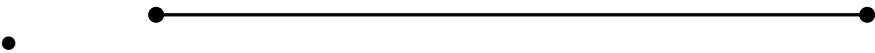


# Resource Pack

ENGLISH

FOR PREP



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# LETTERS

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***Teaching objective:***

To enable students to identify and understand that capital and small letters are written differently.

To enable students to produce sounds of the letters

**Period required: 2*****Materials required:***

- Book,
- White-board.
- Board marker and eraser.

***Introduction:***

The teacher will greet students and ask to sing the 'abc' song.

***Methodology:***

- She will ask a student to write capital letters on the board. She will invite another student to write small letters there.
- She will ask the students to produce the sounds of the letters. She will invite students to read page no. 1 of the book.
- She will introduce page # 2 and 3 of the book and help the students complete the task.

***Homework:***

- Write capital and small letters in the note books.
- Complete page no. 4 of the book.

***Wrap-up:***

The teacher will show the flash cards to the student and ask them to name the letters and produce their sounds.

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# TYPES OF LETTERS

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***Teaching objective:***

To enable students to identify and understand the types of letters.

**Period required: 2*****Materials required:***

- Book,
- White-board.
- Board marker and eraser.
- Sky, Root and Grass letters chart.

***Introduction:***

The teacher will greet students and ask to sing the ‘abc’ song.

***Methodology:***

- She will ask a student to write capital letters on the board. She will invite another student to write small letters there.
- She will ask if all letters are of same height.
- She will brief that letters that start from the upper line and end on third line are called sky letters. All the letters which have an upper part reaching above this imaginary line are called sky letters. This term is therefore applied to the letters **b, d, f, h, k, l** and **t**. Another way to define sky letters would be to say that their height equals the height of capital letters.
- She will tell students that letters that are written in middle two lines are called “grass letters”. Grass letters are the letters simply 'sitting' on the line, without reaching below and not exceeding a certain height, i.e. all grass letters are of the same height. The following letters are grass letters: **a, c, e, i** (the dot above i does not count), **m, n, o, r, s, u, v, w, x** and **z**.
- She will explain that letters that start from the second line and end at the fourth line are

called “root letters”. Root letters are those letters in which the lower part of the letter reaches below the line on which the letter is written. The letters to which this term applies are *g, j, p, q* and *y*.

She will invite students to read and do page # 5 and 6 of the book.

***Wrap-up:***

The teacher will show the flash cards to the student and ask them to guess if it is a sky letter or note.

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# CONSONANTS AND VOWELS

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***Teaching objectives:***

To enable students to identify and read vowels and consonants

**Period required: 2**

***Materials required:***

- English Book.
- White-board.
- Board Marker and eraser.
- Wall chart of vowels and consonants.
- CD of alphabet song.
- Flash cards of Vowels and Consonants.

***Introduction:***

The teacher will greet students and ask them to sing ‘abc’ song.

***Methodology:***

The first thing to do for kids is show them the **visuals for the vowels** and a shortened version of the story for each letter. For the visuals to be effective, the object has to match the shape of the letter. The **visuals worked beautifully** to help cement the sound of the vowel. Using visuals correctly will make all the difference for visual, right-brained, and kinesthetic learners!

Also teach **hand motions** for each vowel. For some children, even as old as middle school, the **hand motions** are what **help** them figure out a word they don't know. Kids will come to associate the body motion with the shape of the letter and also the sound they hear themselves

saying. Over time, they no longer need to make the hand motion - sounds will become automatic. Hand motions are essentials for tactile and kinesthetic learners!

For A, we make an anthill with our fingers and then touch thumbs to make the tunnel. For E, the kids will make a fist and find the lowercase E their fingers made. For I, use an upraised hand similar to the feathers on Ike's head. The O is Osama's wide-open mouth, and the U is Uncle Ule's upside-down umbrella. Stories are great for beginners and for visual, right-brained, and kinesthetic learners.

**Here are the hand motions for our vowels:**



The teacher can tell students that vowels produce sounds through an open mouth without trapped sound. Five letters are always **vowels**. They are a, e, i, o, and u. Even if they are written as capital or uppercase letters, they are vowels. There is another letter that often hangs out with the vowel group. It is the letter y. Therefore, the vowels are a, e, i, o, u, and sometimes y.

