

Lesson 1 Letters and words

Pupils book Unit 3 page 24

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Lesson 1

1 Listen, point and repeat. Trace.

Jj juice jug

Kk kangaroo kitten

Ll lion lemon

Unit 4 Introduction of letter names and sounds j, k, l
Worksheet 4.1

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Warm-up

Take out the *Alphabet letter cards j, k and l* from your materials. Hold up the three letters one by one for children to see. Ask them to find the same three letters in the banner at the top of the page.

Activity 1

- Children open their books. Point to the second three letters (in white) across the top of the page again and say *the sound of the letters* for them to repeat.
- Play CD 1 track 12. Children listen and point to the letters as they hear their sounds. Write the small letters on the board for reference and point to them at the same time to help children understand clearly.
- Play CD 1 track 12 again. Children follow and repeat in the pauses. If necessary pause the track and allow them further opportunities to repeat the letter sounds and words.
- Say the sounds again for children to point to in their book. Write the capital letters next to the small letters already on the board. Point to the capital *J* and the small *j* for them to pronounce the sound. Then say: *This is big J. (Mime big with your arms.) This is small j. (Mime small with your hands.)*
- Say the sounds in order of appearance for children to point to in their book: *Point to big J (while miming 'big'). Point to small j (while miming 'small')*. Children trace the letters with their finger and then with a pencil. Make sure they follow the arrow for number 1 first and then the arrow for number 2
- Say simple sentences about the words that start with the letters for children to repeat: *J for juice. K for kangaroo. L for lion.* Children point to the correct picture in their book as they repeat the sentence.

Optional Activity Hold up the *Picture word cards* for letters *j-l* for children to make simple sentences about. Children work in pairs as you hold up the pictures: *L for lemon. J for jug.*

Activity 1 audioscript (CD1 track 12)

Summary

Lesson aim Introduction of letter names and sounds *j, k, l*; learn small and capital letters

Lesson targets Children:

- learn the sounds of letters *j, k, l*
- learn the letter names for *j, k, l*
- read and follow letters and words

Target letters/sounds *j, k, l*

Key skills pointing, tracing

Key words *juice, jug, kangaroo, kitten, lion, lemon*

Materials *Alphabet letter cards*: 6 index cards with the following letters: *j, k, l, J, K, L*, (write the letters as shown on the Website Resource Page) *Alphabet letter cards* from Units 1 to 3; *Picture word cards*: 6 index cards with simple drawings of the following and the words written underneath: *juice, jug, kangaroo, kitten, lion, lemon*; CD track 12

Resources

Hold up the *Picture word cards* for Units 1 to 4. Children work in pairs to say the item on the card and the sound of the first letter: *Kitten. k. Apple. a.*

Worksheet 4.13 (1a 1b)

Answers

1b juice jug kangaroo kitten lion lemon

Lesson 2

Letters at beginning of words

Pupils book Unit 4 page 25

Lesson 2

1 Match and trace.

kitten
lizard
jug

2 Trace and write.

Unit 4 Left to right directionality; identifying and tracing letters/letter sounds; handwriting practice.
j, k, l worksheet 4.1

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Warm-up

Draw a simple picture of an item from the key vocabulary line by line on the board for children to guess what it is. When a child guesses correctly the whole class repeat the word for the drawing and then the sound of the first letter. Play several times drawing different items each time.

Activity 1

- Children open their books. Point to the pictures to the left for children to name: *What's this? A kitten*
lemon jug.
- Point to the first letter in each word: *What is this? It's k.* Children point to and say the sound of the first letter in all three words.
- Point to the first letter in each word again. Children say the sound and trace the line in pencil to the same letter to the right of the page. Make sure children trace the lines only at this point.
- Say the sounds again for children to trace the letter at the beginning of the word to the left and individually to the right. Make sure they follow the directions of the arrows on the letters. Make sure they trace the letter to the left first and then the one to the right to help them remember the correct directionality of writing.

