

Year 2 – PART B – UNIT 1

| OBJECTIVES | |
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| <i>Language:</i> | <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • follow a simple story • identify the new vocabulary taught (alligator, bubbles, doughnut, egg, feather, goggles, hat, igloo, jam, kitten, kite, moon, owl, puppy, question, rhinoceros, turtle, water, x-ray) • orally use at least 10 words from the new vocabulary • identify the written form of at least 7 of the new words (baby, duck, dog, egg, elephant, girl, hat, igloo, jam, kitten, lion, nose, orange, puppy, queen, rhino, tree, umbrella) • confidently identify the alphabet letters • put letters in alphabet in alphabetical order • spell words (e.g. A – P – P – L – E) • write words that are being spelled out for them • copy words correctly |
| <i>Intercultural aspect:</i> | <p>Pupils should:</p> <ul style="list-style-type: none"> • come into contact with foreign children's literature (Dr Seuss's ABC by Dr Seuss) • familiarise themselves with names from other cultures/languages |
| <i>Learning strategies:</i> | <p>Pupils should be able to</p> <ul style="list-style-type: none"> • tolerate ambiguity • cooperate to carry out tasks • use visuals to make meaning |
| <u>SUCCESS INDICATORS</u> | <u>ADEQUACY INDICATORS</u> |
| <ul style="list-style-type: none"> • <u>Listening</u> To be able to comprehend basic vocabulary they have been taught • <u>Speaking</u> To be able to <ul style="list-style-type: none"> - sing songs in the foreign language - name basic vocabulary they have been taught • <u>Reading</u> To be able to <ul style="list-style-type: none"> - recognize rhyming - recognize and name the letters of the English alphabet - to recognize matching lower and upper case letters - to recognize the written form of words they have already been | <ul style="list-style-type: none"> • English alphabet (identification, naming, copying) • Basic vocabulary (as above) • Alphabet songs • Rhyming activities (story and tongue twisters) • Names of people from other countries/cultures |

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| taught <ul style="list-style-type: none"> • <u>Writing</u> To be able to -write the letters of the English alphabet -copy words correctly • <u>Intercultural Awareness</u> To be able to enjoy the sounds of other languages | |
| NEW LANGUAGE | |
| <i>Production</i> | alligator, bubbles, doughnut, egg, feather, goggles, hat, igloo, jam, kitten, kite, moon, owl, puppy, question, rhino, water, x-ray “What begins with ...?” |
| <i>Comprehension</i> | barber, itchy, left, lick, new, policeman, silly, bumblebee, lazy |
| RECYCLED LANGUAGE | <u>Animals</u> : bear, cat, dog, elephant, fish, hen, kangaroo, lion, mouse, octopus, rabbit, zebra, goat, ostrich <u>Food</u> : apple, ice-cream, pizza, tomato <u>Objects</u> : umbrella, violin, window, xylophone, yo-yo, kettle Other: girl, jump, queen, sun, aunt, tree, six, nose |
| MATERIALS | Storybook Dr Seuss’s ABC (http://tinyurl.com/h7kdgrh) Flashcards downloaded from www.eslflashcards.com , Letter cards downloaded from http://pdf.mrprintables.com/mrpac04-lc-b.pdf (lower case) http://pdf.mrprintables.com/mrpac03-basic-b.pdf (upper case) PowerPoint presentation from www.schools.ac.cy mini-whiteboards |
| TIME | 5X40 minutes |

LESSON 1

| PROCEDURE | |
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| INTRODUCTION | <ul style="list-style-type: none"> • Pupils sing one of the alphabet songs they learnt. |
| REVIEW | <ul style="list-style-type: none"> • The teacher introduces a new alphabet song (e.g. https://www.youtube.com/watch?v=iSKcUJOF-Dw or https://www.youtube.com/watch?v=w_-lz2BI2Co) • Pupils sing the alphabet song again and stop at the letter g (the teacher can have a stop sign that will help the pupils stop). While they sing, they can hold up a letter card, when they hear it mentioned in the song (use letter cards from http://pdf.mrprintables.com/mrpac04-lc-b.pdf (lower case) http://pdf.mrprintables.com/mrpac03-basic-b.pdf (upper case)) |

- The teacher should make sure that at least one complete set of the alphabet letters from ‘a’ to ‘h’ are given out to pupils (i.e. a-b-c-d-e-f-g-h) either in capital or small letters, and then continue with another set until all pupils have a card.

The teacher explains that in this lesson they will use the first eight letters of the alphabet.

