M", the same way as the previous letters we have learned.

Tell the child:

Take Sandpaper card Capital "M" and trace "M" and say "M" while tracing.

Say:

Take "M" and place "M" on the far right of the table

Trace "M" and say "M"

Take "M" and place "M" on the far left of the table.

Trace "M" and say "M"

Take "M" and place "M" in the middle of the Table in front of you.

Trace "M" and say "M"

Bring Sandpaper card "M" to your friend. Know he/she will do the activity.

Every child will get a turn to do it.

Introducing the small letter "m"

Need: bucket, some stones collected in advance



Tell the children, as we learned about the letter "M" (show sandpaper card "M").

We also need to learn about the small brother "m" (show sandpaper card "m").

The sound is the same, say with me "m" as in monkey and "m" as in mango. Each time show the objects of Monkey, Mango

Say: The look is different.

Show sandpaper card "M" together with sandpaper card "m"

Write the small letter "m" on the board and say this is how we write the small "m".

Let the children come to the board and let them trace the small letter "m" with their fingers on the board, while tracing the children will say the sound "m".

Take the children out to the school ground. Have stones and vessel or bucket ready to show to the children. You will need to collect some stones already in advance so you will have enough stones to create the shape of small letter "m".

Say: we are going out to the school ground two by two.

Say repeatedly "m" as in Mango and "m" as in Monkey while walking.

Say: We are going to collect these kinds of stones in this bucket (show stone and bucket). When you find 2 stones you come and put them inside this bucket. Then go again to collect more stones.

When enough stones are collected have the children stand in a semi-circle.

Draw with a stick/chalk the small letter "m" on the ground.

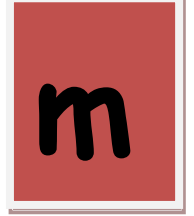
Say: Take out one or two stones from the bucket and put the stones on the shape of "m", while doing say the letter sound "m".

Let every child do the activity till the shape of "m" is complete.

Say: We all want to go slowly two by two back inside the classroom and repeat "m" as in Monkey and "m" as in Mango.



Tracing Sandpaper card capital "M"



Tracing Sandpaper card "m"

Tracing and Placing the Sandpaper cards "M" and "m" together.

Need: Sandpaper cards "M" and "m" and objects: Monkey, Mouse, Moon, Mask, Milk
crayons, worksheet colouring "M/m".

Show sandpaper card "M". Ask: What is this? Can you say the sound of this letter?
Let the children answer "M"

Ask: Who can say a word with this letter sound "M"? Monkey, Mango

Do you know any other word with the sound "M" in the beginning?

Let the children try to answer. Give a hint by showing the objects: Monkey, Mouse,
Moon, Mask, Milk

When they say the word, let them say "M" as in Monkey, Mouse, Moon, Milk

Show Sandpaper card "m".

Ask: Who remember what this is? Can you say the sound of this letter?

Let children answer small brother "m" or small letter "m".

Tracing sandpaper card "M" and "m"

Depending on the number of children you can call them all in front or two by two

Place sandpaper cards "M" and "m" next to each other on the table.

Explain how to trace:

Hold the index finger and the middle finger together like this, do not lift your fingers while tracing, and say the sound of capital "M".

In the same way trace the small letter "m" and say "m"

Say:

Take capital "M" in front of you and say the letter sound "M".

Take small letter "m" and place "m" next to capital "M".

Trace small letter "m" and say "m".

Trace capital "M" and say "M".

Trace small letter "m" and say "m".

Repeat the activity.

Tracing and Placing the Sandpaper cards "M" and "m"

Sandpaper cards "M" and "m" are placed next to each other.

Say:

Trace capital "M" and say "M" and place capital "M" under the table.

Trace small letter "m" and place "m" on the far right of the table.

Take capital "M" and place "M" next to "m".

Trace capital "M" and say "M".

Take "m" and place "m" in front of you in the middle of the table.

Trace small "m" and say "m".

Take capital "M" and place capital "M" in front of small "m".

Trace capital "M" and say "M".

Trace small "m" and say "m".

Chose the next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "M" under the bench.

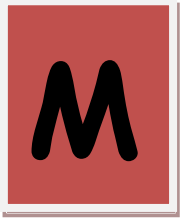
Worksheet Letter colouring "M" and "m"

Hand out the worksheets, one for every child.

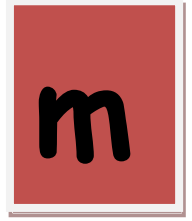
Hand out the crayons for every child.

Say: Colour the letter "M" and "m" with colours, make it as colourful as you like.

Draw more letters "M" and "m" around on the worksheet.



Review what we have learned this week



Work with Worksheets

Need: objects Kite, Key, Lion, Monkey, sandpaper card "M" and "m", pencil, crayons

Review:

Ask the children: Who knows what new letters we have learned this week.

Anything that you remember. Show objects of the Monkey, sandpaper card "M" and "m" when children say the word or show it as a hint and let children say it.

Work with worksheet

Worksheet with "M/m" and colour the pictures of monkey, milk etc.

Hand out the worksheet: Write the Letter "M" and "m" on the lines

Draw a Mango and write 3 lines of "M" and 3 lines "m" in your notebook.



Learn the Sound and how to write "N"



Review what we have learned so far A-M

Need: Sandpaper letter cards "A-M/m" with their objects, toy
Monkey

Review:

Place the objects: Airplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey next to each other on the bench.

Put the sandpaper cards capital and small letters "A-M/m" mixed up on the floor.

Ask a child to come and pick up any sandpaper card. Ask what sound is this?
Let the child tell the sound.

Say: Place the sandpaper card under the object with the correct letter sound for example "M" under Monkey.

Say: Trace and say the letter sound: For example "M" as in Monkey

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "N" and how to write "N"



Show the Nail and ask: What is this? Nail

Say: Close your eyes and listen carefully. When I say Nail can you hear and tell me what the beginning sound of the word is?

Speak slowly Nail 2 to 3 times and let the children tell. Children answer "N".

Say: The word Nail begins with the letter sound "N".

Ask: Can you say the letter sound "N" as in Nail.

Let the Children repeat several times: "N" as in Nail.

Give the Nail into the hand of the children for everyone to hold it.

Say: Say "N" as in Nail while holding the Nail.

Write on the Board

Write a big "N" on the board and say: This is how we write "N"

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "N".

Walk on the Letter

Write a big "N" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "N".

Say: This is a big "N", walk on it and say the letter sound "N".

Let the Children walk on it one by one and let them say repeatedly the sound "N".



Make a Nest out of twig and have it ready to show

Tell the children: There are many words that begin with the letter sound "N". Like: "N" as in Nest. Show the Nest.

Can you say "N" as in Nest.

Let the children repeat: "N" as in Nest.

Let's look around and see if we can see/find a nest up in the trees.

Say: Go two by two around on the school ground and see if you can find a Nest up in the trees. If you hear the whistle blow, all of you come back here.

We all go slowly two by two back inside the classroom and repeat "N" as in Nest and "N" as in Nail.



Repeating the sound and writing of the letter "N"

Tracing and Placing Sandpaper card "N"

Need: Sandpaper card "N", Nail, Nest

Learning the small letter "n"

Need: Board and chalk, sandpaper card "n"

Show the Nail and ask the children: "Do you remember what this is? Children answer: Nail

Ask: Do you remember the letter sound the word Nail begins with? "N"

Say: "N" as in Nail and "N" as in Nest

Ask: Who remembers how the letter "N" looks like? Can anyone write the letter "N" on the Board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "N" on the board.

Let the children come to the board and let them trace the letter "N" with their fingers on the board and while tracing say the sound "N".

Tracing and placing

Show sandpaper card "N" and ask what letter sound is this? "N"

This is capital letter "N"

Let the children come in front one by one and let them trace the sandpaper card "N", the same way as the previous letters we have learned.

Tell the child:

Take sandpaper card Capital "N" and trace "N" and say "N" while tracing.

Say:

Take "N" and place "N" on the far right of the table.

Trace "N" and say "N"

Take "N" and place "N" on the far left of the table.

Trace "N" and say "N"

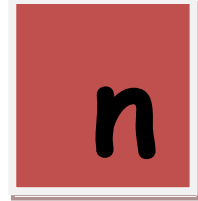
Take "N" and place "N" in the middle of the Table in front of you.

Trace "N" and say "N"

Bring sandpaper card "N" to your friend and he/she will do the activity.

Every child will get a turn one by one.

Introduce the small letter "n"



Tell the children, as we learned about the letter "N" (show sandpaper card "N"), we also need to learn about the small brother "n" (show sandpaper card "n")

The sound is the same, say together with me: "n" as in Nail and "n" as in Nest.

(Each time show sandpaper card "N/n" and the objects).

Tell the children: The look is different.

Show sandpaper card "N" together with the sandpaper card "n".

Write the small letter "n" on the board and say: This is how we write the small letter "n".

Let the children come to the board and let them trace the small letter "n" with their fingers on the board, while tracing, the children will say the sound "n".

Walk on the letter

Write the small letter "n" on the ground with chalk, big enough to walk on it.

Walk on it and say repeatedly the sound "n" while walking.

Tell them: All of you come in front.

Tell the children: Walk on "n" one by one and say repeatedly "n".

After every child did the activity, say: Everyone moves back to their seat and while moving say: "n" as in Nail and "n" as in Nest.

Let's write "n" with our Index finger on each other's back and say the sound.

Show sandpaper card "n" and ask, what is this?

This is small brother "n", this is called small letter "n".

Write small "n" with your Index finger on each other's back and say the letter sound "n".

Show sandpaper card "N" and ask, what is this?

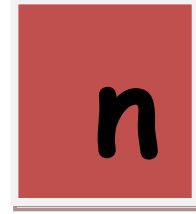
This is called capital letter "N"

Write capital letter "N" with your Index fingers on each other's back and say the letter sound "N".



Tracing Sandpaper card capital "N"

Tracing Sandpaper card "n"



Tracing and Placing the Sandpaper cards "N" and "n" together

Need: Sandpaper cards "N" and "n", objects Nail, Nest

Show sandpaper card "N" and ask: What is this? Can you say the sound of this letter? Let the children answer. "N"

Ask: Who can say a word with this letter sound "N"? Nail, Nest

Do you know any other word with the sound "N" in the beginning?

Let the children try to answer. Give a hint by showing the objects: Nail, Nest, Nuts

When they say the word, let them say "N" as in Nail, Nest, Nuts

Show sandpaper card "n".

Ask: Who remember what this is? Can you say the sound of this letter?

Let the children answer: small brother "n" or small letter "n".

Tracing Sandpaper card "N" and "n"

Depending on the number of children you can call them all in front or two by two

Place Sandpaper cards "N" and "n" next to each other on the table.

In the same way trace the small letter "N" and say "n"

Say:

Take capital "N" in front of you and say the letter sound "N"

Take small letter "n" and place "n" next to capital "N"

Trace small letter "n" and say "n"

Trace capital "N" and say "N"

Trace small letter "n" and say "n"

Repeat the activity.

Tracing and Placing the Sandpaper cards "N" and "n"

Sandpaper cards "N" and "n" are placed next to each other.

Tell:

Trace capital "N" and say "N" and place capital "N" under the table.

Trace small letter "n" and place "n" on the far right of the table.

Take capital "N" and place "N" next to "n"

Trace capital "N" and say "N"

Take "n" and place "n" in front of you in the middle of the table.

Trace small "n" and say "n"

Take capital "N" and place capital "N" in front of small "n"

Trace capital "N" and say "N", Trace small "n" and say "n"

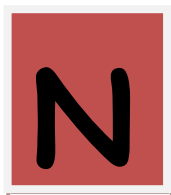
Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "N" under the bench.

Worksheet colouring

Hand out the worksheet "N/n" together with a glue stick, wool or sand to each child

Tell: Trace with the glue stick over the letter "N/n" and say the sound "N"

Stick the wool or sand on "N" and "n".



Review what we have learned this week

Work with Worksheets



Need: objects Nail, Sandpaper card "N" and "n", Pencil,

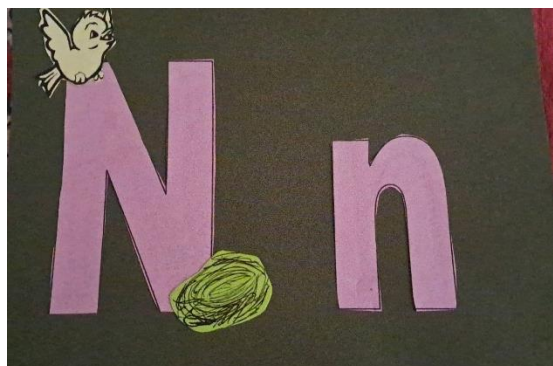
Crayons, Chart paper "N"/n cut-outs (need to prepare in advance), glue stick for crafts.

Review:

Ask the children: Who knows what new letter we have learned in this week.

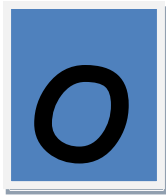
Anything you remember. Show objects of the Letter "N", Sandpaper card "N" and "n" when children say the word, or show it as a hint and let children say it.

Work with worksheet



Hand out the Worksheet: write the Letter "N" and "n"

Draw a Nail in your notebook and write 3 lines "N" and 3 lines "n".



Learn the Sound and how to write "O"



Review what we have learned so far "A-N/n"

Need: Sandpaper letter cards "A-N/n" with their objects, toy Ox

Review:

Place the objects: Airplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail next to each other on the bench.

Put the Sandpaper cards capital and small letters "A-N/n" mixed up on the floor.

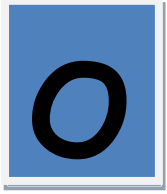
Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "N" under Nail.

Tell: Trace and say the letter sound: For example, "N" as in Nail.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "O" and how to write "O"



Show the Ox and ask: What is this? This is an Ox.

Tell: Close your eyes and listen carefully. When I say Ox can you hear and tell me what the beginning sound of the word is?

Speak slowly Ox 2 to 3 times and let the children tell.

Children answer "O"

Say: The word Ox begins with the letter sound "O"

Ask: Can you say the letter sound "O" as in Ox.

Let the Children repeat several times: "O" as in Ox.

Give the Ox into the hands of the children for everyone to hold it.

Tell them: Say "O" as in Ox while holding the Ox.

Write on the Board

Write a big "O" on the board and say:

This is how we write "O"

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "O".

Walk on the Letter

Say: We all want to go slowly outside to the school ground.

Write a big "O" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "O".

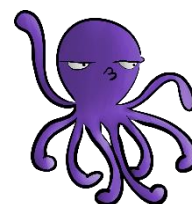
Say: This is a big "O", walk on it and say the letter sound "O".

Let the Children walk on it one by one and let them say repeatedly the sound "O".