The remaining letters of the alphabet are always consonants. The group of **consonants** is: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z the teacher can ask students did you notice that y was in the consonant group too? Y is a member of both groups! Sometimes it is a consonant and sometimes a vowel. So, how do you know if y is a consonant or vowel? Well, most of the time when y is at the beginning of a word, it is a consonant. When y is in the middle or at the end of a word, it is usually a vowel.

The teacher can ask students would you like to learn a quick way to remember the vowels. Look at your hand. Starting with your thumb, say each vowel as you touch a finger. When you say "a," touch your thumb. When you say "e," touch the finger next to your thumb, which is your index finger. Next, touch your tallest finger, and say "i." Your ring finger is next. Touch it and say "o." Finally; we come to your little finger or pinky. Touch it and say "u." You named the vowels that are always vowels!

## OR

- The teacher can ask students to look at the alphabet chart and say it slowly.

- She can ask students if they know what vowels and consonants are.
- She can explain to students that each letter has a purpose when it comes to sound, writing, spelling, and talking.
- She will separate the board into two sections.
- On one side she will put the heading "vowels" and the other side writes "consonants."
- She can ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "ding ding ding" sound and write the vowel in the vowel section.
- If a student picks a consonant make a different sound like "poump poump poump" and write it in the consonant section.
- The teacher can continue like this until all the letters of the alphabet are on the board.
- While pointing at the letters she should ask the class what sound the vowels make.
- The teacher can reiterate that vowels are AEIOU and sometimes Y, but the Y will be taught at a later date.

The teacher can ask students to brainstorm words for each letter. Two or three words are sufficient. She should try to write the words next to the letter to which they belong.

- She will separate the board into two sections on one side put the heading "Vowels" and the other side write "Consonants."
- She can ask each student to look at the alphabet chart and pick a letter.
- If a student picks a vowel make a "**ding ding ding**" sound and write the vowel in the vowel section. If a student picks a consonant make a different sound like "**poump poump poump**" and write it in the consonant section. Continue like this until all the letters of the alphabet are on the board.
- She will invite students to read page no. 7 and 8 of the book.

### **Wrap-up:**

The teacher will show flash cards to students and ask if it is vowel or consonants.

## **USE OF 'A' AND 'AN'**

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### **Teaching Objectives:**

- To enable students to understand the concept of vowels and consonants

- To enable students to learn the use of ‘a’ and ‘an’
- **Period required: 2**

***Materials required:***

- English Book.
- White-board.
- Board marker and eraser.
- Cards.

***Introduction:***

The teacher will greet students. She will ask them to write letters on the board. She will ask them if all of these are same. She will tell them that one day all letters went to play in a garden. 5 letters proved themselves naughty and rest of all letters decided not to be their friends. These 5 letters are called vowels. These are “a, e, i, o, and u”. Rest of all is called consonants. She will ask students to encircle vowels on the board.

***Methodology:***

- The teacher will tell students that there are two brothers “a” and “an”, “a” is friend of consonants and “an” is friend of vowels.
- She will write different words on board and ask students to write “a” or “an” before these. She will assign written work in note books/workbooks.
- She will invite students to go through page no. 9 and 10 of the book.

***Wrap-up:***

The teacher will ask students to tell what vowels and consonants are.

# SOUNDS

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***Teaching objective:***

To enable students to identify and produce initial, middle and ending sounds of the letters and read the different words

**Period required: 4**

***Materials required:***

- Book,
- White-board.
- Board marker and eraser.



***Introduction:***

The teacher will greet students and ask to sing the 'abc' song.

***Methodology:***

- She will ask a student to write small letters on the board. She will ask the students to produce the sounds of the letters. She will introduce page no. 34 and 35 one by one on the board and focus on the recognition of the sounds and reading of the words.
- She will invite students to read page no. 13 and 14 from the book.
- She will encourage them to read the words to their partners.
- She will invite them to do page no. 15.

***Homework:***

- Read page no. 13 and 14 of the book.
- Do page no. 16 of the book.