- The teacher calls out pupils according to the letter they have (e.g. Who has the letter a? Come out then. Who has the letter b?). As the pupils come to the front of the class, the teacher divides them into groups, according to the letter they have, making sure that each group includes letters from **a** to **h** and either capital letters only or small letters only.

Pupils in each group cooperate so that they arrange themselves and stand in the right order according to the alphabet letter they are holding.

Tip 1: *If there isn’t much room to the front of the classroom, the teacher can send a group to work at the back of the room, another group to work on the side, etc. – making best use of the classroom and its arrangement.*

Tip 2: *If the class size does not allow for complete groups of a – h, i.e. if a group has fewer letters e.g. a – f, then you can maybe give that group the remaining letter cards and ask them to form the right order on the floor (by placing the cards on the floor) or on a wall or window (by sticking the cards on the wall or window)*

Tip 3: *This can also take the form of a competition with the first group that stands in the right order being the winner.*

- Cards with the small letters a-b-c-d-e-f-g-h are spread out on the board. The teacher holds a set of cards with the same letters in capitals. Volunteer pupils come to the board, randomly take a card from the set that the teacher is holding, read the letter on the card out loud and then stick the card next to the matching small letter on the board.
- The teacher calls out a letter and the pupils “write” the letter in the air, using their fingers. The teacher gives an example, and introduces the meaning of “big” and “little”.

e.g. “Let’s make a little b. Everyone ready? Little b” “
‘Now, let’s make a big e. Fingers ready? Big E!’”

- Pupils work in pairs. The teacher gives a piece of plasticine

to each pair (if the teacher has difficulty finding plasticine, this can be borrowed from the Art room and then returned). S/he calls out a letter and the pupils cooperate to form that letter on their desk, using the plasticine.



Alternatively, the above activity can be done using pipe cleaners.

Tip: *Pipe cleaners are cheap and can be bought from most craft shops. They can also be reused many times and take very little space so they are a very good resource to have. If you don't have them however, they may be available in the materials used for another school subject (e.g. Design and Technology).*



- The teacher places seven small pieces of paper in a small box (this could also be an empty pencil case, or whatever box is available). Each piece of paper has one of the target eight letters of the alphabet on it (a – h).

The teacher invites a volunteer pupil to randomly choose a piece of paper from the box and reads it out to the class. The teacher then asks pupils to think if they know any words that begin from that letter, e.g.:

Pupil (picks card from box): B

Teacher: B... OK, what begins with “b”? Do we know any words that begin with ‘b’?

The pupils brainstorm/recall words starting with that letter. These can be words that they learnt until now from their alphabet book or in previous lessons. If the pupils have difficulty recalling previously learnt vocabulary, the teacher can provide support, either by miming words, or showing flashcards or drawing on the board. Any right responses from the pupils are acceptable.

- The teacher reminds pupils of more previously learnt vocabulary starting with the letters a-b-c-d-e-f-g-h by

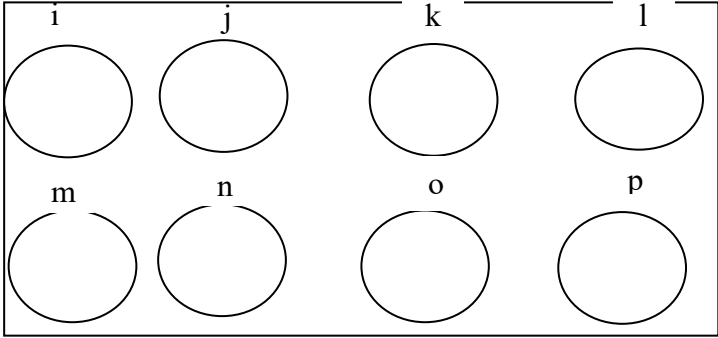
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| | <p>placing flashcards on the board of the words apple, arm, aunt, book, bear, board, carrot, camel, cat, duck, dog, dad elephant, ear, eight, fish, five, four, goat, girl, giraffe, horse, hen. All pupils say the words in chorus.</p> <ul style="list-style-type: none"> The teacher places flashcards with the first eight letters of the alphabet (a – h) around the classroom walls. Pupils take turns to come out, choose a flashcard that is on the board from the previous activity, name the object on the flashcard and the letter it starts with and then find and stand next to the letter-card on the wall they think their word starts with (at the end of the activity the pupils place the flashcards back on the board). |
| PRE-STORYTELLING | <ul style="list-style-type: none"> The teacher tells pupils they are going to read a story about the letters of the alphabet. S/he says there will be some new words in the book and asks pupils if they know them. S/he presents new words by using flashcards (<i>alligator, bubbles, doughnut, egg, feather, goggles, hat</i>) and placing a word card - or writing the word - next to each flashcard. The pupils repeat the new words in various ways (happily, sadly, loudly, in a low voice, etc.) |
| WHILE-STORYTELLING | <ul style="list-style-type: none"> The teacher tells the story. As s/he narrates the story, s/he asks “What begins with a?” and the pupils say what they think begins with “a” by looking at the illustrations in the book. The teacher also prompts the pupils to look at the flashcards on the board and find words that begin with ‘a’. <p>S/he then asks “What letter comes next?” and pupils say the next letter of the alphabet that comes next in the book. They then go through the same procedure, identifying words that begin with the letter, looking at the illustrations, learning new words and saying them in chorus, etc.</p> <p><u>Note:</u> The teacher at this stage only reads the book up to letter H-h.</p> |
| AFTER-STORYTELLING | <ul style="list-style-type: none"> “I spy with my little eye...”: The teacher writes various words from the new and recycled vocabulary on the board. S/he then starts the game by saying: “I spy with my little eye a word beginning with...”. Pupils have to find the right word on the board. The pupil who finds the word, is the next spy and chooses a word to say “I spy...”. Pupils do handout 1 (see photocopiable materials). |