Tell the children:

There are many words that begin with the letter sound "O"

Like "O" as in Octopus. Can you say "O" as in Octopus?



Let the children repeat: "O" as in Octopus.

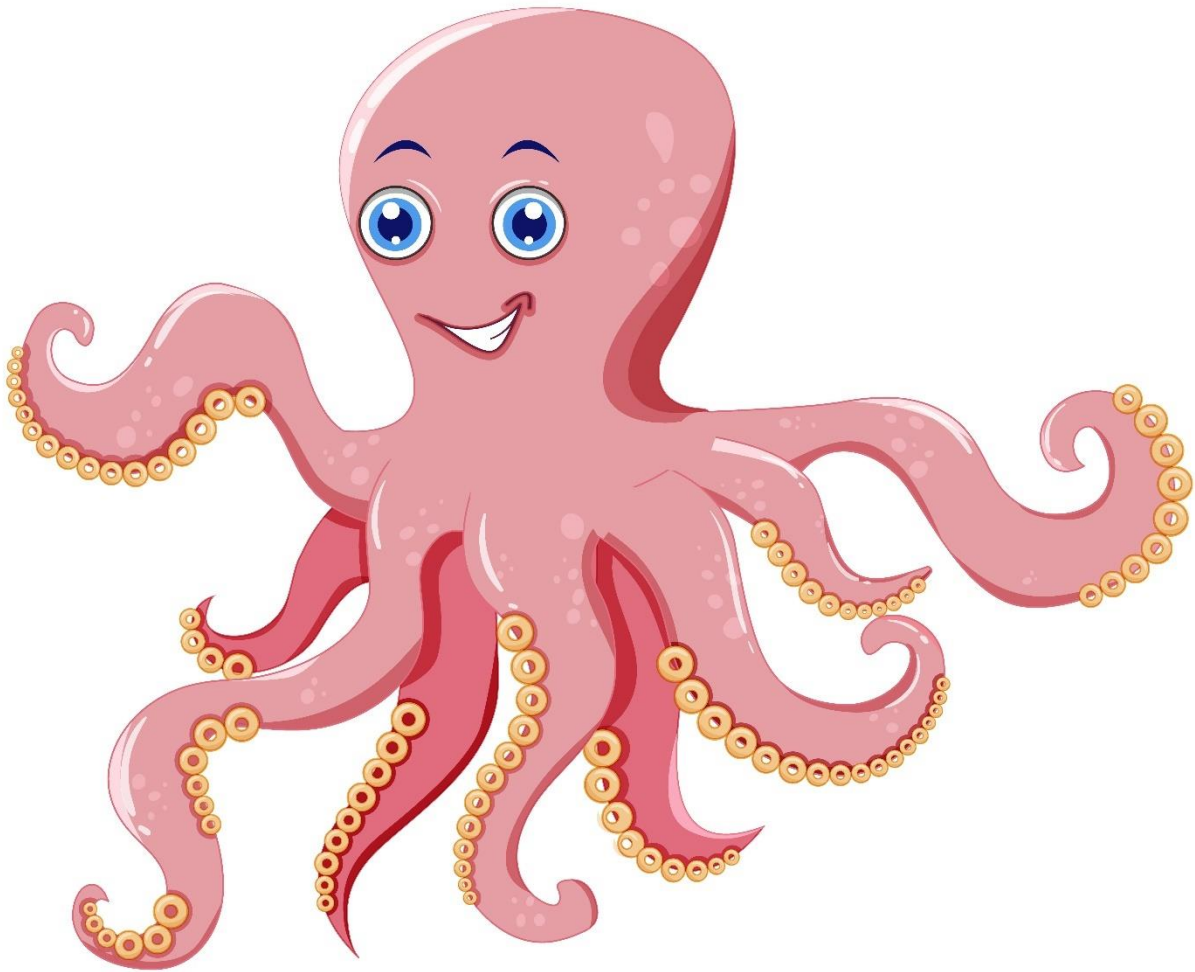
As the Octopus has many arms, show a picture of an Octopus and say: We want to play a game called Octopus.

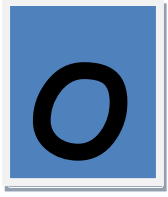
How To Play Octopus Tag

Octopus Tag can be played indoors or outdoors with any sized group and any aged kids. It's a very flexible game!

1. Mark out your playing area. This can simply be a gym court or courtyard, or markers on playing field.
2. Choose one player to be the "octopus". The must stand in the middle of the playing field and are able to run and tag freely.
3. All the other players must line up on one side of the playing field. They are the "fish".
4. The Octopus then calls out for the fish: "O as in Octopus calls to the fish": "swim across the ocean". All the fish players would then need to run to get to the other side, while trying to avoid being tagged by the Octopus. If they are tagged, they are "out" and then must stand still where they get tagged and repeatedly say: "O as in Octopus".
5. The tagged players are now "crabs" and cannot move by are allowed to tag players with their outstretched arms as they run past.
6. The Octopus calls over the fish again and can use the crabs to help them catch all of the fish. Once all of the fish have been caught, the round is over and the game can begin again with a new octopus.

Say: We want to go slowly back inside the classroom and say the letter sound "O" as in Octopus.





Repeating the sound and writing of the letter "O"

Tracing and Placing Sandpaper card "O"

Need: Sandpaper card "O", Toy Ox, picture Octopus

Learning the small letter "o"

Need: Board and chalk, sandpaper card "o"

Show the Ox and ask the children: Do you remember what this is?

Children answer: Ox

Ask: Do you remember the letter sound the word Ox begins with? "O"

Say: "O" as in Ox

Show the picture of the Octopus and ask:

Do you remember what this is? Children answer: Octopus

Say: "O" as in Octopus.

Ask: Who remembers how the letter "O" looks like?

Can anyone write the letter "O" on the Board?

Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "O" on the board.

Let the children come to the board and let them trace the letter "O" with their fingers on the board and while tracing say the sound "O".

Tracing and placing

Show Sandpaper card "O" and ask what letter sound is this? "O"

This is capital letter "O"

Let the children come in front one by one and let them trace the Sandpaper card "O", the same way as with the previous letters we have learned.

Tell the child:

Take Sandpaper card Capital "O" and trace "O" and say "O" while tracing.

Say: Take "O" and place "O" on the far right of the table

Trace "O" and say "O"

Take "O" and place "O" on the far left of the table.

Trace "O" and say "O"

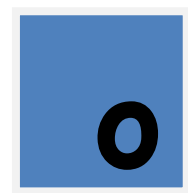
Take "O" and place "O" in the middle of the table in front of you.

Trace "O" and say "O"

Bring Sandpaper card "O" to your friend and he/she will do the activity.

Every child will get a turn one by one.

Introducing small letter "o"



Tell the children, as we learned about the Letter "O" (show

Sandpaper card "O"),

We also need to learn about the small brother "o". (show Sandpaper card "o" and "O" together)

The sound is the same, say: "O" as in Ox, "o" as in Octopus.

Tell the children: The look is almost the same, the shape of the letter is the same, but the small brother "o" is smaller than "O".

Write a big "O" on the board and tell the children, this is capital "O"

Write a small "o" on the board next to capital "O" and tell the children, this is how we write small letter "o"

Let the children come to the board and let them trace the capital "O" and small "o" with their fingers on the board, while tracing the children will say the sound "O" and "o".

Having fun writing on each other's back.

Let's write with our Index finger on each other's backs a big "O" and say the sound "O" with a loud voice. Turn around and do it likewise.

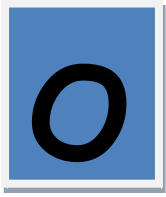
Let's write with our Index finger on each other's backs a very small "o" and say the sound with a very silent voice "o".

Ask: Can you make the shape of the letter with your fingers?

Let us all show the shape of the letter "O" with the fingers and say the letter sound "O" out very loud.

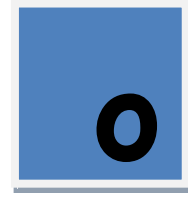
Let's try to make a small "o" with our fingers and say silently the letter sound "o"

Say: Say with me: "O" as in Ox. "o" as in octopus.



Tracing Sandpaper card capital letter "O"

Tracing Sandpaper card small letter "o"



Tracing and Placing the Sandpaper cards "O" and "o" together.

Use Play dough to form the shape of the letter.

Need: Sandpaper cards "O" and "o", objects: Ox, picture of Octopus and worksheet "O/o" and play dough (have crayons ready)

Show Sandpaper card "O" ask: What is this? Can you say the sound of this letter?

Let the children say: "O"

Ask: Who can say a word with this letter sound "O"? Ox, Octopus (show the objects)

Do you know any other word with the sound "O" in the beginning?

Let the Children try to answer. Give a hint by showing the objects: Onion, Orange, Owl, Ox, Octopus

If they can say the word, encourage them to say: "O" as in Ox, Octopus, Onion, Owl.

Show Sandpaper card capital "O". Ask: What is this? This is capital letter "O".

Let some children come in front.

Say: Trace capital "O" and say: This is capital "O"

Show Sandpaper card small letter "o" next to the capital letter "O" and ask: What is this? This is small letter "o". Let children come in front.

Say: Trace Capital "O" and say: This is capital "O". Trace "o" and say: This is small letter "o".

Tracing the Sandpaper cards "O" and "o" together

Place Sandpaper cards "O" and "o" next to each other on the table.

Say:

Take capital "O" in front of you trace and say the letter sound "O".

Take small "o" and place small "o" next to capital "O"

Trace small "o" and say "o"

Trace capital "O" and say "O"

Trace small "o" and say "o"

Repeat the activity.

Tracing and placing Sandpaper cards "O" and "o"

Say:

Trace capital "O" and say "O" and place capital "O" under the Table.

Trace small "o" and say "o" and place "o" on the far right of the table.

Take capital "O" and place "O" next to "o"

Trace capital "O" and say "O"

Take small "o" and place "o" in front of you.

Trace small "o" and say "o".

Take capital "O" and place "O" in front of small "o"

Trace capital "O" and say "O"

Trace small "o" and say "o"

Worksheet "O/o"

Hand out the worksheet "O/o" and the play dough

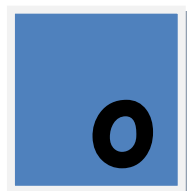
Say: Make the shape of capital letter "O" and of small letter "o", with the play dough.

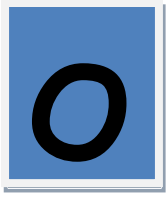
While shaping the letter "O" and "o" say the sound "O"

We will place the play dough back into the container, the same colour to the same colour.

If there is still time let the children colour the letters "O/o" with crayon.

Review what we have learned this week





Work with Worksheets

Need: objects Ox/ Octopus

Sandpaper card O and o, Pencil, Crayons, Chart paper

Review:

Ask the children: Who knows what new letter we have learned in this week.

Anything you remember. Show Objects of the Letter O / Sandpaper card O and o when children say the word or show it as a hint and let children say it.

Work with worksheet

Hand out the worksheet "O/o" Octopus. On the worksheet write/trace in the lines "O" and "o". Work in notebook.



Kk / Ll / Mm / Nn / Oo

Review:

Repeat all the letter sounds "K" to "O/o" with their objects and work with worksheet

Need: Sandpaper cards "K" to "O/o" with their respective objects.

Worksheets writing letters "K" to "O", writing the letters next to the picture.

Review:

Place the 5 objects in a row from Kite/key to Ox on the bench.

Put the sandpaper cards "K" to "O/o" all mixed up on the floor

Ask one child to pick out a sandpaper letter card and place it under the object with its correct letter sound. Example "K" will be placed under Key/Kite.

Say: Trace "K" and say "K" as in Key. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a sandpaper letter card and does it likewise. Example: small letter "k" will be placed under capital "K".

Trace "k" and say "k" as in key/kite.

Repeat till all the Sandpaper letter cards are placed under the correct objects.

Work with Worksheet

Hand out the worksheet "K" to "O/o": write the letter next to the picture.

Activity

Keep the sandpaper cards in alphabetical order next to each other on the bench.

Put all the objects all mixed up on the floor.

Ask a child to pick up any object.

Ask: What is this? Example: This is a Key.

Ask: What is the first sound you hear when I say Key? "K"

Say: Place the key on top of the Letter "K/k".

Ask the next child to come and do the activity.

Work with worksheets

Hand out the worksheet letter writing "Kk" to "Oo" in line

Activity with sandpaper card

Place the sandpaper cards "k" to "o" of the small letters in alphabetical order on the bench.

Put the sandpaper cards of the capital letters on the floor mixed up.

Call one child to the front.

Say: Pick up any capital letter and place it under the small letter where it belongs to. Trace and say the sound. Next child will do likewise.

Activity with play dough

Write the small letter "k" on the board and say the sound "k".

Hand out the play dough to every child.

Say: Make the shape of the capital letter that belongs to "k" with the play dough.

Ask: How does the capital letter "K" look like? Can someone write it on the board?

Let one child come in front to write capital "K" on the board.

Say: Now all of us can see how capital "K" looks like and all of us can make the shape of capital letter "K" with play dough.

Check if all children could do it.


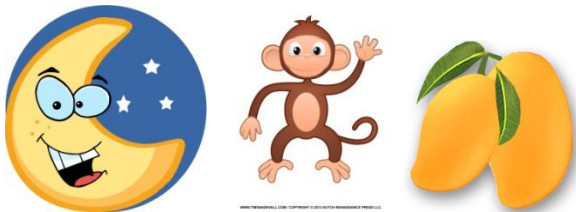


Write the small letter "l" on the board and repeat the same activity likewise till the letter "o".

Work with the worksheet

Hand out the worksheet "K/k" and "O/o" let the children write and trace till the letter "O/o" with pencil, crayons or colour pencils.

Write in notebook the letters "K" to "O".

Write the Capital and Small Letter next to the Picture

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Learn the sound and how to write the letter "P"

Need: Chalk, toy Parrot, Pig, pink chart paper cut-out
"P"s,



Glue stick, scissors, Have the letter "P" cut out ready to decorate with eyes and a Pig nose.

Show the Parrot and ask: What is this? Parrot

Say: Close your eyes and listen carefully. When I say Parrot can you hear it and tell me what the beginning sound of the word is?

Speak 2 to 3 times slowly Parrot and let the children tell the answer: "P"

Tell the children: the word Parrot begins with the letter sound "P"

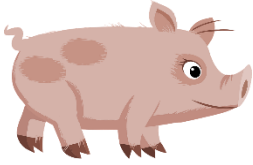
Can you say "P" as in Parrot?

Give the Parrot in the hand of the children and let the children repeat several times "P" as in Parrot while holding the Parrot.

Write on the board

Write a big "P" on the board and say: This is how we write the letter "P"

Let the children come to the board and let them trace the letter "P" with their fingers on the board. Say the sound "P" while tracing.



