

Resource Pack

CSS Early Standard

ENGLISH B

First Term

- Division of Syllabus
- Teacher's Guide

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ACTIONS

Objective:

Practice these actions in the class.

Teacher’s note:

Help students to practice these actions in class.

(Basically these activities are revision of the English for Book A, so ask and emphasize the students to act these actions accordingly.)

DIALOGUES

Material: CSS Early Standard English Book B (pages # 4, 5).

Direct: Teaching the children grace and courtesy in the classroom.

Indirect: To have the children greet each other, visitors, and guests.

Points of Interests: Looking in each other’s eyes as they are greeting each other.

Age: 3 1/2 - 4 1/2 years

Introduction:

Invite 3-4 children to come and participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all.

Preparation:

Ask the children that we use some special words while speaking in the class. You will explain that:

When we enter into somewhere, we say *Asslam-o-Alaikum*

The person to whom we say *Asslam-o-Alaikum* replies as: *Wa-Alaikum-Aslam*

When we give order to someone, we say “*Please*”:

- Please stand up
- Please sit down
- Please open the door
- Please shut the door

When we ask for permission, we say “**May**”:

- May I come in?
- May I go to play?
- May I drink water?
- May I go to washroom?

Review:

Ask for more students to come and do the same activity in front of the class.

Teacher’s note:

The teacher will ask questions and students will reply. The students must be encouraged to ask questions. After this activity, the students would be able to ask and reply daily routine questions.

PATTERNS

Book Pages: 6, 7, 8 and 9

Teaching objectives:

- To help the students develop fine motor control skills.
- To show students how to hold a pencil correctly.
- To show students how to sit correctly in order to write.
- To help students follow verbal and printed instructions.

Learning outcomes:

Students should be able to:

- Demonstrate the correct sitting position for writing.
- Demonstrate and maintain a correct pencil grip.
- Follow verbal and printed instructions.
- Trace given patterns with a degree of accuracy.

Materials required:

- Pages # 6,7,8,9 of CSS Early Standard English Book B.
- Writing Pencil, Eraser and Sharpener.

Introduction:

Draw one or two horizontal lines on the board and bring about that the lines go from one side of the board to the other. Ask a student to come to the board and draw a different line and compare it with yours. You may want to repeat this several times with different students.

Student activity:

Ask the students to open their books at pages 6, 7, 8 and 9 and look at the different lines. Talk about what they look like and how they are similar or different; you may want to introduce the terms straight, vertical, horizontal, curved, slanted and zig-zag.

Draw a large copy of the vertical line on the board. (Alternatively, copy the lines onto a large sheet of paper before the lesson, and display these on the board in turn). Ask the students to trace your line in the air, using their whole arm and moving it from the shoulder. Demonstrate this and also select students who do this well to show the action to the class. Repeat the air tracing several times and then use any of the other techniques (sandpaper / velvet / finger paints / mini-whiteboards) for copying the line. Finally, ask the students to draw the line on the palm of their hand.

Before asking the students to trace the line in the book, make sure that each student has a thick pencil or crayon, and that they all know how to sit straight at the desk, how to place their book straight in front of them, and how to hold a pencil correctly.

Again, this can be done by asking students who do this well to demonstrate to the other students. Ask the students to trace the first line carefully, starting at the “Start” point and ending at the “End” point.

Stress that there is no need to hurry; a slower approach will produce neat, accurate results. Repeat all steps of this activity for each of the other lines on the page.

Review:

Ask the students to draw big lines in the air according to your instructions, for example, side to side, up and down, zig-zag, etc.

PRIMARY COLOURS AND MOODS

Teaching objectives

- ✧ To familiarize students with the primary colours red, blue and yellow.
- ✧ To identify and express happiness, sadness and anger.

Learning outcomes

Students should be able to:

- ✧ Group objects according to their colour.
- ✧ Use the terms red, blue, and yellow correctly to identify colours.
- ✧ Know about different expressions.