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| EVALUATION | <ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils' responses to the various tasks. The teacher takes notes as soon as possible after the lesson. • If there is time, pupils play a find your partner game. Half the pupils are given cards with the letters a, b, c, d, e, f, g, h on them (small or capital) and the rest of the pupils are given flashcards with new and recycled vocabulary that begins with these letters (new vocabulary: alligator, bubbles, doughnut, egg, feather, goggles, hat / recycled vocabulary). <p>Pupils go around the classroom trying to find their partner (a pupil that has the letter "a", has as partner a pupil who holds a picture with a word beginning with "a"-alligator / apple).</p> <p>At the end of the activity, the pairs present themselves to the class, e.g. a-alligator.</p> |
| PROJECT | <ul style="list-style-type: none"> • Each pupil is given a card or a piece of paper and writes a word beginning with one of the first eight letters of the alphabet. The teacher can arrange a place on the class notice board and place cards with the letters of the alphabet. Pupils can stick their word under the right letter. This activity can be repeated in the following lessons, so that all the letters of the alphabet are completed with words and the variety of the pupils' vocabulary is shown in the display. The display can be given a heading/title e.g. 'Our Alphabet'. |

LESSON 2

| PROCEDURE | |
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| INTRODUCTION | <ul style="list-style-type: none"> • Pupils sing one of the alphabet songs they learnt. |
| REVIEW | <ul style="list-style-type: none"> • Pupils are given letter cards with the alphabet letters A – P. Pupils sing an alphabet song that they like and the teacher holds a stop sign at the letter "p". Pupils hold up their letter cards when they hear their letter mentioned in the song. The teacher explains that in this lesson they will remember the letters i-j-k-l-m-n-o-p. • Letter cards are randomly placed on the board. Pupils take turns to come out to the board and put them in the right |