Tell the children: There are many words that begin with the letter sound "P". Like "P" as in Pig.

Can you say: "P" as in Pig?

Let the children repeat: "P" as in Pig.

We are going to make a craft with the letter "P".



Hand out the chart paper cut-out "P", scissors, and glue sticks.

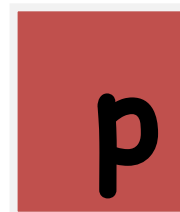
Every child will stick the eyes, nose and ears on the "P" and while doing it, let them repeat: "P as in Pig"



Repeating the sound and writing of the letter "P"

Sandpaper card "P" Tracing and Placing

Need: Sandpaper card "P", Parrot, Pig



Learning the small letter "p"

Need: Board and chalk, sandpaper card "p"

Show the Parrot and ask the children: Do you remember what this is? Children answer: Parrot, Pig (show the Parrot and the Pig)

Ask: Do you remember the letter sound the word Parrot begins with? "P"

Say: "P" as in Parrot and "P" as in Pig

Ask: Who remembers how the letter "P" looks like? Can anyone write the letter "P" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "P" on the board.

Let the children come to the board and let them trace the letter "P" with their fingers on the board and while tracing say the sound "P".

Tracing and placing

Show Sandpaper card "P" and ask what letter sound is this? "P"

This is capital letter "P".

Let the children come in front one by one and let them trace the Sandpaper card 'P', the same way as the previous letters we have learned.

Tell the child:

Take Sandpaper card capital "P" and trace "P" and say "P" while tracing.

Say: Take "P" and place "P" on the far right of the table

Trace "P" and say "P"

Take "P" and place "P" on the far left of the table.

Trace "P" and say "P"

Take "P" and place "P" in the middle of the Table in front of you.

Trace "P" and say "P"

Bring Sandpaper card "P" to your friend and he/she will do the activity.

Every child will get a turn one by one.

Introduce the small letter "p"



Tell the children, as we learned about the capital letter "P", (Show Sandpaper card "P"), we also need to learn about the small brother "p" (show Sandpaper card "p").

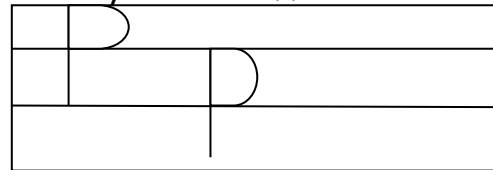
The sound is the same, say with me "p" as in Parrot and "P" as in Pig. Each time show the objects of Parrot and Pig.

Say: The look's is a little different.

Show Sandpaper card "P" together with Sandpaper card "p".

Write the small letter "p" on the board and say this is how we write the small "p"

Explain: The look is almost the same but there is only a small difference: Draw on the board 2 lines and explain the difference.



Write a big "P" on the board inside the lines and tell the children, this is capital "P"

Write a small "p" on the board next to capital "P" and tell the children, this is how we write small letter "p" Show the children the small letter "p" starts on the middle line and goes till the lower line.

Let the children come to the board and let them trace the capital "P" and small "p" with their fingers on the board, while tracing the children will say the sound "P" and "p". Tell the children to point to the middle line to understand that the small letter "p" starts on the middle line and goes to the lower line.

Have fun writing on each other's back.

Let's write with our Index finger on each other's backs a big "P" and say the sound "P" with a loud voice. Turn around and do it likewise.

Let's write with our Index finger on each other's backs a very small "p" and say the sound with a very silent voice "p".



Tracing Sandpaper card capital letter "P"

Tracing Sandpaper card small letter "p"

Tracing and Placing the Sandpaper cards "P" and "p" together



Colouring the letter "P" with watercolour

Need: Sandpaper cards "P" and "p", objects: Parrot, Pig, Worksheet "P/p", watercolour, water bucket and a towel for hand washing.

Show Sandpaper card "P" and ask: What is this? Can you say the sound of this letter?

Let the children say: "P"

Ask: Who can say a word with this letter sound "P" Parrot, Pig (show the objects)

Do you know any other word with the sound "P" in the beginning?

Let the Children try to answer. Give a hint by showing the objects: Pot, Plate, Pen, Pan

If they are able to say the word like Pan, encourage them to say: "P" as in Pan, Pot. Pen, Plate

Show Sandpaper card capital "P". Ask: What is this? This capital letter "P"

Let some children come in front.

Say: Trace capital "P" and say: This is capital "P".

Show Sandpaper card small letter "p" next to the capital letter "P" and ask: What is this? This is small letter "p".

Let children come in front.

Say: Trace capital "P" and say: This is capital "P". Trace "p" and say: This is small letter "p".

Tracing the Sandpaper cards "P" and "p" together

Place Sandpaper card "P" and "p" next to each other on the Table.

Say:

Take capital "P" in front of you trace and say the letter sound "P".

Take small "p" and place small "p" next to capital "P"

Trace small "p" and say "p"

Trace capital "P" and say "P"

Trace small "p" and say "p"

Repeat the activity.

Tracing and placing Sandpaper cards "P" and "p"

Say:

Trace capital "P" and say "P" and place capital "P" under the table.

Trace small "p" and say "p" and place "p" on the far right of the table.

Take capital "P" and place "P" next to "p"

Trace capital "P" and say "P"

Take small "p" and place "p" in front of you.

Trace small "p" and say "p".

Take capital "P" and place "P" in front of small "p"

Trace capital "P" and say "P"

Trace small "p" and say "p"

Worksheet colouring the letter "P/p"

Have the watercolour ready in small cups with the worksheet "P" and "p", keep a bucket of water and a towel ready for washing hands afterwards.

Explain:

We are going to write capital letter "P" and small letter "p" with our fingers. We will use watercolours. Each child will get one worksheet and a cup with watercolour. Use the Index finger, put the finger in the colour and go with the coloured finger over "P" and "p" several times. You can use different colours and write some more "P" and "p" around on the worksheet. While you colour "P/p" say the letter sound "P". Children keep the sheets on their table till the teacher takes them to dry. When dried we hang them inside the classroom. Help the children clean their hands.



Review what we have learned this week

Work with Worksheets



Need: objects Parrot, Pig etc, Sandpaper card "P" and "p", pencil, crayons

Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects of the Parrot, Pig, Plate, Pen, Sandpaper card when children say the word, or show it as a hint and let children say it.

Work with worksheets

Hand out the worksheet: write the letter "P" and "p" in the lines, colour the Parrot

Work in the book.



Learn the Sound and how to write "Q"

Review what we have learned so far "A-P"



Need: Sandpaper letter cards "A-Pp" with their objects

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig next to each other on the bench

Put the Sandpaper cards capital and small letters "A-P/p" mixed up on the floor.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "P" under Pig.

Say: Trace and say the letter sound: For example: "P" as in Pig

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Learn the sound and how to write the letter

Need: Chalk, Picture of Queen and a Quill



Show the picture of the Queen and ask: What is this? Queen

Say: Close your eyes and listen carefully. When I say Queen can you hear and tell me what the beginning sound of the word is? "Q"

Speak 2 to 3 times slowly Queen and let the children tell the answer "Q"

Tell the children: The word Queen begins with the letter sound "Q"

Can you say "Q" as in Queen? Give the picture of the Queen in the hands of the children and let the children repeat "Q" as in Queen while holding the picture of the Queen.

Write on the board

Write a capital "Q" on the board and say: This is how we write the letter "Q"

Let the children come to the board and let them trace the letter "Q" with their fingers on the board.

Say the sound "Q" while tracing.

Walk on the letter "Q" (inside the classroom or outside the school ground)

Write a very big "Q" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "Q". Say: This is a big "Q", walk on it and say "Q".

Let the children walk on it one by one and let them say repeatedly the sound "Q" while walking.



Tell the children:

There are other words that begin with the letter sound "Q"

Like "Q" as in Quill.



Can you say: "Q" as in Quill?

Let the Children repeat: "Q" as in Quill

Give out the colouring paper of the Queen.

Let's colour the Queen and say "Q" for Queen.



Repeating the sound and writing of the letter "Q" Sandpaper card "Q" Tracing and Placing

Need: Sandpaper card "Q", Queen and Quill



Learning the small letter "q"

Need: Board and chalk, sandpaper card "q"

Show the Queen and ask the children: Do you remember what this is? Children answer: Queen and Quill (show the Queen and the Quill)

Ask: Do you remember the letter sound the word Queen begins with? "Q"

Say: "Q" as in Queen and "Q" as in Quill

Ask: Who remembers how the letter "Q" looks like? Can anyone write the letter "Q" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "Q" on the board.

Let the children come to the board and let them trace the letter "Q" with their fingers on the board and while tracing say the sound "Q".

Tracing and placing

Show Sandpaper card "Q" and ask what letter sound is this? "Q"

This is capital letter "Q"

Let the children come in front one by one and let them trace the Sandpaper card 'Q', the same way as the previous letters we have learned.

Tell the child:

Take Sandpaper card capital "Q" and trace "Q" and say "Q" while tracing.

Say:

Take "Q" and place "Q" on the far right of the table.

Trace "Q" and say "Q"

Take "Q" and place "Q" on the far left of the table.

Trace "Q" and say "Q"

Take "Q" and place "Q" in the middle of the Table in front of you.

Trace "Q" and say "Q"

Bring Sandpaper card "Q" to your friend and he/she will do the activity.

Every child will get a turn one by one.

Introduce the small letter "q"



Tell the children:

As we learned about the letter "Q" (show Sandpaper card "Q"), we also need to learn about the small brother "q" (show sandpaper card "q")

The sound is the same, say together with me "q" as in quill (each time show Sandpaper card "q" and the Quill)

Tell the children: The look is different.

Show Sandpaper card "Q" together with Sandpaper card "q".

Write the small letter "q" on the board and say: This is how we write the small letter "q".

Let the children come to the board and let them trace the small letter "q" with their fingers on the board, while tracing the children will say the letter sound "q".

Activity: Need: old Newspaper or just old paper, (the teacher needs to work in advance to tear small pieces, children can do it too if they are old enough), glue stick.

Say:

We are going to glue this paper pieces on the worksheet "q".

Hand out the worksheet "q", the paper pieces, and the glue sticks.

Take the glue stick and put the glue on the letter "q".

Stick the paper pieces on the worksheet "q".

Say "q" as in Quill and "q" as in queen.

We will hang the finished work inside the classroom.



Tracing Sandpaper cards "Q" and "q"

Tracing and placing Sandpaper cards "Q" and "q" together



Need: Sandpaper cards "Q" and "q", objects: Quill and Queen

Show Sandpaper card "Q" and "q"

Ask: What is this? Can you say the sound of this letter?

Let the children answer: "Q"

Ask: Who can say a word with this letter sound "Q": Queen, quill

Do you know other words with the sound "Q" in the beginning? Let the children try to answer. Give hint by showing the objects: Quiz, Quarter (1/4).

When they say the word, let them say "Q" as in Quill, Quarter, Quiz, Queen, Quill

Show Sandpaper card "q".

Ask: Who remember what this is? Can you say the sound of this letter?

Let the children answer: small brother or small letter "q".

Tracing Sandpaper card "Q" and "q"

Depending on the number of children you can call them all in front or two by two.

Place Sandpaper card "Q" next to each other on the table.

Explain how to trace:

Hold the Index finger and the middle finger together like this, while tracing say the sound of capital "Q".

In the same way trace the small letter "q" and say "q"

Say:

Take capital "Q" in front of you and say the letter sound "Q"

Take small letter "q" and place "q" next to capital "Q"

Trace small letter "q" and say "q"

Trace capital "Q" and say "Q"

Trace small letter "q" and say "q"

Repeat the activity.

Tracing and Placing the Sandpaper cards "Q" and "q"

Sandpaper cards "Q" and "q" are placed next to each other.

Say:

Trace capital "Q" and say "Q" and place capital "Q" under the table.

Trace small letter "q" and place "q" on the far right of the table.

Take capital "Q" and place "Q" next to "q"

Trace capital "Q" and say "Q"

Take "q" and place "q" in front of you in the middle of the table.

Trace small "q" and say "q"

Take capital "Q" and place capital "Q" in front of small "q"

Trace capital "Q" and say "Q"

Trace small "q" and say "q"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "Q" under the bench.

Worksheet letter colouring

Hand out the worksheet "Q/q" for every child. Hand out the crayons for every child

Say: Colour the letter "Q" and "q" with the crayons and write many "Q" and "q" around the letter in different colours.



Review what we have learned new

Work with Worksheets, Book and Notebook

Need: Objects Pig, Parrot, Queen, Quill..., Sandpaper card "Q/q" and "P/p", pencil, crayons



Review:

Ask the children: Who knows what letter we have learned new.

Anything you remember? Show Objects of the Queen, Quill, Parrot, Pig and Sandpaper card when children say the word, or show it as a hint and let children say it. Let children answer anything they remember.

Say we have learned the sound "P" and "Q"

Place the objects Pig and Quill next to each other on the bench.

Show Sandpaper card "P" and ask: What is this? "P"

Show Sandpaper card "p" and ask: What is this? "p"

Show Sandpaper card "Q" and ask: What is this? "Q"

Show Sandpaper card "q" and ask: What is this? "q"

Put all the Sandpaper cards mixed up on the floor.

Ask a child to come and choose a Sandpaper card and place it under the respective object on the bench. Children will work without the help of the teacher. If help is needed, ask the children to help each other. Children will take turns till all the letters are placed correctly.

Work with worksheet and book or notebook

Hand out the Worksheet: write the Letter "Q" and "q" in line, colour the Queen.

Draw a Quill in the notebook and write 3 lines of "Q" and "q".



Learn the Sound and how to write "R"

Review what we have learned so far "A-Q/q"



Need: Sandpaper letter cards "A-Q/q" with their objects and Rhino

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill next to each other on the bench.

Put the Sandpaper cards capital and small letters "A-Q/q" mixed up on the floor or table.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "Q" under Quill.

Say: Trace and say the letter sound: For example, "Q" as in Quill

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound “R” and how to write “R”

Show the toy Rhino and ask: What is this? Rhino

Say: Close your eyes and listen carefully. When I say Rhino can you hear what the beginning sound of the word is? (Say the word Rhino slowly and repeat 2 to 3 times so the children are able to hear the first sound nicely)

Ask again: What is the first sound of the beginning of the word Rhino?

Children answer: “R”

Say: The word Rhino begins with the letter sound “R”.

Ask: Can you say the letter sound: “R” as in Rhino?

Let the children repeat several times: “R” as in Rhino

Give the toy Rhino in the hands of the children for everyone to hold it.

Say “R” as in Rhino while holding the Rhino.

Write a big “R” on the board and say:

This is how we write “R”.

Let the Children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound “R”.

Take the Children out to the school ground

(have the whistle and stone ready to show example)

Say: We are going to the school ground two by two.