Materials required

- ✧ A selection of items that are blue, red or yellow, if possible with one identical item in each colour e.g. a red, yellow, and blue balloon or ball.
- ✧ Student sets of blue, red and yellow coloured pencils or crayons.
- ✧ Sheets of white paper.
- ✧ Emotions worksheet from CSS Early Standard English Book B, Page # 10.

Introduction:

Begin by showing the students the red objects that you have brought into the lesson. Ask them to name the colour of the objects and if necessary, teach the name of the colour red. Ask the students if they can see any other red objects in the room. Show the students the matching red and blue items and ask the students to tell you how they are the same and how they are different e.g. both are balls, both are round, they are the same size, but they are different colours. If necessary, teach the name of the colour blue and

show the students the blue items you have brought into the lesson. Can they see any other blue items in the room?

Hold up an object and ask individual students to tell you what colour it is, red or blue? Teach the colour yellow in the same way, comparing identical objects before showing the collection of yellow objects.

Student activity

Ask the students to open their books at page 10. Ask them to look at the three different moods in colour and in black and white. Colour the happy face yellow, sad face blue and angry face red.

Review:

Repeat the above with slightly change in mood and with different colours.

Aa, Bb, Cc

Objectives

- ✧ To introduce the sounds and shapes of the letters a, b, c.
- ✧ To introduce simple vocabulary with initial letters a, b, c.

Resources

- ✧ Flash cards: a, b, c.
- ✧ Picture cards: apple, basket, cat.
- ✧ CSS Early Standard English Book B (Pages # 11,12,13,14,15,16).

Introduction:

- ✧ Remind the children of the last lesson, focusing on the alphabet. Can any children remember any of the letter sounds in the alphabet?
- ✧ Tell the children that they are going to learn the first three letters of the alphabet.

Student's Activity:

- ✧ Show the 'a' flash card; repeat the short /a/ sound in a lively sing-song voice and encourage the children to join in.
- ✧ Show the ant picture card. Stress the /a/ through repetition as you say the word: *a-a-nt*.
- ✧ Repeat for the other picture and words cards (*b-b-asket; c-c-at*).
- ✧ Write the capital letters A, B, and C. Remind the children that they have the same sound but are upper case (big) letters that are used for writing names.
- ✧ Express to the students that "A" is the first letter of Alphabet. This is capital "A" and this is small "a".
- ✧ Express to the students that "B" is the first letter of Alphabet. This is capital "B" and this is small "b".
- ✧ Express to the students that "C" is the first letter of Alphabet. This is capital "C" and this is small "c".

Group Activity:

- ✧ Give each group a set of shuffled letter and picture cards and ask them to match each letter card to the correct picture.
- ✧ Help individuals to sound out the words on page 8 of the Student Book. Emphasize the initial sound of each word.

Review:

- ✧ Show the children one letter and matching picture card for a, b, and c at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: *a is for a-a-nt*.

Assessment:

Do the children sound out a, b, and c correctly?

HOW TO WRITE LETTER Aa

Objectives

- To teach how to form and write the letters “Aa”.
- To introduce letter ‘a’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 11,12).

How it works?

- ✧ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
- ✧ Explain that they are going to start by learning to write the letter “**Aa**”.
- ✧ Point to “**Aa**” on the alphabet wallchart. Ask: What sound does this make? Praise and say: *Yes, /a/ ... /a/ for apple! Yes, /a/ ... /a/ for ant! Yes, /a/ ... /a/ for arrow!*
- ✧ Show the children how to write the lower case ‘a’ on the board. Sound out /a/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case ‘A’ on the board. Sound out /a/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.