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| | <p>order (a-p).</p> <ul style="list-style-type: none"> • Crazy match game: The teacher writes upper and lower case letters from a-p on the board, and the pupils take turns to come to the board and match them without drawing a line which will cross another line. • The teacher calls out a letter and the pupils “write” the letter in the air, using their fingers. E.g. “little m”, “big n”. Pupils that feel confident can take the role of the teacher and give instructions for the rest of the class. • Pupils work in pairs. They are given plasticine or pipe cleaners and are asked to form the letters the teacher calls out (e.g. Big P, Little h). Letters learnt in the previous lesson should also be included. • The teacher places eight small pieces of paper in a small box (this could also be an empty pencil case, or whatever box is available). Each piece of paper has one of the target eight letters of the alphabet on it (i - p). <p>The teacher invites a volunteer pupil to randomly choose a piece of paper from the box and reads it out to the class. The teacher then asks pupils to think if they know any words that begin from that letter, e.g.:</p> <p>Pupil (picks card from box): i Teacher: i... OK, what begins with “i”? Do we know any words that begin with ‘i’?</p> <p>The pupils brainstorm/recall words starting with that letter. These can be words that they learnt until now from their alphabet book or in previous lessons. If the pupils have difficulty recalling previously learnt vocabulary, the teacher can provide support, either by miming words, or showing flashcards or drawing on the board. Any right responses from the pupils are acceptable.</p> <ul style="list-style-type: none"> • The teacher reminds pupils of more previously learnt vocabulary starting with the letters (i – p) by placing flashcards on the board of the words ice-cream, ostrich, jump, jungle, kangaroo, kettle, lion, leg, mouse, mouth, nose, neck, octopus, orange, ostrich, pizza, parrot, pen, pencil. Pupils say the words in chorus. • The teacher draws eight big circles on the board, each with a letter on the top, e.g.: |
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| |  <p>S/he then hands out flashcards to pupils. Each pupil who gets a flashcard, names the object on the flashcard, says the letter they think the word begins with and then places the flashcard in the right circle on the board.</p> |
| PRE-STORYTELLING | <ul style="list-style-type: none"> The teacher says they are going to continue their Dr Seuss ABC story today and presents the new words they are going to find in the book by using flashcards (igloo, jam, kitten, kite, moon, night, owl, puppy). The pupils repeat the words in chorus after the teacher. The teacher then puts the flashcards on the board and writes the word next to each flashcard. The pupils repeat the new words in various ways (happily, sadly, loudly, softly, etc.) |
| WHILE-STORYTELLING | <ul style="list-style-type: none"> The teacher reads the story from the beginning, thus revising previously learnt letters and vocabulary and then moves on to the new letters and words. As the teacher narrates the story, s/he asks “What begins with ...?” and encourages pupils to mention words that begin with that letter. The teacher also prompts the pupils to look at the flashcards on the board so that they can recall more words that begin with each letter. The teacher also asks: “What letter comes next?” and pupils say the next letter of the alphabet. <p><u>Note:</u> The teacher should only read the book up to letter P-p.</p> |
| AFTER-STORYTELLING | <ul style="list-style-type: none"> The teacher places flashcards with new and old vocabulary on the board and then gives pupils letter cards. Pupils come out and stick their letter cards under the right picture. Each pupil has to say one more word beginning with the letter s/he is holding, in order to be able to stick the letter card on the board and go back to his/her seat. |

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| | <ul style="list-style-type: none"> The teacher gives out mini-whiteboards to pupils (individually or in pairs). The teacher shows a flashcard and the pupils write on their mini-whiteboards the first letter of the object shown on the flashcard. They then hold the mini-whiteboard up for the teacher to check the answer. S/he then writes the correct answer on the board. <p>Tip: <i>Mini-whiteboards can be created by using an A4 blank paper fit into an A4 plastic pocket. Pupils use non-permanent markers for writing on the mini-whiteboard and a piece of cloth or tissue can be used for cleaning. The use of mini-whiteboards in the lesson helps save time as it's an easy and fun way for pupils to write something and a fast way for the teacher to check/evaluate pupils' answers. Fast checking/evaluating can take place if pupils raise their whiteboards up for the teacher to see their responses.</i></p> <ul style="list-style-type: none"> Pupils work on handout 2 (see photocopiable materials). |
| EVALUATION | <ul style="list-style-type: none"> Alphabet gym: The teacher says a letter and pupils work individually, in pairs or in groups to make that letter by using their bodies. Each pupil is given a card or a piece of paper and writes a word beginning with one of the letters i-j-k-l-m-n-o-p. Then pupils stick their word under the right letter card in the area prepared by the teacher to collect pupils' words (see project in the previous lesson – lesson 1). |

LESSON 3

| PROCEDURE | |
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| OPENING ACTIVITY | <ul style="list-style-type: none"> The teacher asks pupils to name the letters they have seen in the story so far. Every time a letter is mentioned by a pupil, the teacher hands out two cards with that letter (one with the capital letter and the other with the small letter), randomly to pupils. When all the letters from “a” to “p” are given out, the teacher tells pupils they have ten seconds to get in pairs by matching their letter to its capital or small case letter. |