Say "R" as in Rhino while walking. Write a big "R" on the ground.

Say:

Each one will collect as many stones as you can and place them on the big letter "R" on the ground (Show example of your stones) and say "R" as in Rhino.

By the sound of the whistle everyone must come back.

Teacher gives the demonstration how to put the stones to form the letter "R" and say "R" as in Rhino..

Say: We all go two by two back inside the classroom and while walking we say "R" as in Rhino.

Ask: Who want to write the letter "R" on the board and say the sound "R"

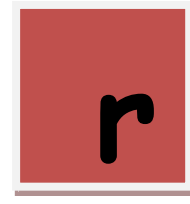
Let the children come one by one to write and say "R".



Repeating the sound and writing of "R"

Tracing and placing Sandpaper card "R"

Need: Sandpaper card "R", board and chalk, Rhino



Introduce the small letter "r"

Need: Sandpaper card "r",

Show the Rhino, ask the children: do you remember what this is?

Children answer: Rhino

Ask: Do you remember the letter sound the word Rhino begins with? "R"

Ask: How does the letter "R" look like?

Ask: Who wants to write the letter "R" on the Board and say the sound "R"?

Ask one child politely to come and try. If the child needs help, hold the hand of the child together with the chalk and write the letter "R" on the board. Let the children come one by one to write and say "R".

Tracing and placing Sandpaper card "R"

Show Sandpaper card "R" and ask what letter sound is this? "R"

This is capital letter "R".

Let the children come in front one by one and let them trace the Sandpaper card "R". If needed, explain again how to trace, and while tracing say the letter sound "R".

Tell the child:

Take Sandpaper card capital "R" and trace "R" and say "R" while tracing.

Say:

Take "R" and place "R" on the far right of the table.

Trace "R" and say "R"

Take "R" and place "R" on the far-left side of the table.

Trace "R" and say "R"

Take "R" and place "R" in the middle of the table in front of you.

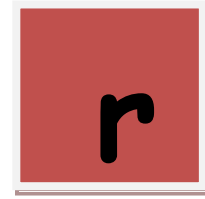
Trace "R" and say "R"

Take "R" and place "R" under your friend's bench and go to your seat.

Tell the next child to do this activity likewise.



Introduce the small letter "r"



Tell the children: As we learned about the letter "R" (show Sandpaper card), we also need to learn about the small brother "r" (show Sandpaper card "r")

The sound is the same, say together with me "r" as in Rhino (each time show Sandpaper card "r" and the Rhino)

Tell the children: The look is different.

Show Sandpaper card "R" together with Sandpaper card "r".

Write the small letter "r" on the board and say: This is how we write the small letter "r".

Let the children come to the board and let them trace the small letter "r" with their fingers on the board, while tracing the children will say the letter sound "r".

Take the Children out to the ground to run a race

Have candy ready for the winners. Make 2 groups let them stand in line, the first in line holds a stick. They will run to the opposite line around the chair and run back to hand over the stick to the next child, then the next child will do the run, till everyone in line did the run. The first group which is finished is the winner. The winning group gets a candy.



Say: There are many words that begin with the letter sound "r", like "r" as in run. Now we are going to play a running game. Count 1- 2-1-2. Group 1 and group 2 stand in line. I will give you this stick when I count 1-2-3 Go, you say "r" for run and run to the other side around the chair and come back. The group who is finished first is the winner and receives a candy.

We all go slowly inside the classroom saying "r" as in run.



Tracing Sandpaper card capital letter "R"

Tracing Sandpaper card small letter "r"



Tracing and placing the Sandpaper cards "R" and "r" together

Need: Sandpaper card "R" and "r", objects: Rhino, Ring, Rose

Show Sandpaper card "R".

Ask: What is this? Can you say the sound of this letter?

Let the children answer: "R"

Ask: Who can say a word with the letter sound "R"? Rhino, Ring

Do you know any other word with the sound "R" in the beginning? Let the children try to answer. Give a hint by showing objects or pictures: Rhino, Ring, Run, Rose

When they say the word, let them say: "R" as in Rhino, Ring, Run, Raven, Rose

Show Sandpaper card "r"

Ask: Who remembers what this is? Can you say the sound of this letter?

Let children answer small brother "r" or small letter "r".

Tracing Sandpaper card "R" and "r"

Depending on the number of children, you can call them all in front or two by two.

Place Sandpaper cards "R" and "r" next to each other on the table.

Hold the Index finger and the middle finger together like this, and while you trace say the sound of the capital letter "R".

In the same way trace the small letter "r" and say "r"

Say:

Take capital "R" in front of you and say the letter sound "R"

Take small letter "r" and place "r" next to capital "R"

Trace small letter "r" and say "r"

Trace capital letter "R" and say "R"

Trace small letter "r" and say "r"

Repeat the activity.

Tracing and Placing the Sandpaper cards "R" and "r"

Sandpaper cards "R" and "r" are placed next to each other.

Say:

Trace capital "R" and say "R" and place capital "R" under the table.

Trace small letter "r" and place "r" on the far right of the table.

Take capital "R" and place "R" next to "r".

Trace capital "R" and say "R"

Take "r" and place "r" in front of you in the middle of the table.

Trace small "r" and say "r"

Take capital "R" and place capital "R" in front of small "r"

Trace capital "R" and say "R"

Trace small "r" and say "r"

Chose next child to come and do the activity. Repeat several times. You can also choose different places inside the classroom for example: place "R" under the bench.

Worksheet letter colouring

Hand out the worksheet "R/r" for every child

Hand out the crayons for every child.

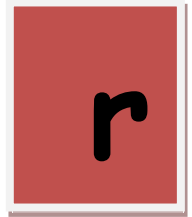
Say: Colour the letter "R" and "r" with the crayons, make it as colourful as you like.

Draw many "R" and "r" around on the worksheet.



Review what we have learned so far

Work with worksheets, book and notebook



Need: Objects Pig, Parrot, Queen, Quill, Rhino, Ring, Sandpaper card
"Q/q" and "R/r"

Review:

Ask the children: Who knows what new letter we have learned. Anything you remember. Show objects of the Parrot, Pig, Queen, Quill, Ring, Rhino. Show Sandpaper card when children say the word or show it as a hint and let children say it. Let children answer anything they remember.

Say we have learned the sound "P/Q/R"

Place the objects Parrot, Quill, Ring next to each other on the Bench.

Show Sandpaper card "P" and ask: What is this? "P"

Show Sandpaper card "p" and ask: What is this? "p"

Show Sandpaper card "Q" and ask: What is this? "Q"

Show Sandpaper card "q" and ask: What is this? "q"

Show Sandpaper card "R" and ask: What is this? "R"

Show Sandpaper card "r" and ask: What is this? "r"

Put all the Sandpaper cards mixed up on the floor.

Ask a child to come and choose a Sandpaper card and place it under the respective object on the bench. Children will work without the help of the teacher. If help is needed, ask the children to help each other. Children will take turns till all the letters are placed correctly.

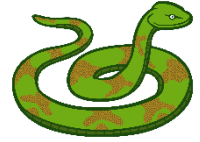
Work with worksheet or notebook

Hand out the worksheet: Write the Letter "R" and "r" in line. Write in the notebook "R/r". Draw a Ring in the notebook and write 3 lines of "R" and "r".



Learn the Sound and how to write "S"

Review what we have learned so far "A-R/r"



Need: Sandpaper letter cards "A-R/r" with their objects and a Snake

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring next to each other on the bench

Put the Sandpaper cards capital and small letters "A-R/r" mixed up on the floor or table.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "R" under Ring.

Say: Trace and say the letter sound: For Example "R" as in Ring.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "S" and how to write "S"

Need: Prepared worksheet of a Snail to colour it

Show the toy Snake or a Soap and ask: What is this? Snake

Say: Close your eyes and listen carefully, when I say Snake can you hear what the beginning sound of the word is? (Say the word Snake slowly and repeat 2 to 3 times so the children are able to hear the first sound nicely)

Ask again: What is the first sound of the beginning of the Word Snake?

Children answer: "S"

Say: The Word Snake begins with the letter sound "S".

Ask: Can you say the letter sound: "S" as in Snake?

Let the children repeat several times: "S" as in Snake

Give the toy Snake in the hands of the children for everyone to hold it.

Say: Say "S" as in Snake while holding the Snake.

Write a big "S" on the board and say:

This is how we write "S"

Let the children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "S".

Walk on the letter "S" (inside the classroom or outside on the school ground)

Write a very big "S" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "S".

Say: This is a big "S", walk on it and say "S".

Let the children walk on it one by one and let them say repeatedly the sound "S" while walking.



Tell the children: There are many words that begin with the letter sound "S", like "S" as in Snail.

Can you say: "S" as in Snail? Let the Children repeat: "S" as in Snail.

Hand out the prepared paper with the Snail and the crayons.

Say: Let's draw a nice colourful Snail. While you colour it say: "S" as in Snail.



Repeating the sound and writing of the letter "S"

Sandpaper card "S" Tracing and Placing

Need: Sandpaper card "S", Snake, Snail



Learning the small letter "s"

Need: Board and chalk, sandpaper card "S/s"

Show the Snake and ask the children: Do you remember what this is? Children answer: Snake (show the Snake and the Snail)

Ask: Do you remember the letter sound the word Snake begins with? "S"

Say: "S" as in Snake and "S" as in Snail.

Ask: Who remembers how the letter "S" looks like? Can anyone write the letter "S" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "S" on the board.

Let the children come to the board and let them trace the letter "S" with their fingers on the board and while tracing say the sound "S".

Tracing and placing

Show Sandpaper card "S" and ask what letter sound is this? "S"

This is capital letter "S".

Let the children come in front one by one and let them trace the Sandpaper card 'S', the same way as the previous letters we have learned.

Tell the child:

Take Sandpaper card capital "S" and trace "S" and say "S" while tracing.

Say:

Take "S" and place "S" on the far right of the table.

Trace "S" and say "S"

Take "S" and place "S" on the far left of the table.

Trace "S" and say "S"

Take "S" and place "S" in the middle of the table in front of you.

Trace "S" and say "S"

Bring Sandpaper card "S" to your friend he/she will do the activity.

Every child will get a turn one by one.



Introduce the small letter "s"



Tell the children, as we learned about the capital letter "S" (Show Sandpaper card "S"), we also need to learn about the small brother "s" (show Sandpaper card "s").

The sound is the same, say with me "s" as in Snake and "s" as in Snail. Each time show the objects of Snake and Snail.

Say: The look's is a little different.

Show Sandpaper card "S" together with Sandpaper card "s".

Write the small letter "s" on the board and say this is how we write the small "s".

Explain: The look is almost the same but there is only a small different: Show on the board 2 lines and explain the difference.

Write a big "S" on the board inside the middle and upper line and tell the children, this is capital "S".

Write a small "s" on the board next to capital "S" and tell the children, this is how we write small letter "s". Show the children that the small letter "s" starts on the middle line and it stays inside the middle line.

Let the children come to the board and let them trace the capital "S" and small "s" with their fingers on the board, while tracing the children will say the sound "S" and "s".

Tell the children to point out the small letter "s" staying on the middle line.

Have fun writing on each-other's backs

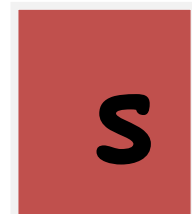
Let's write with our Index finger on each other's back a big "S" and say the sound "S" with a loud voice. Turn around and do it likewise.

Let's write with our Index finger on each other's backs a very small "s" and say the sound with a very silent voice "s".



Tracing Sandpaper card capital letter "S"

Tracing Sandpaper card small letter "s"



Tracing and Placing the Sandpaper cards "S" and "s" together

Need: Sandpaper cards "S" and "s", objects Snake and Snail, worksheet "S/s", glue stick, sand

Show Sandpaper card "S" ask: What is this? Can you say the sound of this letter?

Let the children say: "S"

Ask: Who can say a word with this letter sound "S": Snake, Snail (show the objects)

Do you know any other word with the sound "S" in the beginning?

Let the Children try to answer. Give a hint by showing the objects or pictures: Snake, Snail, Sun, Socks

If they can say words like Snake, encourage them to say: "S" as in Snake, Snail, Sun, Socks

Show Sandpaper card capital "S". Ask: What is this? This is capital letter "S"

Let some children come in front.

Say: Trace capital "S" and say: This is capital "S"

Show Sandpaper card small letter "s" next to the capital letter "S" and ask: What is this? This is small letter "s". Let children come in front.

Say: Trace capital "S" and say: This is capital "S". Trace "s" and say: This is small letter "s".

Tracing the Sandpaper cards "S" and "s" together

Place Sandpaper card "S" and "s" next to each other on the Table.

Say:

Take capital "S" in front of you trace and say the letter sound "S".

Take small "s" and place small "s" next to capital "S"

Trace small "s" and say "s"

Trace capital "S" and say "S"

Trace small "s" and say "s"

Repeat the activity.

Tracing and placing Sandpaper cards "S" and "s"

Say:

Trace capital "S" and say "S" and place capital "S" under the Table.

Trace small "s" and say "s" and place "s" on the far right of the table.

Take capital "S" and place "S" next to "s"

Trace capital "S" and say "S"

Take small "s" and place "s" in front of you.

Trace small "s" and say "s".

Take capital "S" and place "S" in front of small "s"

Trace capital "S" and say "S"

Trace small "s" and say "s"

Worksheet for the letter "S/s"

Have sand and glue stick ready with the worksheet "S/s"

Explain:

We are going to write capital letter "S" and small letter "s" with the glue stick. We will use sand to pour over the letter where we wrote with the glue stick on the letter.

Each child will get one worksheet, and a glue stick, and a cup of sand.

Say: Take the glue stick and write first on the capital letter with it.

Take the sand and hold it with your fingers and sprinkle it on the capital letter.

Now take the glue stick again and write on the small letter. Take the sand and hold it with your fingers and sprinkle it on the small letter.

Let it dry.



Review what we have learned this week



Work with Worksheets

Need: objects Snake, Snail, etc. Sandpaper card "S" and "s", pencil, crayons

Review:

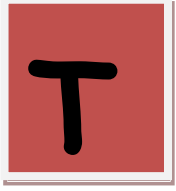
Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects of the Snake, Snail, Sun, Socks, Sandpaper card when children say the word, or show it as a hint and let children say it.

Work with worksheet

Hand out the worksheet: write the Letter "S" and "s" in line colour the Snake

Work in the book or notebook.



Learn the Sound and how to write "T"



Review what we have learned so far "A-S/s"

Need: Sandpaper letter cards "A-S/s" with their objects and Tiger

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring and Snake next to each other on the bench.

Put the Sandpaper cards capital and small letters "A-S/s" mixed on the floor or table.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "S" under Snake.