- ✧ Ask the children to complete Activities on pages # 11 and 12. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /a/ sound.
- ✧ Return to page 11 of the Student Book and help individual children to sound out the 'a' words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /a/.(ant, alligator)
- ✧ Ask the children if they can name any fruit that begins with /a/.(apple)
- ✧ Ask individual children to copy the upper and lower case 'A' and 'a' on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'a' words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Bb

Objectives

- To teach how to form and write the letters “Bb”.
- To introduce letter ‘b’ vocabulary

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 13, 14).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘b’.
- ✧ Point to “**Bb**” on the alphabet wallchart. Ask: What sound does this make? Praise and say: *Yes, /b/ .../b/for basket!/b/ for bird!/b/for bag!*
- ✧ Show the children how to write the lower case “**b**” on the board. Sound out /b/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**B**” on the board. Sound out /b/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 13 and 14. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /b/ sound.
- ✧ Return to page 13 of the Student Book and help individual children to sound out the “**b**” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /b/.(bear)
- ✧ Ask the children if they can name any fruit that begins with /b/.(banana)
- ✧ Ask individual children to copy the upper and lower case "**B**" and 'b' on the board.
- ✧ Hold up the *basket*, *bird*, and *bag* picture cards one at a time, asking: What /b/ word is this?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "**b**" words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Cc

Objectives

- To teach how to form and write the letters “Cc”.
- To introduce letter ‘c’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 15, 16).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘c’.
- ✧ Point to “Cc” on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /c/ .../c/ for cat! /c/ for car! /c/ for cup!*
- ✧ Show the children how to write the lower case “c” on the board. Sound out /c/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “C” on the board. Sound out /c/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 15 and 16. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /c/ sound.
- ✧ Return to page 15 of the Student Book and help individual children to sound out the “c” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /c/.(cow)
- ✧ Ask the children if they can name any vegetable that begins with /c/.(carrot)
- ✧ Ask individual children to copy the upper and lower case "C" and 'c' on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "c" words?
- ✧ Do they remember any of the new vocabulary?

Dd, Ee

Objectives

- To introduce the sounds and shapes of the letters d and e.
- To introduce simple vocabulary with initial letters d and e.

Resources

- ✧ Flash cards: d, e.
- ✧ Picture cards: Duck, Elephant.
- ✧ CSS Early Standard English Book B (Pages # 17,18,19,20).

Introduction:

- ✧ Remind the children of the last lesson, focusing on the letters d and e. Point to the letters on the alphabet chart and ask them to sound out the letter and do the action, e.g. /e/ is for *elephant*.

- ✧ Tell the children that they are going to learn more letters of the alphabet: d and e.

Student’s Activity:

- ✧ Show the letter card ‘d’; repeat the short /d/ sound in a lively sing-song voice and encourage the children to join in.
- ✧ Show the duck picture card. Stress the /d/ through repetition as you say the word: *d-d-duck*.
- ✧ Repeat for the other picture and words cards (*e-e-elephant*).
- ✧ Write the capital letters D and E. Remind the children that they have the same sound but are upper case (big) letters that are used to write names.

Group Activity:

- ✧ Help individuals to sound out the words on pages 17 and 19 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

- ✧ Show the children one letter and matching picture card for d and e at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: */d/ is for d-d-duck*.

Assessment

Do the children sound out “d” and “e” correctly?

HOW TO WRITE LETTER Dd

Objectives

- To teach how to form and write the letters "Dd".
- To introduce letter 'd' vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 17, 18).

How it works?

- ✧ Explain that they are going to learn to write the letter 'd'.
- ✧ Point to "**Dd**" on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /d/ .../d/ for duck! /d/ for door!
/d/ for dolphin!*
- ✧ Show the children how to write the lower case "**d**" on the board. Sound out /d/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case "**D**" on the board. Sound out /d/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 17 and 18. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /d/ sound.

- ✧ Return to page 17 of the Student Book and help individual children to sound out the "*d*" words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /d/.(dog)
- ✧ Ask the children if they can name any fruit that begins with /d/.(date)
- ✧ Ask individual children to copy the upper and lower case "**D**"and 'd' on the board.

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "*d*" words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Ee

Objectives

- To teach how to form and write the letters "Ee".
- To introduce letter 'e' vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 19, 20).

How it works?