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| INTRODUCTION | <ul style="list-style-type: none"> Pupils sing an alphabet song they like. After they sing the song, the teacher asks the pupils to guess which letters of the alphabet they will revise today. Pupils are expected to name the last 10 letters of the alphabet: q-r-s-t-u-v-w-x-y-z. |
| REVIEW | <ul style="list-style-type: none"> Letter cards from A to Z are randomly given out to pupils. Pupils come to the front of the class and try to get in the right alphabetical order. The teacher calls out a letter and the pupils write the letter in the “air” by using their fingers. e.g. “big u”, “little r”. Pupils that feel confident can take the role of the teacher and give instructions to the rest of the class. The teacher places ten small pieces of paper in a box (this could also be an empty pencil case, or whatever box is available). Each piece of paper has one of the target ten letters of the alphabet on it (q - z). <p>The teacher invites a volunteer pupil to randomly choose a piece of paper from the box and read it out to the class. The teacher then asks pupils to think if they know any words that begin from that letter, e.g.:</p> <p>Pupil (picks card from box): r Teacher: r... OK, what begins with “r”? Do we know any words that begin with ‘r’?</p> <p>The pupils brainstorm/recall words starting with that letter. These can be words that they learnt until now from their alphabet book or in previous lessons. If the pupils have difficulty recalling previously learnt vocabulary, the teacher can provide support, either by miming words, or showing flashcards or drawing on the board. Any right responses from the pupils are acceptable.</p> <ul style="list-style-type: none"> The teacher reminds pupils of more previously learnt vocabulary starting with the letters (q – z) by placing flashcards on the board of the words: queen, rabbit, red, river, sun, strawberry, six, tomato, tiger, ten, umbrella, uncle, violin, window, walk, watermelon, Wednesday, xylophone, yo-yo, yellow, zebra, zoo. Pupils say the words in chorus. |
| PRE-STORYTELLING | <ul style="list-style-type: none"> The teacher say they are going to finish the story in this lesson and presents the new words that they will find in the story by using flashcards (question, <i>rhino/rhinoceros</i>, |

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| | <p><i>turtle, water, x-ray</i>). The teacher puts the flashcards on the board and writes the matching word next to each flashcard. The pupils repeat the new words in various ways (happily, sadly, loudly, softly, etc.).</p> |
| WHILE-STORYTELLING | <ul style="list-style-type: none"> • The teacher tells the story from the beginning, thus revising previously learnt letters and vocabulary and then moves on to the new letters and words. • As the teacher tells the story, s/he asks “What begins with ...?” and encourages pupils to mention words that begin with that letter. The teacher also prompts the pupils to look at the flashcards on the board and recall words beginning with the various letters. The teacher also asks: “What letter comes next?” and pupils say the next letter of the alphabet. |
| AFTER-STORYTELLING | <ul style="list-style-type: none"> • Pupils work in pairs or individually using their mini-whiteboards. The teacher writes a word on the board using small letters and the pupils write it on their mini-whiteboards in capital letters, and vice versa. • If there is time, pupils play “I spy with my little eye...”. The teacher chooses a word that is on the board (new and previously learnt vocabulary) and the pupils need to find out which one it is, e.g. ‘I spy with my little eye something beginning with ...’. The teacher can also use the project display at the notice board (from the ongoing project: ‘My Alphabet’) and use words from there to include in the game. After a couple of times, the teacher gives the lead to volunteer pupils. • Pupils do handout 3. |
| EVALUATION | <ul style="list-style-type: none"> • Evaluation takes place through observation of the pupils’ responses to the various tasks. The teacher takes notes as soon as possible after the lesson. • If there is time, pupils play a game in groups of three or four. There is a pile of letter cards face down in the middle of the group. Pupils take turns to turn over the first letter card. The pupil then has to say the letter and then say a word beginning with that letter. Then s/he takes the card. The pupil with the most cards wins. • Each pupil is given a card or a piece of paper and writes a word beginning with one of the letters q - z. Then pupils stick their word under the right letter card in the area prepared by the teacher to collect pupils’ words (see project in the previous lesson – lesson 1). |

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| PROJECT | <ul style="list-style-type: none"> Pupils can work to present an alphabet song for the school assembly or another school event. They can choose any alphabet song they like and add to the presentation of the song by adding groups of pupils who can hold up letter cards as the letters are mentioned in the song. <p>The song can also be video-recorded and included in the pupils' portfolios and/or on the school website, if there are relevant permissions by the parents.</p> |
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LESSON 4