Say: Trace and say the letter sound: "S" as in Snake.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "T" and how to write "T"

Need: Sandpaper card "T", toy Tiger

Show the toy Tiger and ask: What is this? Tiger

Say: Close your eyes and listen carefully. When I say Tiger can you hear what the beginning sound of the word is? (Say the word Tiger slowly and repeat 2 to 3 times so the children can hear the first sound nicely)

Ask again: What is the first sound of the beginning of the Word Tiger?

Children answer: "T"

Say: The word Tiger begins with the letter sound "T".

Ask: Can you say the letter sound: "T" as in Tiger?

Let the children repeat several times: "T" as in Tiger.

Give the toy Tiger in the hands of the children for everyone to hold it.

Tell the children: Say "T" as in Tiger while holding the Tiger.

Write a big "T" on the board and say:

This is how we write "T".

Let the Children come one by one to the board and let them trace the letter with their fingers on the board.

While tracing the children say the letter sound "T".

Forming a "T" with two sticks outside on the school ground

Say: Search 2 Sticks one long one and one shorter one. Come back with your sticks and place them on the ground in the shape of the letter "T" and say "T" as in Tiger.

Tell the children:

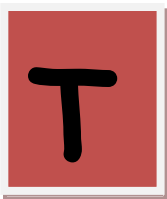


There are many Words that begin with the letter sound "T"

Like "T" as in Tree. Can you say: "T" as in Tree?

Look outside, who can see a Tree on the school ground? We all go hand in hand to see the Tree and say "T" as in Tree.

We all go slowly back inside the classroom and say "T" as in Tree.



Repeating the sound and writing of the letter "T" Sandpaper card "T" Tracing and Placing

Need: Sandpaper card "T", Tiger, Turtle, picture of a Tree



Learning the small letter "t"

Need: Board and chalk, sandpaper card "T/t"

Show the Tiger and ask the children, do you remember what this is?

Ask: Do you remember the letter sound the word Tiger begins with? "T"

Say: "T" as in Tiger and "T" as in Tree

Ask: Who remembers how the letter "T" looks like? Can anyone write the letter "T" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child hand's together with the chalk and write the letter "T" on the board.

Let the children come to the board and let them trace the letter "T" with their fingers on the board and while tracing say the sound "T".

Tracing and placing

Show Sandpaper card "T" and ask what letter sound is this? "T"

This is capital letter "T".

Let the children come in front one by one and let them trace the Sandpaper card 'T', the same way as the previous letters we have learned.

Tell the child:

Take Sandpaper card capital "T" and trace "T" and say "T" while tracing.

Say: Take "T" and place "T" on the far right of the table

Trace "T" and say "T".

Take "T" and place "T" on the far left of the table.

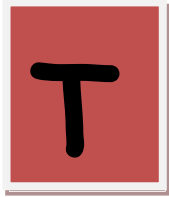
Trace "T" and say "T"

Take "T" and place "T" in the middle on the Table in front of you.

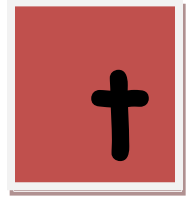
Trace "T" and say "T".

Bring Sandpaper card "T" to your friend and he/she will do the activity.

Every child will get a turn one by one.



Introduce the small letter "t"



Tell the children, as we learned about the capital letter "T" (Show Sandpaper card "T"), we also need to learn about the small brother "t" (show Sandpaper card "t").

The sound is the same, say with me "t" as in Tiger and "t" as in Tree. Each time show the objects of Tiger and picture of a Tree.

Say: The look's is a little different.

Show Sandpaper card "T" together with Sandpaper card "t".

Write the small letter "t" on the board and say this is how we write the small "t".

Explain: The look is almost the same but there is only a small difference: Show on the board 2 lines and explain the difference

Write a big "T" on the board inside the middle and upper lines and tell the children, this is capital "T".

Write a small "t" on the board next to capital "T" and tell the children, this is how we write small letter "t".

Let the children come to the board and let them trace the capital "T" and small "t" with their fingers on the board, while tracing the children will say the sound "T" and "t".

Having fun writing on backs

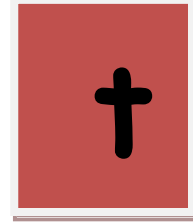
Let's write with our Index finger on each other's backs a big "T" and say the sound "T" with a loud voice. Turn around and do it likewise.

Let's write with our Index finger on each other's backs a very small "t" and say the sound with a very silent voice "t".



Tracing Sandpaper card capital letter "T"

Tracing Sandpaper card small letter "t"



Tracing and Placing the Sandpaper cards "T" and "t" together

Need: Sandpaper cards "T" and "t", objects Tiger and Tree, Worksheet "T/t", crayons

Show Sandpaper card "T" ask: What is this? Can you say the sound of this letter?

Let the children say: "T"

Ask: Who can say a word with this letter sound "T" Tiger, Tree (show the objects, picture)

Do you know any other word with the sound "T" in the beginning?

Let the children try to answer. Give a hint by showing the objects or pictures: Turtle, Truck, Tomato, Tiger, Tree

If they are able to say a word like Tiger, encourage them to say: "T" as in Tiger, Tree, Turtle, Tomato

Show Sandpaper card capital "T". Ask: What is this? This is capital letter "T"

Let some children come in front.

Say: Trace capital "T" and say: This is capital "T".

Show Sandpaper card small letter "t" next to the capital letter "T" and ask: What is this? This is small letter "t". Let children come in front.

Say: Trace capital "T" and say: This is capital "T". Trace "t" and say: This is small letter "t".

Tracing the Sandpaper cards "T" and "t" together

Place Sandpaper card "T" and "t" next to each other on the Table.

Say:

Take capital "T" in front of you, trace and say the letter sound "T".

Take small "t" and place small "t" next to capital "T"

Trace small "t" and say "t"

Trace capital "T" and say "T"

Trace small "t" and say "t"

Repeat the activity.

Tracing and placing Sandpaper cards "T" and "t"

Say:

Trace capital "T" and say "T" and place capital "T" under the table.

Trace small "t" and say "t" and place "t" on the far right of the table.

Take capital "T" and place "T" next to "t"

Trace capital "T" and say "T"

Take small "t" and place "t" in front of you.

Trace small "t" and say "t".

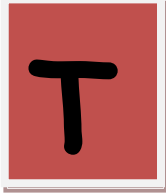
Take capital "T" and place "T" in front of small "t"

Trace capital "T" and say "T"

Trace small "t" and say "t"

Worksheet with the letter "T/t"

Have crayons ready with the worksheet "T/t". Explain: We are going to write capital letter "T" and small letter "t" with crayons and colour the Tiger. Each child will get one worksheet and crayons.



Review what we have learned this week

Work with Worksheets



Need: objects Tiger Turtle, etc. Sandpaper card "T" and "t", pencil, crayons

Review:

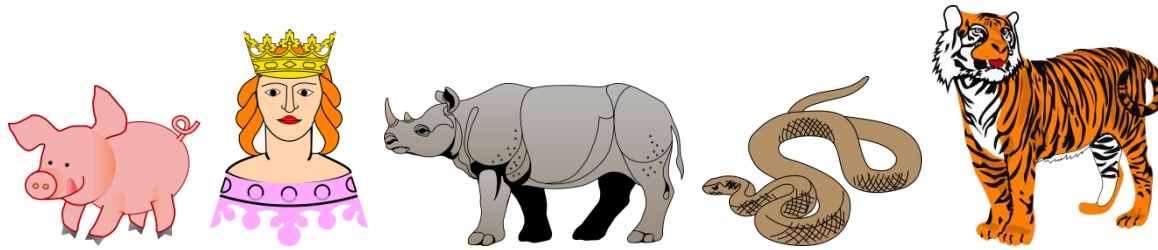
Ask the children: Who knows what new letter we have learned this week?

Anything you remember. Show objects of the Tiger, Turtle and Tree and Sandpaper card when children say the word or show it as a hint and let children say it.

Work with worksheet, book and notebook

Hand out the worksheet: write the letter "T" and "t" on the line, colour the Turtle.

Work in the book or notebook.



P p / Q q / R r / S s / T t

Review:

Repeat all the letter sound "P/p" to "T/t" with their objects and work with worksheet

Need: Sandpaper cards "P" to "T/t" with their respective objects, worksheets writing letters "P" to "T/t", writing the letter next to the picture, Notebook

Review:

Place the 5 objects in one row from Pig to Tiger on the bench.

Put the Sandpaper cards "P/p" to "T/t" up mixed on the floor or table.

Ask one child to pick out a Sandpaper letter card and place it under the object with its correct letter sound. Example "P" will be placed under Pig/Parrot.

Say: Trace "P" and say "P" as in Pig. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a Sandpaper letter card and does it likewise, Example small letter "p" will be placed under capital "P".

Trace "p" and say "p" as in Pig/Parrot.

Repeat till all the Sandpaper letter cards are placed under the correct objects.

Work in worksheet

Hand out the worksheet "P/p" to "T/t": write the letter next to the picture.

Activity

Keep the Sandpaper cards in alphabetical order next to each other on the bench.

Put all the objects mixed up on the floor.

Ask a child to pick up any object.

Ask: What is this? E.g. this is a Tiger.

Ask: What is the first sound you hear when I say Tiger? "T"

Say: Place the Tiger on top of the Letter "T/t".

Ask the next child to come and do the activity.

Activity with Sandpaper card

Place the Sandpaper cards "p" to "t" of the small letters in alphabetical order on the bench.

Put the Sandpaper cards of the capital letters mixed up on the floor.

Call one child to the front.

Say: Pick up any capital letter and place it under the small letter where it belongs.

Trace and say the sound.

Next child will do likewise.

Activity with playdough

Write the small letter "p" on the board: Say the sound "p"

Hand out the playdough to every child.

Say: Make the shape of the capital letter that belongs to small letter "p" with the playdough.

Ask: How does the capital letter "P" look like? Can someone write it on the board?

Let one child come in front to write capital "P" on the board.

Say: Now all of us can see how capital "P" looks like and all of us can make the shape of capital letter "P" with playdough.

Check if all children could do it.

Write the small letter "q" on the board and repeat the same activity likewise till the letter "t".



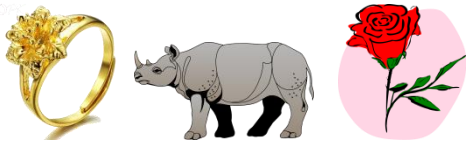

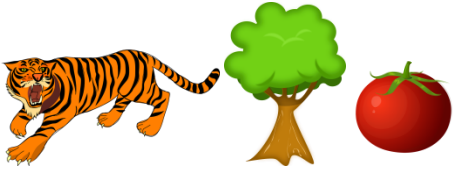
Work with the worksheet

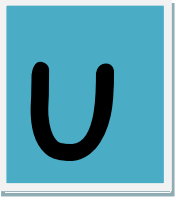
Hand out the worksheet "P/p" and "T/t" let the children write and trace with pencil or crayons or colour pencils.

Write in the Notebook

Write in the Notebook the letters "P" to "T".

Write the Capital and the Small Letter next to the Picture

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Learn the Sound and how to write the Letter "U"

Need: Umbrella, picture of 'under the table'



Show the Umbrella and ask what is this? Umbrella

Say: Close your eyes and listen carefully. When I say Umbrella can you hear and tell me what the beginning sound of the word is?

Speak 2 to 3 times slowly Umbrella and let the children tell the answer: "U".

Can you say: "U" as in Umbrella?

Hold the Umbrella over each child and let them say "U" as in Umbrella.

Write on the board

Write a big U on the board and say: This is how we write the letter "U".

Let the children come to the board and let them trace the letter "U" with their fingers on the board.

Say the sound "U" while tracing.

Take the children out to the school ground. Use the rope.

Say: We are going out to the school ground two by two. Say repeatedly: "U" as in Umbrella while walking.

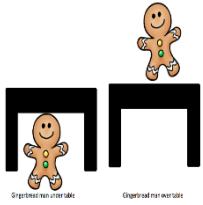
Ask: Can you put the rope on the ground in the shape of the Letter "U"?

Give the rope to one child and help him/her to put the rope in the shape of "U".

Say: Walk on the rope and say repeatedly the sound "U".

Let every child have a turn.

We all go slowly two by two back inside the classroom and repeat "U" as in Umbrella.



Tell the children: There are many words that begin with the letter sound "U"

Put the Umbrella under the table and ask: Where is the Umbrella?

It is 'under' the table. The word 'under' begins with the letter sound "U".

Repeat with me: "U" as in 'under'.

Let one child come to put the Umbrella under the table and say: "U" as in under and "U" as in Umbrella.

Say: Take the Umbrella and put the Umbrella under the table. Say "U" as in 'under' and "U" as in Umbrella.

Each child will have a turn to put the Umbrella 'under the table 'and say "U" as in under and "U" as in Umbrella.

Open the Umbrella and tell the children to come under the Umbrella and say: You are under the Umbrella, say with me "U" as in "Umbrella" and "u" as in under.

Who remembers how the letter "U" looks like? Can anyone draw the letter on the board with chalk?

Ask one Child: Come we are doing it together. If the child has difficulties, help the child by holding its hand, together with the chalk, and write "U" on the board.

While writing say the sound "U".



Repeating the sound and writing of "U"

Tracing and placing Sandpaper card "U"

Need: Sandpaper card "U" Umbrella, picture of 'under the table', Sandpaper card "u", chalk, board



Introducing small letter "u"

Show the Umbrella, ask the children: Do you remember what this is? Children answer: Umbrella

Ask: Do you remember the letter sound the word Umbrella begins with? "U"

Say: "U" as in Umbrella.

Put the Umbrella under the table and say: Can you tell me, where the Umbrella is?

Under the Table. Show the picture.

Say: "U" as in under and "U" as in Umbrella.

Ask: Who remembers how the letter "U" looks like? Can anyone write the letter "U" on the board? Call one child to the front and let him/her write the letter "U" on the board. Let the children come the board and let them trace the letter "U" with their fingers on the board and while tracing say the sound "U".

Tracing and Placing

Show the Sandpaper card "U" and ask, what letter sound is this? "U"

This is capital letter "U".

Let the children come in front one by one and let them trace the Sandpaper card "U" the same way as you did with Sandpaper card "S/s" and "T/t"

Tell the child:

Take the Sandpaper card capital "U" and trace "U" and say "U" while tracing.

Say:

Take "U" and place "U" on the far right of the table.

Trace "U" and say "U".

Take "U" and place "U" on the far left of the table.

Trace "U" and say "U".

Take "U" and place "U" in the middle of the table in front of you.

Trace "U" and say "U".

Take "U" and place "U" under your friend's bench. And sit on your place.

Next turn will be the child where the Sandpaper card is under his/her bench.

Tell the child:

Take "U" from under your bench and bring "U" to the front.