***Wrap-up:***

The teacher will write words on the board and ask the students to read these words.

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# Blending.... Initial blends

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## *Teaching objectives:*

To enable students to identify sounds and blend them to make words

**Period required: 12**

## *Materials required:*

- English Book.
- White-board.
- Board marker and eraser.
- Cards.

## *Introduction:*

- The teacher will explain to students that today they will learn about **blends**. Phonics blending is a **way for students to decode words**. With phonics blending, you can fluently join together the individual sound-spellings (also called letter-sound correspondence) in a word. With a word like jam, you can start by sounding out each individual sound-spelling (/j/, /ă/, /m/).

## *Methodology:*

- She will choose a few letter cards, and ask students to say the sound of each.
- She will hold up the letter p, and ask students to make the sound.
- She will do the same with the letter l.
- She will put the two letters together, and explain that when the letters are put together and blended, they give a whole new sound.

- She will ask students to make the /pl/ sound.
- She will hold the different letter up and ask students to make the sound of the letter. For example, if she has the letter n, she will ask students to make the n sound.
- She will repeat this process a few times, picking different letter cards.
- She will then get out the four letter dice.
- She will explain to the students that three of the dice have different consonants on all sides, and one of the dice only has vowels.
- She will explain to the students that they will throw the dice, one at a time, until each land on one letter.
- She will model throwing the dice.
- Next, she will explain to the students that they must try to make a word using the four letters.
- She will model trying to make a word using the letters on the four dice.
- If she can't make a word, she will explain to the students that she must move on and hand the dice to the next player in the group so that he can try to make a word.
- The teacher will invite students for going through page # 17 to 24.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

## **“Ch” DIGRAPH**

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***Teaching objectives:***

To introduce the two-letter sound “ch” and make words with it.

**Period required: 2*****Materials required:***

- English Book.
- Flash cards: “ch”.
- Board.
- Marker.

- Duster.

***Introduction:***

The teacher will gather students in a common area and read the story to them.

***Methodology:***

- After reading, she will inform students that there are many words within the story that begin with the consonant blend “ch”.
- She will write the digraph “ch” on the dry erase board or chart paper and say the sound /ch/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /ch/ sound. She will call on three or four students.
- She will show the children the flash card ‘**ch**’, and repeat the /**ch**/ sound these two letters make. Show them the ‘**chair**’ card and encourage them to mime chopping a tree.
- She will write the word ‘**chair**’ on the board. She will say the word ‘**choir**’ and point out how the two letters ‘**ch**’ together make one sound.
- She will tell them that they will learn about ‘**ch**’ (pair of letters) that makes one sound.
- In the same way, she will introduce the other words.
- She will invite them to do page # 25.

***Homework:***

Read page # 25.

***Wrap-up:***

The teacher will ask students to write ‘**ch**’ words on the board.

## “Sh” DIGRAPH

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***Teaching objectives:***

To enable students to make words with ‘sh’ digraph

**Period required: 2**

**Materials required:**

- English Book Flash cards: sh.
- Board.
- Marker.
- Duster.

**Introduction:**

The teacher will gather students in a common area and read a story to them. She will tell students that this story has ‘sh’ words.

**Methodology:**

- She will write the digraph “sh” on the dry erase board or chart paper and say the sound /sh/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /sh/ sound. She will call on three or four students.
- She will ask them to put your finger to your lips and say *shshsh*, as if asking the class to be quiet.
- She will write the word ‘*shop*’ on the board. She will say the word ‘*shop*’ and point out how the two letters ‘*sh*’ together make one sound.
- She will tell them that they will learn about ‘*sh*’ (pairs of letters) that make one sound.
- She will show the children the flash card ‘*sh*’, and repeat the /sh/ sound which these two letters make. She will show them the ‘*ship*’ card and ‘*shell*’ card and ask the students if they have ever played with shells or not.
- She will show the children the flash card ‘sh’, and repeat the /sh/ sound which these two letters make.
- She will show them the ‘*shop*’ card and say: *Let’s go for shopping at the shops!*
- She will encourage the children to say ‘*Let’s go shopping!*’
- She will invite students to go through page no. 26 of the book.