| PROCEDURE | |
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| REVIEW | <ul style="list-style-type: none"> Pupils play a ball game. The teacher holds a ball and says the first letter of the alphabet. S/he then throws the ball to a pupil. The pupil says the second letter of the alphabet and then throws the ball to another pupil who says the 3rd letter of the alphabet and so on. If there is time, the teacher writes the alphabet on the board (or shows the alphabet on a PowerPoint slide-Presentation1), with missing letters. The presentation can be used with capital or small letters. The teacher gives pupils cards that have the letters that are missing from the alphabet. The pupils sing the alphabet song again and when they reach the point where a letter is missing from the alphabet on the board, they clap their hands. The pupil that has that letter card comes out and sticks it on the empty place on the board. Pupils work in pairs using their mini-whiteboards. The teacher writes a word in capital letters on the board and the pupils write it in small letters on their mini-whiteboards. Pupils raise their whiteboards up to show their answers before the teacher writes the correct answer on the board. Pupils continue working in pairs with their mini-whiteboards. The teacher spells out a word (e.g. D – O – G) and they write the word on their mini-whiteboards. The teacher repeats the spelling two- three times in order to give pupils the chance to spell it correctly. Pupils lift their whiteboards up to share their answer before the answer is written on the board by the teacher. When the |

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| | teacher writes the word on the board, s/he also encourages pupils to read out the word. |
| PRE-STORYTELLING | <ul style="list-style-type: none"> The teacher asks pupils “What name begins with ___?” Pupils are expected to say names they know e.g. Andreas, Eleana, Maria, Christina. The teacher explains that these are Greek names and asks pupils if they know names from other countries and what letter they begin with. Each time a name is mentioned by a pupil, the teacher writes it on the board and pupils say what letter it starts with or spell out the name. |
| WHILE-STORYTELLING | <ul style="list-style-type: none"> The teacher tells the story again and while encouraging more participation from the pupils, s/he asks pupils to try and remember the names mentioned in the story. The teacher draws attention by asking “What’s the name of this boy/girl/woman/man?” “What name begins with ___?” |
| AFTER-STORYTELLING | <ul style="list-style-type: none"> Pupils recall names they heard in the story and the letter they begin with. The teacher writes the names on the board. Pupils choose a name they liked from the story and they write it on a card, decorate it and present it to the class, e.g. “My favourite English name is Laura, L-a-u-r-a” |
| EVALUATION | <ul style="list-style-type: none"> Fly Swat game: Various flashcards of pictures illustrating the vocabulary used in this Unit are placed on the board and the pupils are divided into two groups. Each group lines up in a row in front of the board. The first pupil in each row is given a fly swatter. The teacher says a letter and the pupils have to go to the board and hit a picture that starts with that letter with their fly swatter. The group that hits a flashcard first gets a point. Then the pupils from the front of the row, move to the back giving the fly swatter to the pupils who are now at front of the row. |

LESSON 5

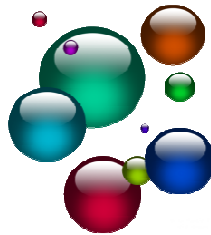
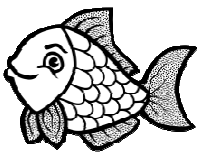
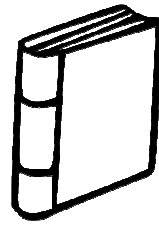
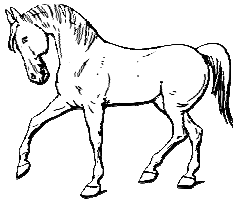
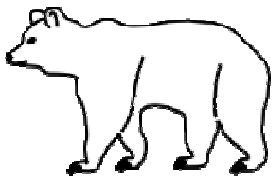
| PROCEDURE | |
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| REVIEW | <ul style="list-style-type: none"> Pupils present their favourite names which they wrote on a card in the previous lesson. Pupils play an ‘I spy .. ‘ game using the words from the ‘My Alphabet’ display in the classroom. |

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| | <ul style="list-style-type: none"> Pupils work in pairs. They write a letter on their partner's back and their partner has to find which letter it is by saying "capital Q", "small r", etc. <p>Alternatively, pupils can work with plasticine or pipe cleaners as in the previous lessons.</p> |
| PRE-STORYTELLING | <ul style="list-style-type: none"> The teacher writes on the board a few of the tongue twisters found in the story. S/he encourages pupils to practice saying them in chorus. <p>Sample tongue twisters in the story are the following:</p> <p>Peter Pepper's puppy Quick queen Quincy Four fluffy feathers Ten tired turtles Jerry Jordan jelly jar Lazy lion licks lollipop</p> <p>Tip: <i>In order to make the tongue twisters a bit more challenging and a bit more fun, you can ask the pupils to say each phrase three times in a fast pace.</i></p> |
| WHILE-STORYTELLING | <ul style="list-style-type: none"> If there is time, pupils can watch a narration of the story from http://www.youtube.com/watch?v=kWWJ_O-ihrs&sns=em <p>During the video, the teacher draws attention to the tongue twisters, when these appear in the story.</p> |
| AFTER-STORYTELLING | <ul style="list-style-type: none"> Pupils work in pairs. Each pair chooses a tongue twister and practices it. The teacher goes around the classroom, listening to pupils and helping them out. Pupils can be assigned the tongue twister as 'home play' and present it in the next lesson. |
| PROJECT | <ul style="list-style-type: none"> Pupils work on one of the following projects: <p><u>Option 1:</u></p> <ul style="list-style-type: none"> Pupils choose their favourite letter and complete an A3 paper or card with drawings of words beginning with that letter and by writing the word under each drawing. <p>The teacher can staple all the projects together to make a picture dictionary for the class. The teacher can also take photos of the pupils' projects and create a digital version of the picture dictionary.</p> |