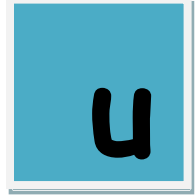
Put "U" in the middle of the table in front of you.

Trace "U" and say "U".

Repeat the activity.

Introduce the small letter "u"

Tell the children, as we learned about the letter "U" (Show Sandpaper card "U"), we also need to learn about the small brother "u" (show Sandpaper card "u").



The sound is the same, say with me "u" as in Umbrella and "u" as in under. Each time show the objects or picture Umbrella, under.

Say: The look is almost the same, but the small brother "u" is smaller than "U".

Show Sandpaper card "U" together with Sandpaper card "u".

Write a big "U" on the board and tell the children this is capital "U".

Write a small "u" on the board next to capital "U" and tell the children this is how we write small letter "u".

Let the children come to the board and let them trace the capital "U" and small "u" with their fingers on the board. While tracing the children will say the sound "U" and "u".

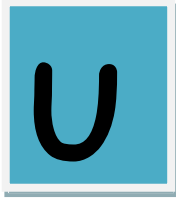
Have fun writing on each-others backs

Let's write with our Index finger on each other's backs a big "U" and say the sound "U" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "u" and say the sound with a very silent voice "u".

Ask: Can you make the shape of the letter with your fingers? Let us all show the shape of the letter "u" with the fingers and say the letter sound "u" out very loud. Let's try to make a small "u" with our fingers and say silently the letter sound "u". Say with me; "U" as in Umbrella. "u" as in under.

Walk on the letter "U" and "u"

Write a big capital "U" and small "u" on the ground. Say: Walk on capital "U" and say "U" as in Umbrella and walk on the small "u" and say "u" as in under



Tracing Sandpaper card capital letter "U"

Tracing Sandpaper card small letter "u"



Tracing and Placing the Sandpaper cards "U" and "u" together

Colouring the letter "U/u" with watercolour

Need: Sandpaper cards "U" and "u", objects and worksheet "U/u", Umbrella, picture of 'under the Table', watercolour and water bucket, a towel for hand washing.

Show Sandpaper card "U" and ask: What is this? Can you say the sound of this letter?

Let the children say: "U"

Ask: Who can say a word with this letter sound "U"? Umbrella, under (show the objects).

Show Sandpaper card capital "U". Ask: What is this? This capital letter "U"

Let some Children come in front.

Say: Trace capital "U" and say: This is capital "U".

Show Sandpaper card small letter "u" next to the capital letter "U" and ask: What is this? This is small letter "u". Let children come in front.

Say: Trace capital "U" and say: This is capital "U". Trace "u" and say: This is small letter "u".

Tracing the Sandpaper cards "U" and "u" together

Place Sandpaper card "U" and "u" next to each other on the Table.

Say:

Take capital "U" in front of you trace and say the letter sound "U".

Take small "u" and place small "u" next to capital "U"

Trace small "u" and say "u".

Trace capital "U" and say "U".

Trace small "u" and say "u".

Repeat the activity.

Tracing and placing Sandpaper cards "U" and "u"

Say:

Trace capital "U" and say "U" and place capital "U" under the table.

Trace small "u" and say "u" and place "u" on the far right of the table.

Take capital "U" and place "U" next to "u"

Trace capital "U" and say "U"

Take small "u" and place "u" in front of you.

Trace small "u" and say "u".

Take capital "U" and place "U" in front of small "u"

Trace capital "U" and say "U"

Trace small "u" and say "u"



Colouring the letter "U/u" with watercolour



Have the watercolour ready in small cups with the worksheet "U" and "u". Keep a bucket of water and a towel ready for washing hands afterwards.

Explain:

We are going to write capital letter "U" and small letter "u" with our fingers. We will use watercolours. Each child will get one worksheet and a cup with watercolour. Use the Index finger, put the finger in the colour and go with the coloured finger over "U" and "u" several times. You can use different colours and write some more "U" and "u" around on the worksheet. While you colour "U/u" say the letter sound "U". Children keep the sheets on their table till the teacher takes them to dry. When dried we hang them inside the classroom. Help the children clean their hands.



Review what we have learned this week

Work with worksheets and notebook



Need: objects Umbrella, picture 'under', Sandpaper card "U" and "u", pencil, crayons

Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects, pictures, Sandpaper card "U" when children say the word.

Work with worksheet

Hand out the worksheet: Write the letter "U" and "u" and colour the Umbrella.

Write in book /notebook or worksheet the letter "U/u" in line.



Learn the Sound and how to write "V"

Review what we have learned so far "A-U/u"

Need: Sandpaper letter cards "A/a" to "U/u" with their objects and pictures.

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring, Snake, Tiger, and Umbrella next to each other on the bench.

Put the Sandpaper cards capital and small letters "A/a- U/u" mixed up on the floor or table.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "U" under Umbrella.

Say: Trace and say the letter sound: For example, "U" as in Umbrella.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Learn the sound and how to write the letter "V"

Need: Chalk, toy Van



Show the Van and ask: What is this? Van

Say: Close your eyes and listen carefully. When I say Van can you hear and tell me what the beginning sound of the word is? "V"

Speak 2 to 3 times slowly Van and let the children tell the answer: "V"

Tell the children: the word Van begins with the letter sound "V".

Can you say "V" as in Van?

Give the Van in the hands of the children and let the children repeat "V" as in Van while holding the Van.

Write on the board

Write a capital "V" on the board and say: This is how we write the letter "V".

Let the Children come to the board and let them trace the letter "V" with their fingers on the board. Say the sound "V" while tracing.

Walk on the letter "V" (inside the classroom or outside, on the school ground)

Write a very big "V" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "V".

Say: This is a big "V", walk on it and say "V".

Let the children walk on it one by one and let them say repeatedly the sound "V" while walking.



Repeating the sound and writing of the letter "V" Sandpaper card "V" Tracing and Placing

Need: Sandpaper card "V", Van, Vase, picture of Vest, prepared chard paper and flower cut-outs

Show the Van and ask the children: Do you remember what this is? Children answer: Van

Ask: Do you remember the letter sound the word Van begins with? "V"

Say: "V" as in Van and "V" as in Vase.

Ask: Who remembers how the letter "V" looks like? Can anyone write the letter "V" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "V" on the board.

Let the children come to the board and let them trace the letter "V" with their fingers on the board and while tracing say the sound "V".

Show Sandpaper card "V" and ask what letter sound is this? "V"

This is capital letter "V". Let the children come and trace the Sandpaper card "V".

Tell the child:

Take Sandpaper card capital V and trace and say "V".

Tell: Take "V" and place "V" on the far right of the table

Trace "V" and say "V".

Take "V" and place "V" on the far left of the table.

Trace "V" and say "V"

Take "V" and place "V" in the middle of the Table in front of you.

Trace "V" and say "V"

Bring Sandpaper card "V" to your friend and he/she will do the activity.

Every child will get a turn one by one.



Doing Crafts

Need: Prepared chart paper strips to form a V shape and flower cut outs, glue stick.

There are many Words that begin with the letter sound "V", like "V" as in Vase.
Show a Vase or a picture of a Vase.

Can you say: "V" as in Vase?

Let the Children repeat: "V" as in Vase.

We will do some Craft:

Hand out the prepared paper with the chart paper cut-outs and the glue sticks to the children



Now show the work process step by step to the children.

Take the 2 chart paper strips and glue it on the paper in a shape of a "V".

Take the green chart paper strips and glue them inside the "V".

Take the flowers and glue them on top of the green strips.

Say: This is like a Vase, say with me: "V" as in Vase.



Introduce the small letter "v"



Tell the children, as we learned about the capital letter "V" (Show Sandpaper card "V"), we also need to learn about the small letter "v" (show Sandpaper card "v").

The sound is the same, say with me "v" as in Van and "v" as in Vase. Each time show the objects of Van and Vase.

Say: The look's is only a little different.

Show Sandpaper card "V" together with Sandpaper card "v".

Write the small letter "v" on the board and say this is how we write the small "v".

Explain: The look is almost the same but there is only a small difference: Draw on the board 2 lines.

Write a big "V" on the board inside the middle and upper lines and tell the children, this is capital "V".

Write a small "v" on the board next to capital "V" and tell the children, this is how we write small letter "v". Show the children the small letter "v" starts on the middle line and stays inside the middle line.

Let the children come to the board and let them trace the capital "V" and small "v" with their fingers on the board, while tracing the children will say the sound "V" and "v".

Tell the children to point out on the small letter "v" staying on the middle line.

Having fun writing on each-others backs

Let's write with our Index finger on each other's backs a big "V" and say the sound "V" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "v" and say the sound with a very silent voice "v".



Tracing Sandpaper card capital letter "V"

Tracing Sandpaper card small letter "v"



Tracing and Placing the Sandpaper cards "V" and "v" together

Need: Sandpaper cards "V" and "v", objects Van and Vase, worksheet "V/v"

Show Sandpaper card "V" ask: What is this? Can you say the sound of this letter?

Let the children say: "V"

Ask: Who can say a word with this letter sound "V" show Van and Vase

Say "V" as in Vase and "V" as in Van

Show Sandpaper card Capital "V". Ask: What is this? This is capital letter "V"

Show Sandpaper card small letter "v" next to the capital letter "V" and ask: What is this? This is small letter "v". Let children come in front.

Say: Trace capital "V" and say: This is capital "V". Trace "v" and say: This is small letter "v".

Tracing the Sandpaper cards "V" and "v" together

Place Sandpaper card "V" and "v" next to each other on the Table.

Say:

Take capital "V" in front of you trace and say the letter sound "V".

Take small "v" and place small "v" next to capital "V"

Trace small "v" and say "v".

Trace capital "V" and say "V".

Trace small "v" and say "v".

Tracing and placing Sandpaper cards "V" and "v"

Say:

Trace capital "V" and say "V" and place capital "V" under the Table.

Trace small "v" and say "v" and place "v" on the far right of the table.

Take capital "V" and place "V" next to "v".

Trace capital "V" and say "V".

Take small "v" and place "v" in front of you.

Trace small "v" and say "v".

Take capital "V" and place "V" in front of small "v".

Trace capital "V" and say "V"

Trace small "v" and say "v".

Worksheet for the letter "V/v"

Hand out the worksheet "V/v" and the crayons and let the children colour the letter "V/v" and write one line "V" on it.



Review what we have learned this week

Work with Worksheets



Need: Objects: Van, Vase, Sandpaper card "V" and "v", pencil, crayons

Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects of the Van, Vase or Vest and Sandpaper card "V/v" when children say the word, or show it as a hint and let children say it.

Work with worksheet

Hand out the worksheet: Write the letter "V" and "v" in line

Work in the book or notebook to write the letter "V/v".



Learn the Sound and how to write "W"

Review what we have learned so far "A-V/v"

Need: Sandpaper letter cards "A/a" - "V/v" with their objects and a watch, whale

Review:

Place the objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring, Snake, Tiger, Umbrella, Van next to each other on the bench

Put the Sandpaper cards capital and small letters "A- V/v" mixed up on the floor or table.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "V" under Van.

Say: Trace and say the letter sound: For example, "V" as in Van.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "W" and how to write "W"

Need: Chalk, Watch

Show the Watch and ask: What is this? Watch

Say: Close your eyes and listen carefully. When I say Watch can you hear and tell me what the beginning sound of the word is? "W"

Speak 2 to 3 times slowly Watch and let the children tell the answer. "W"

Tell the children: The word Watch begins with the letter sound "W".

Can you say: "W" as in Watch?

Give the Watch in the hands of the children and let the children repeat: "W" as in Watch, while holding the Watch.

Write on the board

Write a capital "W" on the board and say: This is how we write the letter "W".

Let the children come to the board and let them trace the letter "W" with their fingers on the board or write the letter on the board.

Say the sound "W" while tracing or writing.

Take the children out to the school ground

Have the whistle and sticks ready to show as an example. You can also give them sticks and let them place the sticks in the shape of "W" inside the classroom.

Say: We are going to the school ground two by two. Say "W" as in Watch while walking.

Say: We are going to collect 4 sticks like this (show the sticks). Come back when you hear the whistle. (blow the whistle)

Write with your sticks "W" on the ground and blow the whistle for the children to come back.

Say: We all will put the sticks on the ground in the shape of "W". Say "W" as in Watch while putting the sticks down in the shape of "W". Say: We all go two by two back inside the classroom and while walking we say "W" as in Watch.



Repeating the sound and writing of the letter "W"

Tracing and Placing Sandpaper card "W"

Need: Sandpaper card "W", Watch and Whale

Show the Watch and ask the children: Do you remember what this is? Children answer: Watch

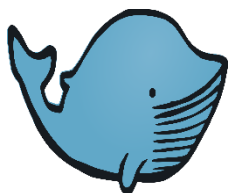
Ask: Do you remember the letter sound the word Watch begins with? "W"

Say: "W" as in Watch

Ask: Who remembers how the letter "W" looks like? Can anyone write the letter "W" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child hand's together with the chalk and write the letter "W" on the board.

Let the children come to the board and let them trace the letter "W" with their fingers on the board and while tracing say the sound "W".

Tell the children:



There are many words that begin with the Letter sound "W".

Show the toy Whale or a picture of it and say: This is a Whale can you say "W" as in Whale.

A Whale swims in the Water, can you say "W" as in Water.

Tracing and Placing Sandpaper Card "W"

Show Sandpaper card "W" and ask what letter sound is this? "W"

This is capital letter "W". Let the children come and trace the Sandpaper card "W".

Tell the child:

Take Sandpaper card capital "W" and trace and say "W"

Say:

Take "W" and place "W" on the far right of the table

Trace "W" and say "W"

Take "W" and place "W" on the far left of the table.

Trace "W" and say "W"

Take "W" and place "W" in the middle of the table in front of you.

Trace "W" and say "W"

Bring Sandpaper card "W" to your friend and he/she will do the activity.

Every child will get a turn one by one.



Introduce the small letter "w"



Tell the children, as we learned about the Capital letter "W" (show Sandpaper card "W"), we also need to learn about the small letter "w" (show Sandpaper card "w").

The sound is the same, say with me "w" as in Watch and "w" as in whale. Each time show the objects of Watch and Whale.

Say: The look's is a little different.

Show Sandpaper card "W" together with Sandpaper card "w"

Write the small letter "w" on the board and say this is how we write the small "w".

Explain: The look is almost the same but there is only a small difference: Draw on the board 2 lines. Write a big "W" on the board inside the middle and upper lines and tell the children, this is capital "W".

Write a small "w" on the board next to capital "W" and tell the children, this is how we write small letter "w". Show the children the small letter "w" starts on the middle line, and it stays in the middle.

Let the children come to the board and let them trace the capital "W" and small "w" with their fingers on the board, while tracing the children will say the sound "W" and "w".

Tell the children to point out the small letter "w" staying on the middle line.