**Wrap-up:**

Students will do the pair reading.

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# “Th” DIGRAPH

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## *Teaching objectives:*

- To introduce vocabulary with two-letter sounds.
- To enable students to learn the two-letter sound “th” and make words with it.

**Period required: 2**

## *Materials required:*

- English Book.
- White-board.
- Board marker and eraser.
- Flash cards.

## *Introduction:*

- The teacher will gather students in a common area and read a story to them.
- After reading, she will inform students that there are many words within the story that begin with the consonant blend “th”.
- She will write the digraph “th” on the dry erase board or chart paper and say the sound /th/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /th/ sound. She will call on three or four students.
- She will show the children the flash card ‘**th**’, and repeat the /th/ sound these two letters make. Show them the ‘**thin**’ card and say: A thin man! Encourage the children to say ‘**thin**’.
- She will write the word ‘**thumb**’ on the board she will say the word ‘**thumb**’ and point out how the two letters ‘**th**’ together make one sound.
- Tell them that they will learn about ‘**th**’ (pair of letters) that makes one sound.
- She will invite them to read and do page # 27.

## *Homework:*

Write ‘**th**’ words in your note books.

**Wrap-up:**

The students will write ‘*th*’ words on the board.

# “Wh” DIGRAPH

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**Teaching objectives:**

To enable students to make words with ‘wh’ digraph

**Period required: 2**

**Materials required:**

- English Book
- Flash cards: sh.
- Board.
- Marker.
- Duster.

**Introduction:**

The teacher will gather students in a common area and read a story to them. She will tell students that this story has ‘wh’ words.

**Methodology:**

- She will write the digraph “wh” on the dry erase board or chart paper and say the sound /wh/. She will have the students repeat the sound.
- She will ask students if they can think of any words that begin with the /wh/ sound. She will call on three or four students.
- She will ask them to put your finger to your lips and say *whwhwh*, as if asking the class to be quiet.
- She will write the word ‘*what*’ on the board. She will say the word ‘*what*’ and point out how the two letters ‘*wh*’ together make one sound.
- She will tell them that they will learn about ‘*wh*’ (pairs of letters) that makes one sound.
- She will show the children the flash card ‘*wh*’, and repeat the /wh/ sound which these two letters make. She will show them the ‘whale’ card and ‘white’ card and ask the

students if they like white colour or not.

- She will show the children the flash card 'wh', and repeat the /wh/ sound which these two letters make.
- She will show them the 'whale' card and say: a white whale
- She will invite students to go through page no. 28, 29 of the book.

***Wrap-up:***

Students will do the pair reading.

## 'oo' SOUND

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***Teaching objectives:***

To enable students to identify long and short 'oo' sounds and blend them to make 'oo' words

**Period required: 2**

***Materials required:***

- English Book.
- White-board.
- Board marker and eraser.
- Cards.

***Introduction:***

- The teacher will explain to students that today they will learn about a new sound.
- She will choose a few letter cards, and ask students to say the sound of each.
- She will do the same with the letter o.
- She will put the two letters 'oo' together, and explain that when the letters are put together and blended, they give a whole new sound.
- She will ask students to make the /oo/ sound.
- She will help them to differentiate between long and short sound.

***Methodology:***



- She will write the letters w, d, and oo on the board.
- She will ask a student to volunteer to figure out a word using the letters on the board.
- She will introduce page no. 30 of the book and introduce 'oo' words.
- The teacher will invite students for doing page # 31 and 32.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

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## 'oa' SOUND

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***Teaching objectives:***

To enable students to identify 'oa' sound and blend them to make 'oa' words

**Period required: 2*****Materials required:***

- English Book.
- White-board.
- Board marker and eraser.
- Cards.

***Introduction:***

- The teacher will explain to students that today they will learn about a new sound.
- She will choose a few letter cards, and ask students to say the sound of each.
- She will do the same with the letters o and a.
- She will put the two letters 'oa' together, and explain that when the letters are put together and blended, they give a whole new sound.

- She will ask students to make the /oa/ sound.