- ✧ Explain that they are going to learn to write the letter 'e'.
- ✧ Point to "**Ee**" on the alphabet wall chart. Ask: What sound does this make? Praise and say: **Yes, /e/ .../e/ for elephant! /e/ for elbow! /e/ for egg!**
- ✧ Show the children how to write the lower case "**e**" on the board. Sound out /e/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case "**E**" on the board. Sound out /e/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 19 and 20. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /e/ sound.

- ✧ Return to page 19 of the Student Book and help individual children to sound out the “e” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /e/.(elephant)
- ✧ Ask the children if they can name any food that begins with /e/.(egg)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “e” words?
- ✧ Do they remember any of the new vocabulary?
- ✧ Do the assessment given on page # 21.

RHYME

Objectives

- To introduce rhyming words.
- To teach a rhyme.
- To help children recognize rhyming words.

Resources

- ✧ CSS Early Standard English Book B (Page # 22).
- ✧ Rhyme on CD.

Introduction:

- ✧ Play Rhyme on the CD.
- ✧ Encourage the children to clap to the rhythm of the song with you.
- ✧ Talk about the rhymes they already know.
- ✧ Which is their favourite?
- ✧ Ask children to recite their favourite rhyme.

How it works?

- ✧ Replay Rhyme again.
 - a. Clap ones while reading 1st line.
 - b. Clap twice while reading 2nd line.
 - c. Clap thrice while reading 3rd line.(In the same way complete the rhyme)
- ✧ Read the words together.
- ✧ Have fun reading them faster and faster.
- ✧ Work in pairs to prepare a reading of the Rhyme, taking turns to read a line.

Review (5 minutes)

- ✧ Write the children's suggestions on the board.
- ✧ Ask children who have prepared a reading of Rhyme to perform it to the class.

Assessment

- ✧ Do they hear the rhymes as well as spot the common spellings?
- ✧ Do the children remember vocabulary from previous lessons?

Ff, Gg

Objectives

- To introduce the sounds and shapes of the letters f and g.
- To introduce simple vocabulary with initial letters f and g.

Resources

- Flash cards: f, g.
- Picture cards: Fountain, Gate.
- CSS Early Standard English Book B (Pages # 23,24,25,26)

Introduction:

- ✧ Remind the children of the last lesson, focusing on the letters d and e. Point to the letters on the alphabet chart and ask them to sound out the letter and do the action, e.g. */d/ is for duck*.
- ✧ Tell the children that they are going to learn more letters of the alphabet: f and g.

Student’s Activity:

- ✧ Show the letter card ‘f’; repeat the short /f/ sound in a lively sing-song voice and encourage the children to join in.
- ✧ Show the duck picture card. Stress the /f/ through repetition as you say the word: *f-f-fountain*.
- ✧ Repeat for the other picture and words cards (*g-g-gate*).
- ✧ Write the capital letters F and G. Remind the children that they have the same sound but are upper case (big) letters that are used to write names.

Group Activity:

- ✧ Help individuals to sound out the words on pages 23 and 25 of the Student Book. Emphasize the initial sound of each word.

Review (5 minutes)

- ✧ Show the children one letter and matching picture card for f and g at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: */g/ is for g-g-gate*.

Assessment

Do the children sound out “f” and “g” correctly?

HOW TO WRITE LETTER Ff

Objectives

- To teach how to form and write the letters “Ff”.
- To introduce letter ‘f’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 23, 24).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘f’.
- ✧ Point to “**Ff**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /f ../f/ for fountain!/f/for fan!/f/ for fish!*
- ✧ Show the children how to write the lower case “**f**” on the board. Sound out /f/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**F**” on the board. Sound out /f/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 23 and 24. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /f/ sound.
- ✧ Return to page 23 of the Student Book and help individual children to sound out the “**f**” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /f/.(fish, fox)
- ✧ Introduce the word ‘fruit’ (emphasizing the /f/ sound) by having a quiz, as:
 - How many fruits can the children name?
- ✧ **Assessment:**
- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “*f*” words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Gg