Having fun writing on each-others backs

Let's write with our Index finger on each other's backs a big "W" and say the sound "W" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "w" and say the sound with a very silent voice "w".



Tracing Sandpaper card capital letter "W"

Tracing Sandpaper card small letter "w"



Tracing and Placing the Sandpaper cards "W" and "w" together

Need: Sandpaper cards "W" and "w", objects Watch and Whale, Worksheet "W/w"

Show Sandpaper card "W" ask: What is this? Can you say the sound of this letter?

Let the children say: "W"

Ask: Who can say a word with this letter sound "W" show Watch and Whale

Say "W" as in Watch and "W" as in Whale. Show the object.

Do you know any other word with the sound "W" in the beginning? Let the children try to answer. Give a hint by showing the objects or pictures: Worm, Water, Wolf

Show Sandpaper card capital "W". Ask: What is this? This is Capital Letter "W"

Show Sandpaper card small letter "w" next to the capital letter "W" and ask: What is this? This is small letter "w". Let children come in front.

Say: Trace capital "W" and say: This is capital "W". Trace "w" and say: This is small letter "w".

Tracing the Sandpaper cards "W" and "w" together

Place Sandpaper card "W" and "w" next to each other on the Table.

Say:

Take capital "W" in front of you trace and say the letter sound "W".

Take small "w" and place small "w" next to capital "W"

Trace small "w" and say "w"

Trace capital "W" and say "W"

Trace small "w" and say "w"

Tracing and placing Sandpaper cards "W" and "w"

Say:

Trace capital "W" and say "W" and place capital "W" under the Table.

Trace small "w" and say "w" and place "w" on the far right of the table.

Take capital "W" and place "W" next to "w"

Trace capital "W" and say "W"

Take small "w" and place "w" in front of you.

Trace small "w" and say "w".

Take capital "W" and place "W" in front of small "w"

Trace capital "W" and say "W"

Trace small "w" and say "w"

Worksheet for the letter "W/w"

Hand out the Worksheet "W/w" and the play dough.

Say: Make the shape of capital letter "W" and of small letter "w" with the play dough. While shaping the letter "W" and "w" say the sound "W". We will place the play dough back into the container same colour to same colour.

If there is still time let the children colour the letter "W/w" with crayon on the worksheet.



Review what we have learned this week

Work with Worksheets



Need: objects Watch, Whale, Sandpaper card "W/w", pencil, crayons

Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects of the letter "W/w", Sandpaper card "W" and "w" when children say the word, or show it as a hint and let children say it.

Work with worksheet

Hand out the worksheet "W/w" Whale. Worksheet write in the lines "W" and "w"

Work in notebook. Work in book.



Learn the Sound and how to write "X"

Review what we have learned so far "A-W/w"

Need: Sandpaper letter cards "A/a" to "W/w" with their objects and a Xylophone, X-ray

Review:

Place the objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring, Snake, Tiger, Umbrella, Van, Watch next to each other on the bench.

Put the Sandpaper cards capital and small letters "A- W/w" mixed up on the floor or bench.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound, for example "W" under Watch.

Say: Trace and say the letter sound: For example, "W" as in Watch.

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "X" and how to write "X"

Need: Chalk, Xylophone, and/or an old X-ray

Show the Xylophone and ask: What is this? Xylophone

Say: Close your eyes and listen carefully. When I say Xylophone, can you hear and tell me what the beginning sound of the word is? "X"

Speak 2 to 3 times slowly Xylophone and let the children tell the answer. "X"

Tell the children: The word Xylophone begins with the letter sound "X"

Can you say: "X" as in? Xylophone.

Let the children get the chance to play on the Xylophone and let the children repeat: "X" as in Xylophone while playing.

Write on the board

Write a capital "X" on the board and say: This is how we write the letter "X".

Let the children come to the board and let them trace the letter "X" with their fingers on the board or write the letter on the board.

Say the sound "X" while tracing or writing.

Walk on the Letter X (inside the classroom or outside the school ground)

Write a very big "X" on the ground with chalk, big enough to walk on it.

Walk on it and say the letter sound "X".

Say: This is a big "X", walk on it and say "X".

Let the children walk on it one by one and let them say repeatedly the sound "X" while walking.



Repeating the sound and writing the letter "X"

Making some Craft Letter "X"

Need: Xylophone, prepare and cut some chart paper stripes in black, red, orange, yellow, green, and blue and glue it as in the picture shown below.

Show the Xylophone or X- ray and ask the children: Do you remember what this is?
Children answer: Xylophone

Ask: Do you remember the letter sound the word Xylophone begins with? "X"

Say: "X" as in Xylophone.

Ask: Who remembers how the letter "X" looks like? Can anyone write the letter "X" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the Child needs help, hold the child's hand together with the chalk and write the letter "X" on the board.

Let the children come to the board and let them trace or write the letter "X" with their fingers on the board and while tracing say the sound "X".

Let's do some crafts



Prepare and cut some chart paper stripes in black, red, orange, yellow, green, and blue and glue it as in the picture below.

Hand out 2 broader black chart paper stripes and tell the children to glue them in a shape of "X" on an A4 size paper and say "X" as in Xylophone. After it is done hand out stripe by stripe to the children and tell them to glue it on top of the X to make a Xylophone.



Tracing and placing Sandpaper Card "X"

Introducing small letter "x"

Words ending with "x"

Tracing and Placing Sandpaper Card "X"

Show Sandpaper card "X" and ask what letter sound is this? "X"

This is capital letter "X"

Let the children come and trace the Sandpaper card "X" .

Tell the child:

Take Sandpaper card capital "X" and trace and say "X"

Tell: Take "X" and place "X" on the far right of the table

Trace "X" and say "X"

Take "X" and place "X" on the far left of the table.

Trace "X" and say "X"

Take "X" and place "X" in the middle of the Table in front of you.

Trace "X" and say "X"

Bring Sandpaper card "X" to your friend and he/she will do the activity.

Every child will get a turn one by one.

Introducing the small letter "x"



Tell the children, as we learned about the Capital letter "X" (show Sandpaper card "X"), we also need to learn about the small letter "x" (show Sandpaper card "x").

The sound is the same, say with me "x" as in Xylophone and "x" as in X-ray. Each time show the objects of Xylophone and X-ray

Say: The look's is a little different. Show Sandpaper card "X" together with Sandpaper card "x"

Write the small letter "x" on the board and say this is how we write the small "x". Explain: The look is almost the same but there is only a small difference: Show on the Board 2 lines. Write a big "X" on the board inside the middle and upper lines and tell the children, this is capital "X".

Write a small "x" on the board next to capital "X" and tell the children, this is how we write small letter "x". Show the children the small letter "x" starts on the middle line, and it stays in the middle.

Let the children come to the board and let them trace the capital "X" and small "x" with their fingers on the board, while tracing the children will say the sound "X" and "x". Tell the children to point out the small letter "x" staying on the middle line. And to point out the Capital "X" crossing the middle line till the upper line.

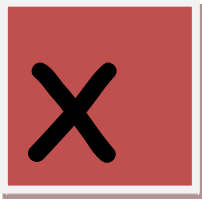
There are Words ending with the letter x



Show the toy Fox or an Ox and say: This is a Fox, Ox. Can you hear the ending sound when I say Fox: "x" Say 2 to 3 times slowly FOX, OX. Ask: Can you say the ending sound of the word Fox, Ox? "x"

Having fun writing on each-others back

Let's write with our Index finger on each-other's backs a big "X" and say the sound "X" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "x" and say the sound with a very silent voice "x".



Tracing Sandpaper card capital letter "X"

Tracing Sandpaper card small letter "x"



Tracing and Placing the Sandpaper cards "X" and "x" together

Need: Sandpaper cards "X" and "x", objects Xylophone, Fox, Ox, worksheet "X/x"

Show Sandpaper card "X" and ask: What is this? Can you say the sound of this letter? Let the children say: "X"

Ask: Who can say a word with this letter sound "X" show Xylophone. Say "X" as in Xylophone. Show the Xylophone or a picture of a Xylophone.

Do you know any other word where the sound "X" is at the beginning or ending? Let the children try to answer. Give a hint by showing the objects or pictures:
Xylophone, X-ray, Fox, Ox

Show Sandpaper card capital "X". Ask: What is this? This is capital Letter "X"

Show Sandpaper card small letter "x" next to the capital letter "X" and ask: What is this? This is small letter "x". Let children come in front.

Say: Trace capital "X" and say: This is capital "X". Trace "x" and say: This is small letter "x".

Tracing the Sandpaper cards "X" and "x" together

Place Sandpaper card "X" and "x" next to each other on the Table.

Say:

Take capital "X" in front of you trace and say the letter sound "X".

Take small "x" and place small "x" next to capital "X"

Trace small "x" and say "x"

Trace capital "X" and say "X"

Trace small "x" and say "x"

Tracing and placing Sandpaper cards "X" and "x"

Say: Trace capital "X" and say "X" and place capital "X" under the table.

Trace small "x" and say "x" and place "x" on the far right of the table.

Take capital "X" and place "X" next to "x"

Trace capital "X" and say "X"

Take small "x" and place "x" in front of you.

Trace small "x" and say "x".

Take capital "X" and place "X" in front of small "x"

Trace capital "X" and say "X"

Trace small "x" and say "x"

Worksheet for the letter "X/x"

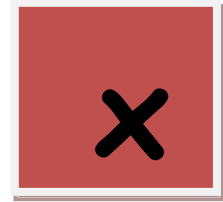
Hand out the worksheet "X/x" together with the crayons and colour capital "X" and small "x". Tell the children: Draw with different colours "X" and "x" around the paper.



Review what we have learned this week

Work with Worksheets and Notebook

Need: objects Xylophone, Fox, Sandpaper card "X/x"



Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember. Show objects of the letter "X/x", Sandpaper card "X" and "x" when children say the word, or show it as a hint and let children say it.

Work with worksheet

Hand out the Work sheet "X/x", circle the letter and write in line.

Worksheet write in the lines "X" and "x". Work in notebook or book.



Learn the Sound and how to write "Y"

Review what we have learned so far "A-X/x"

Need: Sandpaper letter cards "A/a" - "X/x" with their objects and a Yoyo

Review:

Place the Objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring, Snake, Tiger, Umbrella, Van, Watch, X-ray (or picture of a Xylophone) next to each other on the bench.

Put the Sandpaper cards capital and small letters "A- X/x" mixed on the floor or bench.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "X" under the picture of a Xylophone.

Say: Trace and say the letter sound: For example, "X" as in Xylophone

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound “Y” and how to write “Y”

Need: Chalk, Yo-yo, bucket, and some stones

Show the Yo-yo and ask: What is this? Yo-yo

Say: Close your eyes and listen carefully. When I say Yo-yo can you hear and tell me what the beginning sound of the word is? “Y”

Speak 2 to 3 times slowly Yo-yo and let the children tell the answer: “Y”

Tell the children: The word Yo-yo begins with the letter sound “Y”

Can you say: “Y” as in Yo-yo?

Show the children how to play with the Yo-yo.

Give the Yo-yo in the hands of the children and let the children play and say: “Y” as in Yo-yo. (Collect the Yo-yo again.)

Write on the board

Write a capital “Y” on the board and say: This is how we write the letter “Y”.

Let the children come to the board and let them trace the letter “Y” with their fingers on the board or write the letter on the board.

Say the sound “Y” while tracing or writing.

Take the Children out, collect some stones and place them in the shape of “Y”.

Say: Collect as many stones as you can in this bucket, when I whistle you come back here. Write a big “Y” on the ground with a stick or chalk. Let the children place their stones on the “Y” and let them say “Y” as in Yo-yo.

Say: Each one will take out 2 to 3 stones and place them on the “Y” on the ground and say “Y” as in Yo-yo. Two by two we go inside the classroom.



Repeating the sound and writing of the letter "Y"

Tracing and Placing Sandpaper card "Y"

Need: Sandpaper card "Y", Yo-yo, Yarn

Show the Yo-yo and ask the Children: Do you remember what this is?

Children answer: Yo-yo

Ask: Do you remember the letter sound the word Yo-yo begins with? "Y"

Say: "Y" as in Yo-yo

Ask: Who remembers how the letter "Y" looks like? Can anyone write the letter "Y" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child hand's together with the chalk and write the letter "Y" on the board.

Let the children come to the board and let them trace the letter "Y" with their fingers on the board and while tracing or writing say the sound "Y".

Tell the children:



There are many words that begin with the letter sound "Y".

Show the Yarn and say this is Yarn. Can you say "Y" as in Yarn?

With Yarn we can do many things like knitting or stitching.

Tracing and Placing Sandpaper Card "Y"

Show Sandpaper card "Y" and ask what letter sound is this? "Y"

This is Capital letter "Y". Let the Children come and trace the Sandpaper card "Y".

Tell the child:

Take Sandpaper card capital "Y" and trace and say "Y"

Say: Take "Y" and place "Y" on the far right of the table

Trace "Y" and say "Y"

Take "Y" and place "Y" on the far left of the table.

Trace "Y" and say "Y"

Take "Y" and place "Y" in the middle of the Table in front of you.

Trace "Y" and say "Y"

Bring Sandpaper card "Y" to your friend and he/she will do the activity.

Every child will get a turn one by one.



Introduce the small letter "y"



Tell the children, as we learned about the capital letter "Y" (show Sandpaper card "Y"), we also need to learn about the small letter "y" (show Sandpaper card "y").

The sound is the same, say with me "y" as in Yo-yo and "y" as in Yarn. Each time show the objects of Yo-yo and Yarn.

Say: The look's is a little different.

Show Sandpaper card "Y" together with Sandpaper card "y".

Write the small letter "y" on the board and say this is how we write the small "y"

Explain: The look is almost the same but there is only a small difference: Show on the board 2 lines. Write a big "Y" on the board inside the middle and upper lines and tell the children, this is capital "Y".

Write a small "y" on the board next to capital "y" and tell the children, this is how we write small letter "y" Show the Children the small letter "y" starts on the middle line and it goes till the lower line.

Let the children come to the board and let them trace and write the capital "Y" and small "y" with their fingers on the board, while tracing and writing the children will say the sound "Y" and "y".

Tell the children to point out the small letter "y" staying on the middle and going till the lower line.

Having fun writing on our backs

Let's write with our Index finger on each other's backs a big "Y" and say the sound "Y" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "y" and say the sound with a very silent voice "y".



Tracing Sandpaper card capital letter "Y"

Tracing Sandpaper card small letter "y"



Tracing and Placing the Sandpaper cards "Y" and "y" together

Need: Sandpaper cards "Y" and "y", objects Yo-yo and Yarn, worksheet "Y/y", watercolour, cups, bucket with water to wash childrens hands

Show Sandpaper card "Y" ask: What is this? Can you say the sound of this letter?

