

1 Say hello!

Topics letters, animals, colours

A Hello! Say, spell and write names.
 My name is _____
 What's your name? _____

B Know your letters!

C Draw a red line (a-z) from the baby spider to its dad!

D Listen! Draw a line from the baby frog to its mum!

E What's this? Write the word.
 Example: fish _____
 1 _____
 2 _____

F What's the animal?
 1 _____
 2 _____
 3 _____
 4 _____
 5 _____

G Listen to the letters and play the game! Can you make a word?

Equipment needed

- Starters audio 1B, 1D, 1F.
- Colouring pencils or pens.
- A card for each letter of the alphabet, handmade or printed and cut out from www.cambridge.org/funfor. See G.

- A Hello! Say, spell and write names.**
- Introduce yourself. Say: *Hello, my name is (Linda)*. Spell your name as you write it on the board. Ask 3–4 different learners: *What's your name?* Learners answer: *(Matilde, Suzy, Lee)*. Ask the class: *How do you spell (Matilde)'s name?* Learners spell the names as you write them on the board.
 - In pairs, learners ask and answer: *My name is ... What's your name?* They write their name and their partner's name on the lines. Learners can write their names in a decorative way and use pencils or pens to add colour if they want. For example:

★ **Matilde** ★

B Know your letters!

Starters tip
 Practise saying and writing the letters of the alphabet which cause problems for your learners. When spelling words, make sure that learners know the sounds for naming vowels and difficult consonants ('r', 'w', 'y', etc). Also practise pairs of consonants that your learners might confuse ('g' and 'j', 'n' and 'm', 's' and 'c', 'p' and 'b', etc).

- Note:** If your class needs longer to learn the alphabet, you might prefer to teach only the letters needed for 2–3 of the learners' names (mentioned in **A**) to begin with. Give learners practice saying and writing these letters and then introduce and practise saying and writing the remaining letters.
- Write the following letters on the board. Each line represents a missing letter in the alphabet.
ab_def_hij_lm_
pq_stu_wx_z
 - Point to the missing letters and ask: *What's this letter?* (c, g, k, n, r, v, y). Add the missing letters to the board. As you write each one, practise its pronunciation by asking 4–5 learners: *What's this letter?*

- Group letters on the board. In a circle write: *a h j k*
 Say the letters. Learners listen and repeat. Show learners that these letters all share an /ei/ sound.
 - Do the same with *b c d e g p t v*. These letters all share an /i/ sound.
 - Do the same with *f l m n s x*. These share an /e/ sound.
 - Do the same with *q u w*. These share a /ju:/ sound.
 - Do the same with *i y*. These share an /ai/ sound.
- Note:** 'o', 'r' and 'z' are the only letters that do not fit into these phonemic groups.
- Learners look at the letter pond in **B**. Say: *Find the letters in your name*. Learners use a coloured pen or pencil to draw a small circle around the letters they need to write their own first name. If learners know how to spell their surnames, they could use a different colour to also circle those letters.
 - Make sure learners have grey, green, red and blue colouring pencils among others. Say: *Listen to the letters now*. Play the audio, stopping at the first pause. Learners find 'a', 'h', 'j' and 'k' in **B**, find their grey pencil and colour in their leaf shapes.
 - Play the other groups pausing between each one while learners find letters and colour them again. Repeat audio.
 - At the end of the audio, ask: *Which letters have no colour?* ('o', 'r' and 'z')
 - Learners show each other their coloured letters. Ask 2–3 learners: *What colour is your h? t? s? u?* Learners answer. (grey, green, red, blue)
 - In pairs, learners ask and answer: *What colour is your ... ?* questions.
 - Ask questions about sound groups, for example: *Which letter sounds like 'i'?* (y); *Which sound like 'q'?* (u, w); *Which letter sounds like 'k'?* (a, h, j)

Audioscript

Listen and say the letters.

One: a h j k
 a h j and k are grey!
 Find your grey pencil. They're grey!

Two: b c d e g p t v
 b c d e g p t and v are green!
 Listen again! They're green!

Three: f l m n s x z
 f l m n s x and z are red!
 They're red! They're red!

Four: q u w
 q u and w are blue! Yes! They're blue!

Five: Now i and y
 i and y are ... You choose the colour!
 You choose!