***Methodology:***

- She will introduce different oa words with the help of flash cards.
- She will introduce page no. 33 of the book and introduce 'oa' words.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

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## 'ee' SOUND

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***Teaching objectives:***

To enable students to identify sounds and blend them to make 'ee' words

**Period required: 2**

***Materials required:***

- English Book.
- White-board.

- Board marker and eraser.
- Cards.

***Introduction:***

- The teacher will explain to students that today they will learn about a new sound.
- She will choose a few letter cards, and ask students to say the sound of each.
- She will do the same with the letter e.
- She will put the two letters 'ee' together, and explain that when the letters are put together and blended, they give a whole new sound.
- She will ask students to make the /ee/ sound.

***Methodology:***

- She will write the letters f, t, and ee on the board.
- She will ask a student to volunteer to figure out a word using the letters on the board.
- She will introduce page no. 34 of the book and introduce 'ee' words and their story with the help of the QR code.
- The teacher will invite students for doing page # 35.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

# Blending.... ending blends

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***Teaching objectives:***

To enable students to identify sounds and blend them to make words

**Period required: 4**

***Materials required:***

- English Book.
- White-board.
- Board marker and eraser.

- Cards.

***Introduction:***

- The teacher will explain to students that today they will learn about ending **blends**. Phonics blending is **a way to decode words**. With phonics blending, you can fluently join together the individual sound-spellings (also called letter-sound correspondence) in a word. With a word like jam, you can start by sounding out each individual sound-spelling (/j/, /ă/, /m/).

***Methodology:***

- She will choose a few letter cards, and ask students to say the sound of each.
- She will hold up the letter n, and ask students to make the sound.
- She will do the same with the letter d.
- She will put the two letters together, and explain that when the letters are put together and blended, they give a whole new sound.
- She will ask students to make the /nd/ sound.
- She will repeat this process a few times, picking different letter cards.
- She will introduce different words ending with the / nd/ sound.
- She will introduce different ending blends in the same way.
- The teacher will invite students for going through page # 36 and 37.
- She will invite them to complete page no. 38 and 39.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

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# RHYMING WORDS

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***Teaching objectives:***

To help children to recognize rhyming words

**Period required: 2**

***Materials required:***

- CD of Hickory, Dickory; Dock (rhyme).
- English Book.
- Cards.
- Wall chart – Rhyming words.

***Introduction:***

- The teacher will have students seated at their desks or on a mat.
- To motivate and activate students, she will tell them that they will be learning about **rhyming words**, which are words that have the same ending sounds. She will ask for examples of words that rhyme. For example, potential discussion questions include: *What rhymes with bat? How do you know?*

***Methodology:***

- She will ask students to identify the pictures that she will show them.
- She will show the students a picture of a fish, a dish, a log, a frog, a dog, a hog, a cat, a hat, and a mat.

- She will have them raise their hands if they know the answers.
- She will attach the picture of the cat to the whiteboard.
- She will make a list of the following words on the board: *fish, dish, log, frog, dog, hog, mat, hat, and fat.*
- She will point to each word and read it aloud. She will have students repeat the words after her.
- She will ask students which words rhyme. For example: *What does cat rhyme with?* Have them refer to the pictures to answer.
- She will show students similar endings in words by underlining the –at in *cat, mat, hat, and fat.*
- She will select a student to come up to the whiteboard.
- She will give that student the picture of a fish.
- She will ask the class to look at the words written on the whiteboard, and have them raise their hands if they know which word rhymes with fish.
- She will repeat steps 1-3 using various images from the list.
  - She will ask the children to think of words that rhyme with men (hen, pen, ten) bun (fun, sun, run). She will write the children's suggestions on the board. If children make words up still, praise them if they rhyme, e.g. hen/pen, cat/dat.
  - She will invite them for the book reading at page no. 41 and 42
  - She will help them to complete page no.43 of the book.

**Wrap-up:**

The teacher will tell a word and students will tell the rhyming word.

## SINGULAR / PLURAL

### *Teaching objectives:*

To enable students to differentiate between singular and plural nouns and change singular nouns into plural nouns

### *Materials required:*

- English Book
- White-board.
- Board marker and eraser.
- Cards.