Optional Activity Attach the small letter cards a to l in alphabetical order across the board. Say the sounds of the letters with the whole class. Distribute the Picture word cards for units 1 to 4 at random and ask the children to put them underneath the correct letters. The class says the letter and the word chorally each time the pictures are placed.

Activity 2

- Say the sounds for children to point to and trace the letters with their finger on the page: *Point to and trace small j. Point to and trace capital J. Do this with each new letter.*

2 Children trace the letters in pencil following the directions of the arrows. Make sure they trace from top to bottom and from left to right.

3 Point to the pictures for children to name: *What's this? It's juice. It's a kangaroo. It's a lion.*

Optional Activity Tell children they are going to trace the shape of letters in large letters in the air. Say small and capital letters from Units 1 to 4. The children trace the letters as large as possible.

Summary

Lesson aim identifying capital and small letters, left to right directionality, handwriting practice

Lesson targets Children:

- review the sounds of letters *j, k, l*
- review the letter names for *j, k, l*
- read and follow letters and words

Target letters/sounds *j, k, l*

Key skills tracing, writing

Key words *juice, jug, kangaroo, kitten, lemon, (additional word in Worksheet 14), lion*

Materials *Alphabet letter cards Units 1 to 4, Picture word cards Units 1 to 4*

Resources

Children work in pairs. Say sounds of letters from the alphabet for pairs to say words to each other that starts with that sound: *a. Apple. c. Cat. Etc.* Allow children to look back over their books if necessary but encourage them to do the activity as much as they can from memory.

Online Worksheet 4.13 (2 3)

Answers

2 j l k l k k l

3 l and L, K and k

Lesson 3

Colours and numbers

Pupils book Unit 3 page 26

Lesson 3

1 Listen, say and match. Then colour.

yellow green

lion jumper king lizard

2 Look and colour.

Unit 4 Green, yellow (revision of red, blue); identifying and colouring items.
Worksheet 4.2

Warm-up

Hold up a red pencil and a blue pencil and name the colours for the class to review: *Red. Blue.* Then hold up a yellow pencil and a green pencil. Name the new colours several times for children to repeat: *Yellow. Green.* Point to red, blue, yellow and green items in the classroom for the children to say the correct colours.

Activity 1

1 Children open their books. Play CD1 track 13. Pause the track after the colours. Children repeat the words and point to the pencils in their book.

2 Play CD1 track 13 again. Children listen and point to the pictures of the items as they are mentioned. Children then trace the lines from the pencils to the items using the same colour. Then they colour the items in the same colour as the lines.

3 Children work in pairs. They point to the objects and make phrases about the items and their colours: *The lion is yellow, the jumper is green...*

Optional Activity Children work in four groups. Assign each group a colour. They take turns finding something of their colour in their classroom and bringing it to their group. Check the objects at the end of the game. Ask them to show the object to the class and say: *It's yellow/green, etc.*

Activity 1 audioscript (CD1 track 13)

Activity 2

1 Point to the key to the right of the activity. Say the numbers for children to point to: *Point to one/two/three/four.* Then review the colours: *What colour is one? Blue. Etc.*

2 Children complete the picture according to the key. Walk around and check they are doing it correctly. Help and explain the key again if necessary.

Summary

Lesson aim reviewing numbers 3 and 4, identifying colours *yellow* and *green*

Lesson targets Children:

- review numbers 1 to 4
- review colours *red* and *blue*
- learn colours *yellow* and *green*
- match numbers to objects
- count objects

Target letters/sounds j, k, l

Key skills matching, tracing, colouring

Key words *one, two, three, four, blue, red, yellow, green, lion, jumper, king, (lizard)*

Materials red, blue, yellow and green pencil, CD 1 track 13

Resources

Ask children to draw the following in their notebook: *Draw one yellow pencil/two green pencils/three blue pencils/four red pencils.* Check they have drawn them correctly.