- C Draw a red line (a-z) from the baby spider to its dad!**
- The whole class says the alphabet again.
 - Point to the animals in **C** and ask: *Where's the baby spider? Where's its dad?* Learners find the two spiders. Ask: *Where's the letter 'a'?* And 'b'? And 'c'? Learners point to the letters a, b and c.
 - Make sure learners have red pencils. Say: *Draw a red alphabet line!* Learners draw a red line to link the 26 letters (a–z) across the box.

D Listen! Draw a line from the baby frog to its mum!

- Make sure learners have green pencils. Say: *Let's draw a green line from the baby frog to its mum now. Listen!* Play the audio. Learners listen and draw a green line to help the baby frog find its mum. Play again as necessary.

Optional extension:

Divide learners into A and B pairs. Pairs choose a parent and baby animal (for example a cat and a kitten) and draw these either side of the letter box. Without showing each other, A learners draw a purple line between the letters in the letter box from the baby animal to its parent. B learners draw a brown line between the letters in the letter box from the parent to its baby.

A learners then say the letters in their purple line and B learners listen and draw their own purple line. B learners then say the letters in their brown line and A learners listen and draw their own brown line.

Pairs then compare their letter boxes.

Audioscript

q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x

E What's this? Write the word.

Reading ^{Part} **3**
& Writing

- Learners look at the picture. Ask: *How many animals can you see?* (six)
Ask: *Where's the fish?* Learners point to the fish. Ask about the other animals. *Where's the frog / goat / duck / spider / sheep?*
- Check the animal words again. Point to the fish and ask: *What's this?* ([It's] a fish) Continue in the same way pointing and asking *What's this?* questions about the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Point at the six puddles. Say: *Look! The letters for the animal words are in the water.* Point to the example and the answer 'fish' on the line.
- In pairs, learners look at the numbers and find the right puddle for each animal. Crossing off the letters as they use them to spell the animal words, learners write the answers on the lines.
- Check answers by asking different pairs:
How do you spell duck / sheep / frog / goat / spider?
Learners say the letters to spell the words.

Check answers:

1 duck 2 sheep 3 frog 4 goat 5 spider

- Ask what noises a fish / frog / goat / duck / sheep makes. Demonstrate if necessary!
- Learners work in pairs. They take it in turns to ask: *What's this?* and then make animal noises. Partners say which animal it is. Extend this if learners know more animals.

Note: The picture could also be used to ask: *What colour is the ... ?* questions. (The fish is red. The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The spider is black and grey.)

F What's the animal?

- Learners look at the animal words (1–5 only) to complete. Point to the example answer, 'goat'. Point to each vowel that is already on a line and ask: *What's this letter?* (a, e, i, o, u). Check pronunciation and drill if necessary.
- In pairs, learners complete the words. If they need help, they can find all the words in E.

Check answers:

2 sheep 3 spider 4 frog 5 duck

- Point to the cat, dog and snake in the star. Ask: *Do you know these animals too?* Learners complete the words 'cat', 'dog' and 'snake' in the star. Ask learners what noises these three animals make.
- Play the audio. Pause after each animal noise for learners to answer. (It's a sheep / cat / snake / duck / dog / frog!)
- Pairs choose names for this cat, dog and snake and write them on the lines. Ask 3–4 pairs: *What's your name for this cat / dog / snake?* Learners answer. Ask: *How do you spell their names?*

Audioscript

What's this?

(sheep noise)

And what's this?

(cat noise)

Now, what's this?

(snake noise)

And this?

(duck noise)

Now, what's this?

(dog noise)

And what's this?

(frog noise)

G Play the game! Can you make a word?

- Say these letters, one by one: *q-o-r-t-s-g-i-u-y-a-c-f-h-s-l-m-i-b-e-w-z-f-p-d-h*
- Learners listen and write the letters. In pairs, they then compare the letters they have written to check they are the same.
- Learners circle the letters that they hear more than once. (s, i, f, h)
- Learners make a word with these letters. (fish)
- Now say these letters, one by one:
n-q-o-e-r-t-g-i-u-y-a-c-k-s-k-l-m-i-b-e-w-z-a-n-f-p-d-s
- Learners listen and again write the letters, circling the letters that they hear twice, (k, e, a, n, s) Pairs find the animal word for these letters. (snake)

If learners enjoy letter puzzles, dictate *d-g-d-n-c-o-a-t-o* for learners to find three words. (cat, goat and dog)

Note: Go to our website at www.cambridge.org/funfor. You can download and photocopy a page with the letters of the alphabet to make into flashcards. Use the flashcards for the games suggested to practise the letters of the alphabet.