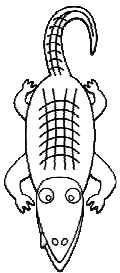
| | |
|-------------------|--|
| | <p><u>Option 2:</u></p> <ul style="list-style-type: none"> Pupils work in pairs to act out part of the book in a mini-play. One pupil presents the letter e.g. “Big A, little a” and asks “What begins with a?” and the other pupil presents words beginning with that letter, e.g. alligator, avocado, etc. The pupils can also change roles. <p>The pupils can present as many words as they like and in any way they like. For example, pupils can have cards with letters or words written on them to support the mini-play, drawings, or miming and gestures. The teacher can provide pupils with materials they may need (crayons, cards), funny hats that the pupils can wear, or whatever else they need in order to look like the characters in the book. The teacher goes around, monitoring and helping pupils.</p> <p>The mini-plays can be presented at a school assembly or another school event. The pupils can engage the audience and them “what begins with __?”, giving the opportunity for all the pupils in the school (or the audience attending the event) to participate.</p> <p>It is always a good idea to video record such events and include them in the pupils’ portfolios or showcase them on the school website, if relevant parent permissions have been given to this extent.</p> |
| EVALUATION | <ul style="list-style-type: none"> The class is divided in two groups to play a game. The board is divided in two parts- on the left part of the board, there are words from the vocabulary learnt or recycled in this Unit. On the right part of the board, the teacher draws two circles; one for Group A and one for Group B. Each group takes turns to send a pupil to the board. Another pupil from the same group spells a word and the pupil on the board writes it in the right circle. If the word is written correctly, the group gets a point. The same procedure is then repeated with the other group. |
| PORTFOLIO | <ul style="list-style-type: none"> Pupils can include a video of their alphabet song, the project on their favourite letter or copies of their alphabet handouts as evidence of progress on the following targets: A1 Listening: Μπορώ να κατανοήσω όταν κάποιος μου εξηγά πώς γράφεται μια λέξη. A1 Reading: Μπορώ να αναγνωρίσω τα γράμματα του αλφαβήτου. A1 Writing: Μπορώ να γράψω τα γράμματα του αλφαβήτου Μπορώ να αντιγράψω λέξεις. Pupils also include the alphabet songs they learnt in the lists of songs (p 27) And include Dr Seuss’s ABC in the list of stories they read (p.26). |

Dr Seuss's ABC - HANDOUT 1
(Letters A - H)

1. Circle what begins with the letter B, b.



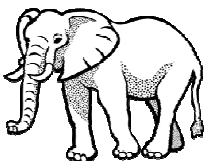
2. Write the missing letter.



_lligator



_aby



_lephant



_og

3. Put the letters in the right order.

h a d e g b c f

____, _____, _____, _____, _____, _____, _____, _____

4. Write the words in capital letters.

apple _____

egg _____




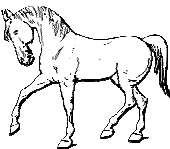


duck _____

giraffe _____

camel _____

girl _____

5. Match the words with the pictures.

| | |
|---|-------|
|  | baby |
|  | horse |
|  | hat |
|  | dog |
|  | duck |
|  | girl |

Dr Seuss's ABC- HANDOUT 2

(LETTERS I - P)

1a. Complete.