Online Worksheet 4.14 (1)

Answers

1 yellow blue


Lesson 4

Recognise letters, numbers and quantities



Pupils book Unit 4 page 27



Lesson 4



1 Find and trace *j, k, l*.





2 Find, colour and say.

jumper  

juice  

lolly  

kite  

Unit 4 Recognising and tracing *j, k, l*; *j, k, l* words: jumper, juice, lolly, kite, finding and colouring.
Worksheet 4.2

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Warm-up

Distribute the *Alphabet letter cards j, k, l* to three children and have them stand at the front. Distribute the *Picture word cards* for these letters to six children sitting down. The children with the pictures go and stand next to the child with the first letter of their word. Check they are correct with the whole class.

Activity 1

- Children open their books. Name the pictures of words children already know to find and point to: *Find the juice. Find the jumper.* Then write the words lolly and kite and point to them in the picture for children to learn.
- Name the pictures one by one in alphabetical order: *Find the juice. Trace the letter j.* Children point to the picture and trace the letter *j* next to the *juice* in pencil. Make sure they trace in the correct direction (top to bottom, round the curves and then dot).
- Point to the pictures for children to repeat the words and then repeat the initial letters: *Kite. K.*
- Say all the words and letters for them to repeat: *J for juice j, j. K for kitten, k, k. L for lion, l, l.* You can point to the banner on page 26 with the letters *k, l, m*.

Optional Activity Play a game of pairs – get the children to match the initial letter with the picture. After a couple of rounds get the children to do it faster for fun and to secure letter/picture recognition.

Activity 2

- Point to the pictures of the items for children to repeat: *Look at the jumper. Say jumper.*
- Children look at the picture in Activity 1 and colour the items in the same colour. Walk around and check they are doing the activity correctly.
- Children work in pairs and describe the objects: The jumper is green.

Optional Activity Children work in pairs. Say colours *red, blue, yellow or green.* Pairs point to something that colour in the picture and name it: *Red. Lolly. Green. Jumper. Etc.*

Summary

Lesson aim Recognising and tracing *j, k, l*; reviewing colours; reviewing letter directionality

Lesson targets Children:

- review words that start with *j, k, l*
- review the sounds of letters *j, k, l*
- review colours *red, blue*

Target letters/sounds *j, k, l*

Key skills tracing, colouring, speaking

Key words *jumper, juice, lolly, lemon, kite, kitten*

Materials *Alphabet letter cards: j, k, l; Picture word cards: juice, jug, lemon, lion, kangaroo, kitten; white paper*

Resources

Ask children to work in pairs and look at Lessons 1 and 2 of this unit to find *j, k, l* words that appear there but don't appear here in Lesson 4. Pairs share their ideas with the class. Show their pictures. Divide the board into 3 – *j, k* and *l* and ask the children where the pictures should go. Add the words from this unit and do the same. As an extension you can write the words of the new words by their picture (*jug, kangaroo, lion, lizard*) and ask the children to add the words for the other items.

Online Worksheet 4.14 (2 3)

- Colouring as labels and matching jug, kangaroo, kitten, lion, lemon, apple, 3 jumpers
- Drawing of 3 green lizards eating 4 yellow lemons

Lesson 5 Chant

Pupils book Unit 4 page 28

Lesson 5

1 Trace. Then listen, chant and act out.

Jj
Look at **J**ake jump! Oops!
Now **J**ake has juice and **j**am
on his jumper!

Kk
The kitten gives the kangaroo
a kite to fly.
The kangaroo kicks
the kite high into the sky.

Ll
Lily likes lemon lollies.
Lovely lemon lollies.
Lily likes lemon lollies.
Lovely lemon lollies.

Unit 4 Recognising and tracing j, k, l, chanting and acting out chant.
Worksheet 4.3

Warm-up

Children work in pairs to and say as many *j, k, l* words as they can remember from this unit. Walk around and listen to pairs as they work. Let them open their books to spot them.