Objectives

- To teach how to form and write the letters “Gg”.
- To introduce letter ‘g’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 25, 26).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘g’.
- ✧ Point to “**Gg**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes,/g/.../g/for gate!/g/for grapes!/g/for grass!*
- ✧ Show the children how to write the lower case “g” on the board. Sound out /g/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “G” on the board. Sound out /g/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 25 and 26. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /g/ sound.
- ✧ Return to page 25 of the Student Book and help individual children to sound out the “g” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /g/.(goat)
- ✧ Ask the children if they can name any fruit that begins with /e/.(guava)

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "g" words?
- ✧ Do they remember any of the new vocabulary?

Hh, Ii, Jj

Objectives

- ✧ To introduce the sounds and shapes of the letters h, i, j.
- ✧ To introduce simple vocabulary with initial letters h, i, j.

Resources

- ✧ Flash cards: h, i, j.
- ✧ Picture cards: house, insects, joker.
- ✧ CSS Early Standard English Book B (Pages # 27,28,29,30,31,32).

Introduction:

- ✧ Remind the children of the last lesson, focusing on the alphabet. Can any children remember any of the letter sounds in the alphabet?
- ✧ Tell the children that they are going to learn the 8th, 9th and 10th letters of the alphabet.

Student’s Activity:

- ✧ Show the ‘h’ flash card; repeat the short /h/ sound in a lively sing-song voice and encourage the children to join in.
- ✧ Show the house picture card. Stress the /h/ through repetition as you say the word: *h-h-house*.
- ✧ Repeat for the other picture and words cards (*i-i-nsects; j-j-okar*).
- ✧ Write the capital letters H, I, and J. Remind the children that they have the same sound but are upper case (big) letters that are used for writing names.
- ✧ Express to the students that “H” is the 8th letter of Alphabet. This is capital “H” and this is small “h”.
- ✧ Express to the students that “I” is the 9th letter of Alphabet. This is capital “I” and this is small “i”.
- ✧ Express to the students that “J” is the 10th letter of Alphabet. This is capital “J” and this is small “j”.

Group Activity:

- ✧ Give each group a set of shuffled letter and picture cards and ask them to match each letter card to the correct picture.
- ✧ Help individuals to sound out the words on pages 27, 29 and 31 of the Student Book. Emphasize the initial sound of each word.

Review:

- ✧ Show the children one letter and matching picture card for h, i, and j at a time. Help them to remember the sound of the letter by using the picture card as a prompt; for example say: *h is for h-h-ouse*.

Assessment:

Do the children sound out h, i, and j correctly?

HOW TO WRITE LETTER Hh

Objectives

- To teach how to form and write the letters “Hh”.
- To introduce letter ‘h’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 27, 28).

How it works?

- ✧ Tell the children that they are going to learn to write some letters of the alphabet. Remind them of the fun things you can do when you learn to write, e.g. write stories, letters to friends, and their names.
- ✧ Explain that they are going to start by learning to write the letter “**Hh**”.
- ✧ Point to “**Hh**” on the alphabet wallchart. Ask: What sound does this make? Praise and say: *Yes, h ... /h/ for house! Yes, h ... /h/ for horse! Yes, h ... /h/ for hand!*
- ✧ Show the children how to write the lower case ‘h’ on the board. Sound out /h/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names. Explain that the upper case (big) letter is also used at the beginning of a sentence.
- ✧ Show the children how to write the upper case ‘H’ on the board. Sound out /h/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.

- ✧ Ask the children to complete Activities on pages # 27 and 28. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /a/ sound.
- ✧ Return to page 27 of the Student Book and help individual children to sound out the 'a' words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /h/.(hen)
- ✧ Ask the children if they can mime an 'h' word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial 'h' words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Ii

Objectives

- To teach how to form and write the letters “Ii”.
- To introduce letter ‘i’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 29, 30).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘i’.
- ✧ Point to “**I**” on the alphabet wallchart. Ask: What sound does this make? Praise and say: **Yes, /i/ ../i/ for insects! /i/ for igloo! /i/ for inkpot!**
- ✧ Show the children how to write the lower case “**i**” on the board. Sound out /i/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**I**” on the board. Sound out /i/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 29 and 30. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /i/ sound.