### *Introduction:*

The teacher will show the objects to the students and ask them to name the objects. She will write the names on the board. She will tell the class that all names are pointing towards one object and one means singular. Now she will add s to these words and tell the class that now the words or names are telling us about more than one object so these are plural.

### *Methodology:*

- The teacher will paste the cards of objects on the board and ask the students to read the name of an object and tell if it is singular or plural.
- She will draw two columns on the board and tell the students how to change the singular nouns into plural nouns by adding s. She will also invite few students for the practice.
- She will invite students read and do page # 40 and 41.

### *Homework:*

Read page no. 40 and 41.

### *Wrap-up:*

The teacher will name the singular noun and the students will name the plural noun.

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# THIS IS, THAT IS, THESE ARE AND THOSE ARE

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## *Teaching objectives:*

To enable students to learn the use of “*this is*”, “*that is*”, “*these are*” and “*those are*”

**Period required: 2**

## *Materials required:*

- *Board.*
- *Book.*
- *Marker.*
- *Duster.*
- Some common classroom items like school-bag, notebook, book, pencil, eraser, sharpener, desk, chair, window, door, wall, roof etc.
- Wall chart showing the use of “*this*”, “*that*”, “*these*” and “*those*”.
- English Book.
- White-board, Board marker and Eraser.

## *Introduction:*

The teacher will point at a chair that is near to you, stand right next to it and touch it. She will point to a chair that is far away saying “*that chair*”. Switch to:

- *This pen* and *that pen*.
- *This shoe* and *that shoe*.
- *This nose* and *that nose*.
- *These windows* and *those windows*.
- *These chairs* and *those chairs*.

## **Methodology:**

- She will use different objects to clarify the concept. Now she will bring the students toward questions:

What is this?

What are these?

What is that?

What are those?

- She will invite students for reading and doing page # 42 to 44.



**Homework:**

Read page # 42 to 44.

**Wrap-up:**

The teacher will help the students in asking question from each other e.g., what is this? What is that?

# GENDERS

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**Teaching objectives:**

To enable students to identify different genders

**Period required: 2**

**Materials required:**

- English Book .
- White-board.
- Board marker and eraser.
- Cards.

**Introduction:**

- The teacher will greet the students.
- She will divide the class into two groups. One group will be consisting of girls and the other will be consisting of boys.
- She will introduce the concept of gender and its type.

**Methodology:**

- She will introduce different pictures and ask students to name the gender.
- She will introduce the words related to genders on the board and help students to read these words.
- The teacher will invite students for reading and completing page # 45 to 49.

- She will encourage them to do the pair reading.

***Homework:***

- Read page no. 45 and 46 of the book.

***Wrap-up:***

The teacher will write a word on the board and the students will read it.

## **Topic: Words Opposites**

***Teaching objectives:***

To enable students to identify opposite words

**Period required: 2**

***Materials required:***

- English Book .
- White-board.
- Board marker and eraser.
- Cards.

***Introduction:***

- The teacher will gather students and whisper that we are going to practice **opposites**.
- She will shout that this will be a fun activity that they can complete however they choose.
- She will lead students in choral demonstration of opposites. She will Say, "Everybody point up. Now point down. Let's all whisper, 'opposites.' Now let's all shout, 'opposites!'"
- She will ask a student or a pair of students to point out opposite concepts in the room or demonstrate them, e.g., by sitting on top of a table then sitting under the table.
- She will tell them that they may choose to write or draw about opposites wherever they choose. For example: "Raheem may want to crawl under the table and write on the paper taped to the bottom of the table.

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- She will demonstrate and have the students demonstrate the different positions they can choose to write in.
  - The teacher will ask students to show how they would write over their heads while laying on their backs, write big and small letters, etc. by pantomiming.

***Methodology:***

- She will ask what colour crayon a student might use when writing on dark coloured paper.
- She will have students elaborate on why they made that choice.
- She will ask a student to sit on top of a table (after explaining this is only allowed during this activity). Then, she will ask for a volunteer to show how they could write in an opposite way (under the table).
- She will help students going through page no. 50 and 51.

***Wrap-up:***

*The teacher will divide the class into two groups. One group will say the word and the other will tell the opposite.*

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