Activity 1

1 Children open their books. Point to the letters for children to repeat their sounds: *J*. Point to *j*. Children trace the letters with pencil. Make sure they trace in the correct directions.

2 Children look at the words in the chants and say the ones they recognise (*jumper, juice, kitten, kangaroo, kite, lemon, lollies*).

3 Play CD 1 track 14. Students listen and follow the words. Make sure they read from left to right. Ask them to point to the words as they listen.

Explain the meaning of *Jake, jump, juice, kick, likes*, by pointing to the pictures or miming to show their meaning.

4 Play CD 1 track 14 again. Children listen and read the chants while acting them out. On each chant pause at the end of lines and encourage them to repeat them several times chorally. Repeat the procedure several times until they gain confidence.

Optional Activity Write the following words on the board for children to copy into their notebook and draw a simple picture to show their meaning: *jam, kick, like*.

Activity 1 audioscript (CD1 track 14)

Summary

Lesson aim Recognising and tracing *j, k, l*; chanting and acting out a chant

Lesson targets Children:

- review the sounds of letters *j, k, l*
- review the letter names for *j, k, l*
- read letters and words
- chant and act out

Target letters/sounds *j, k, l*

Key skills tracing, chanting

Key words *Jake, jump, juice, jam, jumper, kitten, kangaroo, kite, kicks, Lily, likes, lovely, lemon, lollies*; CD track 14

Resources

Running dictation: Put the letters *j, l*, and *k* on the back wall of the classroom and clear chairs etc out of the way. Show and say first the picture and then the words and the children have to run to the correct letter. Vary the speed but keep your voice low so children don't get too excitable.

Online Worksheet 4.15

Answers

1 JL LK L JL

2 1 kangaroo 2 lolly 3 lemon 4 jam

3 Drawing of a yellow lion in a green jumper with a red kite

Lesson 6

Writing

Pupils book Unit 4 page 23

Lesson 6

1 Complete the words.

am kite lolly

2 Choose a word. Trace and draw.

jumper kangaroo lolly

Unit 4 Writing to complete short words; learner autonomy; reading and choosing; drawing.
Worksheet 4.4

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Warm-up

Write the following on the board: *j, k, l, _emon, _uice, _itten*. Children write the complete words in their notebook. Invite three children to the board to match the letters to the parts of the words to check the answers.

Activity 1

- Children open their books. Point to the pictures to the right for children to name: *What's this? jam/ kite/lolly!*
- Point to the missing first letter in each word: *What letter is missing? j*. Children point to and say the sound of the first letter in all three words.
- Point to the missing first letter in each word again. Children write the letters. Check they are writing in the correct direction.

Activity 2

- Say the starting letters of the words for children to point to and trace with their finger on the page: *Point to and trace small j*.
- Children trace the letters with pencil following the directions of the arrows.
- Children draw three pictures to show the meaning of the words. Check they do the correct drawings.

Optional Activity Children work in pairs. They take turns drawing simple pictures to represent words from this unit and naming what they are. Then they colour their pictures in blue, red, green or yellow and take turns describing the colours they have used.

Summary

Lesson aim Complete short words, reading

Lesson targets Children:

- review the sounds of letters *j, k, l*
- review the letter names for *j, k, l*
- read letters and words
- draw pictures to demonstrate the meaning of words

Target letters/sounds *j, k, l*

Key skills writing, tracing, drawing

Key words *jam, jumper, kangaroo, kite, lolly*

Resources

Tell the children the words starting with the same letter are friends. Ask them to write them with their friend. Then ask them to draw a picture of their favourite word. Point to the banner with the letters on the classroom wall. Add the new letters *j, k, l*.

Online Worksheet 4.16

Answers

- j* jumper *k* kite *l* lion
- jumper lion kitten
- elephant