Let the children say: "Y"

Ask: Who can say a word with this letter sound "Y" show Yo-yo and Yarn. Say "Y" as in Yo-yo and "Y" as in Yarn. Show the object.

Do you know any other word with the sound "Y" in the beginning? Let the children try to answer. Give a hint by showing the objects or pictures: Yarn, Yo-yo, Yellow, Yak, Yolk

Show Sandpaper card capital "Y". Ask: What is this? This is Capital Letter "Y"

Show Sandpaper card small letter "y" next to the capital letter "Y" and ask: What is this? This is small letter "y". Let children come in front.

Say: Trace capital "Y" and say: This is capital "Y". Trace "y" and say: This is small letter "y".

Tracing the Sandpaper cards "Y" and "y" together

Place Sandpaper card "Y" and "y" next to each other on the table.

Say:

Take capital "Y" in front of you, trace and say the letter sound "Y".

Take small "y" and place small "y" next to capital "Y"

Trace small "y" and say "y"

Trace capital "Y" and say "Y"

Trace small "y" and say "y"

Tracing and placing Sandpaper cards "Y" and "y"

Say:

Trace capital "Y" and say "Y" and place capital "Y" under the Table.

Trace small "y" and say "y" and place "y" on the far right of the table.

Take capital "Y" and place "Y" next to "y"

Trace capital "Y" and say "Y"

Take small "y" and place "y" in front of you.

Trace small "y" and say "y".

Take capital "Y" and place "Y" in front of small "y"

Trace capital "Y" and say "Y"

Trace small "y" and say "y"

Worksheet for the letter "Y/y"

Hand out the worksheet. Have the watercolour ready in small cups with the worksheet "Y" and "y". Keep a bucket of water and towel ready for washing hands afterwards.

Explain: We are going to learn how to write capital letter "Y" and small letter "y" with our fingers. We will use watercolour.

Each child will get one worksheet and a cup with watercolour.

Use the Index finger, put the finger in the colour and go with the coloured finger over "Y" and "y" several times. You can also use different colours.

While you colour "Y/y" say the sound "Y/y".

Children keep the sheets on their table till the teacher takes them to dry.

When dried we hang them inside the classroom. Help children clean their hands.



Review what we have learned this week

Work with Worksheets



Need: objects Yo-yo, Yellow, Sandpaper card "Y/y", pencil, crayons,

Review:

Ask the children: Who knows what new letter we have learned this week.

Anything you remember? Show objects of the letter "Y/y", Sandpaper card "Y" and "y" when children say the word or show it as a hint and let children say it.

Work with worksheet

Hand out the worksheet "Y/y". Worksheet write in the lines "Y" and "y".

Work in notebook, work in book.



Learn the Sound and how to write "Z"

Review what we have learned so far "A-Y/y"

Need: Sandpaper letter cards "A/a" - "Y/y" with their objects and a Zebra

Review:

Place the objects: Aeroplane, Ball, Cup, Dog, Elephant, Fish, Gun, Helicopter, Inkpad, Jug, Kite, Lion, Monkey, Nail, Onion, Pig, Quill, Ring, Snake, Tiger, Umbrella, Van, Watch, X-ray (or picture of a Xylophone) Yo-yo next to each other on the bench.

Put the Sandpaper cards capital and small letters "A- Y/y" mixed up on the floor or bench.

Ask a child to come and pick up any Sandpaper card. Ask what sound is this? Let the child tell the sound.

Say: Place the Sandpaper card under the object with the correct letter sound for example "Y" under Yo-yo.

Say: Trace and say the letter sound: For example, "Y" as in Yo-yo

Let the child try to do the task by herself/himself without the help of the teacher.

Let the children do the activity one by one.



Introducing the sound "Z" and how to write "Z"

Need: Chalk, Zebra and rope,

Show the Zebra and ask: What is this? Zebra

Say: Close your eyes and listen carefully. When I say Zebra can you hear and tell me what the beginning sound of the word is? "Z"

Speak 2 to 3 times slowly Zebra and let the children tell the answer "Z".

Tell the children: The word Zebra begins with the letter sound "Z".

Can you say: "Z" as in Zebra?

Give the Zebra into the hands of the children and let the children say: "Z" as in Zebra

Write on the board

Write a capital "Z" on the board and say: This is how we write the letter "Z".

Let the children come to the board and let them trace the letter "Z" with their fingers on the board or write the letter on the board.

Say the sound "Z" while tracing or writing.

Take the children out to the schoolground. Use the rope.

Say: We are going out to the schoolground two by two. Say repeatedly: "Z" as in Zebra while walking.

Ask: Can you put the rope on the ground in the shape of the Letter "Z"?

Hand over the rope to a child and help him/her to put the rope in the shape of "Z".

Say: Walk on the rope and say repeatedly the sound "Z".

Let every Child have a turn.

We all go slowly two by two back inside the classroom and repeat "Z" as in Zebra.



Repeating the sound and writing of the letter "Z"

Tracing and Placing Sandpaper card "Z"

Need: Sandpaper card "Z", Zebra and Zipper

Show the Zebra and ask the children: Do you remember what this is?

Children answer: Zebra

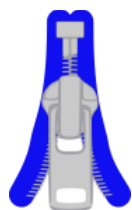
Ask: Do you remember the letter sound the word begins with? "Z"

Say: "Z" as in Zebra

Ask: Who remembers how the letter "Z" looks like? Can anyone write the letter "Z" on the board? Call one child to the front and let him/her try to write with chalk on the board. If the child needs help, hold the child's hand together with the chalk and write the letter "Z" on the board.

Let the children come to the board and let them trace the letter "Z" with their fingers on the board and while tracing say the sound "Z".

Tell the children:



There are many Words that begin with the Letter sound "Z"

Show the Zipper and ask the children: What is this? They might say it in their language. Ask: Do you know the word in English? Zipper

Can you say "Z" as in Zipper.

Tracing and Placing Sandpaper Card "Z"

Show Sandpaper card "Z" and ask what letter sound is this? "Z"

This is capital letter "Z". Let the children come and trace the Sandpaper card "Z" .

Tell the child:

Take Sandpaper card capital "Z" and trace and say "Z"

Say:

Take "Z" and place "Z" on the far right of the table.

Trace "Z" and say "Z"

Take "Z" and place "Z" on the far left of the table.

Trace "Z" and say "Z"

Take "Z" and place "Z" in the middle of the table in front of you.

Trace "Z" and say "Z"

Bring Sandpaper card "Z" to your friend and he/she will do the activity.

Every child will get a turn one by one.



Introduce the small letter "z"



Tell the children, as we learned about the Capital letter "Z" (show Sandpaper card "Z"), we also need to learn about the small letter "z" (show Sandpaper card "z").

The sound is the same, say with me "z" as in Zebra and "a" as in Zipper. Each time show the objects of Zebra and Zipper.

Say: The look's is a little different.

Show Sandpaper card "Z" together with Sandpaper card "z".

Write the small letter "z" on the board and say this is how we write the small "z".

Explain: The look is almost the same but there is only a small difference: Show on the board 2 lines. Write a big "Z" on the board inside the middle and upper lines and tell the children, this is capital "Z"

Write a small "z" on the board next to capital "Z" and tell the children, this is how we write small letter "z". Show the children that small letter "z" starts on the middle line and it stays in the middle.

Let the children come to the board and let them trace the capital "Z" and small "z" with their fingers on the board, while tracing the children will say the sound "Z" and "z".

Tell the children to point out the small letter "z" staying on the middle line.

Having fun writing on our backs

Let's write with our Index finger on each other's backs a big "Z" and say the sound "Z" with a loud voice. Turn around and do it likewise. Let's write with our Index finger on each other's backs a very small "z" and say the sound with a very silent voice "z".



Tracing Sandpaper card capital letter "Z"

Tracing Sandpaper card small letter "z"



Tracing and Placing the Sandpaper cards "Z" and "z" together

Need: Sandpaper cards "Z" and "z", objects Zebra and Zipper, worksheet "Z/z"

Show Sandpaper card "Z" ask: What is this? Can you say the sound of this letter?

Let the children say: "Z"

Ask: Who can say a word with this letter sound "Z" show Zebra and Zipper.

Say "Z" as in Zebra and "Z" as in Zipper. Show the object.

Do you know any other word with the sound "Z" in the beginning? Let the children try to answer. Give a hint by showing the objects or pictures: Zipper, Zebra, Zoo, Zucchini, Zigzag, Zero. Show Sandpaper card capital "Z".

Ask: What is this? This is capital letter "Z".

Show Sandpaper card small letter "z" next to the capital letter "Z" and ask: What is this? This is small letter "z". Let children come in front.

Say: Trace capital "Z" and say: This is capital "Z". Trace "z" and say: This is small letter "z".

Tracing the Sandpaper cards "Z" and "z" together

Place Sandpaper card "Z" and "z" next to each other on the Table.

Say:

Take capital "Z" in front of you trace and say the letter sound "Z".

Take small "z" and place small "z" next to capital "Z"

Trace small "z" and say "z"

Trace capital "Z" and say "Z"

Trace small "z" and say "z"

Tracing and placing Sandpaper cards "Z" and "z"

Say: Trace capital "Z" and say "Z" and place capital "Z" under the table.

Trace small "z" and say "z" and place "z" on the far right of the table.

Take capital "Z" and place "Z" next to "z"

Trace capital "Z" and say "Z"

Take small "z" and place "z" in front of you.

Trace small "z" and say "z".

Take capital "Z" and place "Z" in front of small "z"

Trace capital "Z" and say "Z"

Trace small "z" and say "z"

Worksheet for the letter "Z/z"

Hand out the worksheet "Z/z" and the crayons for every child.

Say: Colour the letter "Z" and "z" with crayons, make it as colourful as you like.

Colour more letter "Z" and "z" around on the worksheet.



Review what we have learned this week



Work with Worksheets

Need: objects Zipper, Zebra, Sandpaper card "Z/z", pencil, crayons,

Review:

Ask the children: Who knows what new letter we have learned this week.

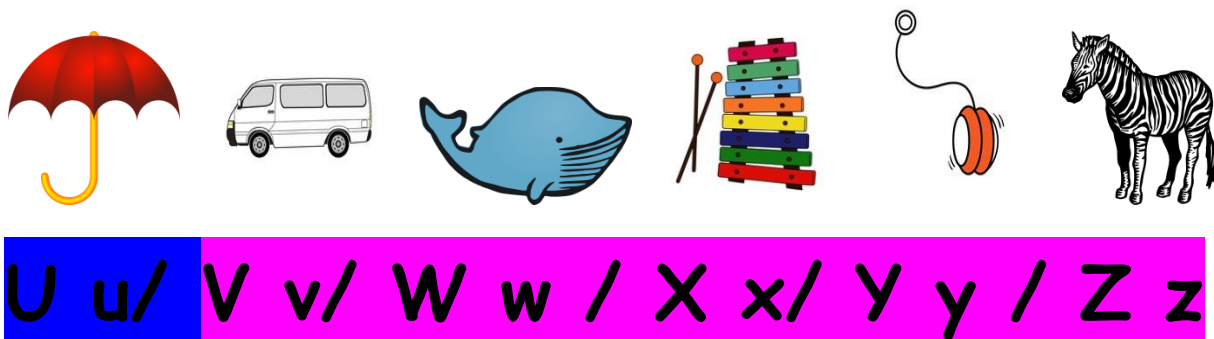
Anything you remember. Show objects of the letter "Z/z" and Sandpaper card "Z" and "z" when children say the word or show it as a hint and let children say it.

Work with worksheet

Hand out the Work sheet "Z/z" circle "Z".

Worksheet writes in the lines "Z" and "z".

Work in notebook, work in book.



Review:

Repeat all the letter sounds "U/u" to "Z/z" with their objects and working with worksheet

Need: Sandpaper cards "U/u" to "Z/z" with their respective objects.

Worksheets writing letters "U/u" to "Z/z", writing the letter next to the picture, Notebook

Review:

Place the 6 objects or pictures in one row from Umbrella to Zebra on the bench. Put the Sandpaper cards "U/u" to "Z/z" mixed up on the floor or table. Ask one child to pick out a Sandpaper letter card and place it under the object with its correct letter sound. Example "U" will be placed under Umbrella.

Say: Trace "U" and say "U" as in Umbrella. Let the children try to do the task by themselves without the help of the teacher. If a child will need help, ask: Is anyone here who can help? Let the children try to help each other.

Next child chooses a Sandpaper letter card and does it likewise. Example small letter "u" will be placed under capital "U".

Trace "u" and say "u" as in Umbrella.

Repeat till all the Sandpaper letter cards are placed under the correct objects.

Work in Worksheet

Hand out the worksheet "U/u" to "Z/z". Write the letter next to the picture.

Activity

Keep the Sandpaper cards in alphabetical order next to each other on the bench.

Put all the objects mixed up on the floor. Ask a child to pick up any object.

Ask: What is this? E.g. this is a Zebra.

Ask: What is the first sound you hear when I say Zebra? "Z"

Say: Place the Zebra on top of the Letter "Z/z".

Ask the next child to come and do the activity.

Activity with Sandpaper card

Place the Sandpaper cards "u" to "z" of the small letters in alphabetical order on

the bench. Put the Sandpaper cards of the capital letters mixed up on the floor.

Call one child to the front.

Say: Pick up any capital letter and place it under the small letter where it belongs

to. Trace and say the sound. Next child will do likewise.

Activity with Play dough

Write the small letter "u" on the board: say the sound "u".

Hand out the play dough to every child.

Say: Make the shape of the capital letter that belongs to small letter "u" with the play dough.

Ask: How does the capital letter U look like? Can someone write it on the board?

Let one child come in front to write capital U on the board.

Say: Now all of us can see how capital U looks like and all of us can make the shape of capital letter U with Play dough.

Check if all children could do it.

Write the small letter u on the board and repeat the same activity likewise till the letter Z.

Work with the worksheet

Hand out the worksheet "U/u" and "Z/z" let the children write and trace with pencil or crayons or colour pencil.

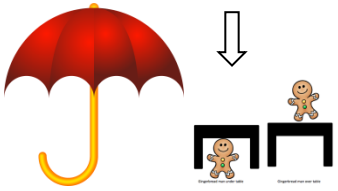

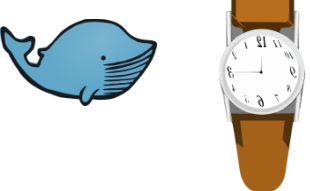


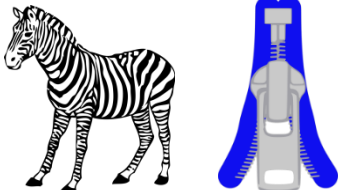
Write in the Notebook

Write in the Notebook the letters "U" to "Z".

Write the Letter next to the Picture

Capital

small

	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
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