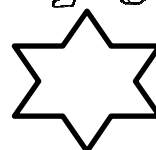
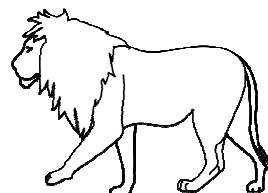
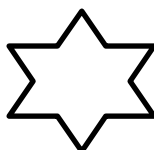
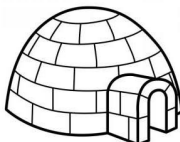
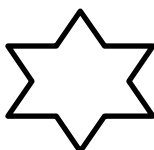
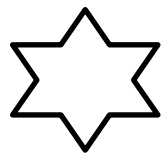
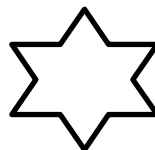
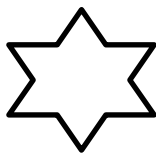
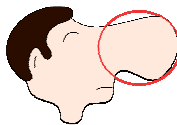
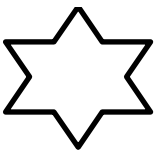
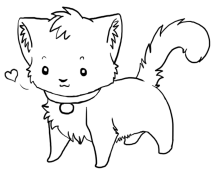
P__ M__ O__ __l J__ N__ K__ __i

1b. Now write the letters in the right order.

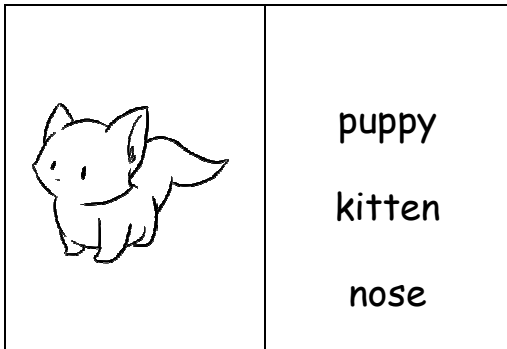
| | | | | | | |
|----|----|----|----|----|----|----|
| __ | __ | __ | __ | __ | __ | __ |
|----|----|----|----|----|----|----|

2. Write each letter under the right picture.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| i | j | k | l | m | n | o | p |
|---|---|---|---|---|---|---|---|

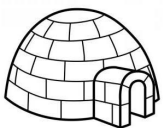


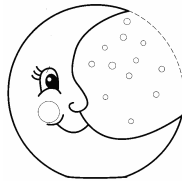
3. Circle the right word.



4. Write the words next to the right picture.

girl, nose, igloo, moon, orange, jam

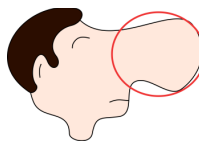












5. Write the words in capital letters

kitten _____

puppy _____

horse _____

lion _____

Dr Seuss's ABC- HANDOUT 3

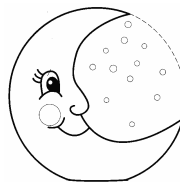
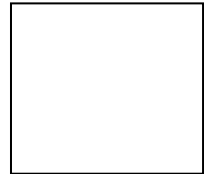
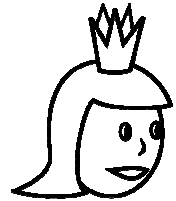
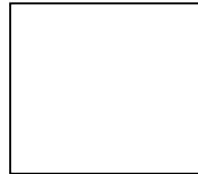
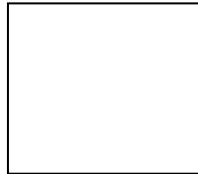
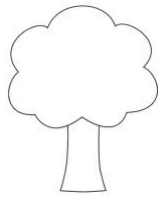
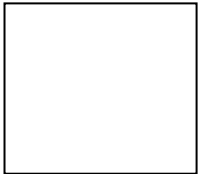
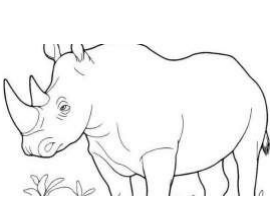
(LETTERS Q - Z)

1. Complete.

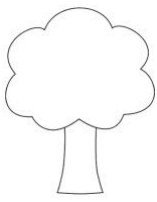
A__ B__ __c D__ E__ __ G__
__ Ii J__ __k Ll M__
N__ O__ __p __q R__ Ss
T__ U__ __v Ww Xx Y__ Z__

2. Write each letter under the right picture.

(T t, Q q, R r, U u, M m, P p, G g, B b)



3. Circle the right word.



moon
tree
umbrella



lion
umbrella
baby



bubbles
horse
duck

4. Write the words in small letters.

HAT _____

RABBIT _____

IGLOO _____

DUCK _____

QUEEN _____

UMBRELLA _____

5. Write each word under the right picture.

(umbrella, egg, orange, tree, hat, girl)