- ✧ Return to page 29 of the Student Book and help individual children to sound out the "i" words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some animals that begin with /i/.(iguana)
- ✧ Ask the children if they can mime an /i/ word. Can the other children guess what it is?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial "i" words?
- ✧ Do they remember any of the new vocabulary?

HOW TO WRITE LETTER Jj

Objectives

- To teach how to form and write the letters “Jj”.
- To introduce letter ‘j’ vocabulary.

Resources

- Alphabet wall chart.
- CSS Early Standard English Book B (Pages # 31, 32).

How it works?

- ✧ Explain that they are going to learn to write the letter ‘j’.
- ✧ Point to “**Jj**” on the alphabet wall chart. Ask: What sound does this make? Praise and say: *Yes, /j/ .../j/ for joker ! /j/ for jet! /j/ for jug!*
- ✧ Show the children how to write the lower case “**j**” on the board. Sound out /j/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Remind the children that each letter has an upper case (big) letter for names and the beginning of new sentences.
- ✧ Show the children how to write the upper case “**J**” on the board. Sound out /j/ as you write it.
- ✧ Show the children how to draw the shape in the air with a finger, repeating the sound along with you.
- ✧ Ask the children to complete Activity given on pages # 31 and 32. Check the children know what they have to do. Help and guide as necessary, sounding out words they are unfamiliar with and emphasizing the initial /j/ sound.

- ✧ Return to page 31 of the Student Book and help individual children to sound out the “j” words, emphasizing the initial letter sound.

Review:

- ✧ Ask the children if they can name some food that begin with /j/.(jelly)
- ✧ Hold a quiz: How many /j/ words and names can they call out?

Assessment:

- ✧ Are the children able to form the letters correctly?
- ✧ Do they recognize the initial “j” words?
- ✧ Do they remember any of the new vocabulary?
- ✧ Do the assessment given on page # 33.

Rhyme: One, Two, Three, Four, Five

Objectives:

- ✧ To introduce rhyming words.
- ✧ To teach a rhyme.
- ✧ To help children recognize rhyming words.

Resources

- ✧ CSS Early Standard English Book B (Page # 34).
- ✧ Wall chart – Rhyming words.

Introduction:

- ✧ Perform the poem with action and rhythm.
- ✧ Encourage the children to clap to the rhythm of the song with you.
- ✧ Talk about the rhymes they already know.
- ✧ Which is their favourite?
- ✧ Ask children to recite their favourite rhyme.

Student’s Activity:

- ✧ Replay “*One, Two, Three, Four, Five*” again.
- ✧ Write the words ‘five’ and ‘alive’ on the board. Talk about how they rhyme and point to same endsound (-ive).
- ✧ Write the word ‘go’ on the board. Can they give a word that rhymes with ‘go’? (so) Write ‘so’ on the board and underline ‘o’ in each word. Repeat for ‘bite’ (right).
- ✧ Help the children find page 34 in their Student Books.
- ✧ Read the words together.
- ✧ Have fun reading them faster and faster.
- ✧ Help the children to read the words on the Rhyming words wall chart.
- ✧ Encourage them to read the words aloud to check which rhyme.
- ✧ Children can work in pairs to prepare a reading of “*One, Two, Three, Four, Five*” taking turns to read a line.

Review (5 minutes)

- ✧ Ask the children to think of words that rhyme with five (alive); go (so); bite (right). Write the children’s suggestions on the board.
- ✧ Ask children who have prepared a reading of “*One, Two, Three, Four, Five*” to perform it to the class.

Assessment

- ✧ Can the children recognize the rhyming words?
- ✧ Do they hear the rhymes as well as spot the common spellings?
- ✧ Do the children remember vocabulary from previous lessons?