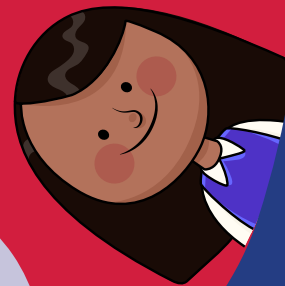


Nepal Alignment Guide



NEPAL ALIGNMENT GUIDE

This document was prepared by members of the Learning Toolkit+ team (Concordia University and Wilfrid Laurier University, Canada) and our partners at The Open University (UK) and Tribhuvan University (Nepal).

This work was supported by the Canadian Social Sciences and Humanities Research Council.

This publication may be copied and redistributed as long as it is not modified and is used for non-commercial, educational purposes only.

A free PDF may be downloaded at: https://literacy.concordia.ca/resources/abra/teacher/en/resources_teacher_guides.php

For further information on the Learning Toolkit+ tools, please visit <https://www.concordia.ca/ltk>

This material is copyright © 2024 by the CSLP. All rights reserved.



Table of Contents

Introduction	6
Purpose of this Guide.....	6
How to Use this Guide.....	6
Learning Toolkit+ (LTK+) Literacy Tools	6
ABRACADABRA.....	7
READS.....	7
ELM.....	7
Grade 1	7
Theme: Me and My Family (Lesson 1-14)	7
Lesson 1.....	8
Lesson 2.....	9
Lesson 3.....	9
Lesson 4.....	9
Lesson 5.....	10
Lesson 6.....	11
Lesson 7.....	12
Lesson 8.....	13
Lesson 9.....	14
Lesson 10.....	14
Lesson 11.....	16
Lesson 12.....	17
Lesson 13.....	19
Lesson 14.....	20
Tasks for Continuous Assessment.....	21
Theme: Alphabet (Lesson 15-72)	21
Lesson 15: Aa.....	22
Lesson 16: Aa.....	24
Lesson 17: Bb.....	25
Lesson 18: Bb.....	25
Lesson 19: Cc.....	26
Lesson 20: Cc.....	28
Lesson 21: Dd.....	29



Lesson 22: Dd.....	29
Lesson 23: Ee.....	30
Lesson 24: Ee.....	31
Lesson 25: Aa – Ee.....	32
Lesson 26: Ff.....	34
Lesson 27: Ff.....	34
Lesson 28: Gg.....	35
Lesson 29: Gg.....	36
Lesson 30: Hh.....	37
Lesson 31: Hh.....	38
Lesson 32: Ii.....	39
Lesson 33: Ii.....	40
Lesson 34: Jj.....	41
Lesson 35: Jj.....	42
Lesson 36: Ff – Jj.....	43
Lesson 37: Kk.....	44
Lesson 38: Kk.....	45
Lesson 39: Ll.....	46
Lesson 40: Ll.....	47
Lesson 41: Mm.....	48
Lesson 42: Mm.....	49
Lesson 43: Nn.....	50
Lesson 44: Nn.....	50
Lesson 45: Oo.....	51
Lesson 46: Oo.....	53
Lesson 47: Kk – Oo.....	54
Lesson 48: Pp.....	55
Lesson 49: Pp.....	56
Lesson 50: Qq.....	57
Lesson 51: Qq.....	58
Lesson 52: Rr.....	59
Lesson 53: Rr.....	60
Lesson 54: Ss.....	61
Lesson 55: Ss.....	62
Lesson 56: Tt.....	63
Lesson 57: Tt.....	64
Lesson 58: Pp – Tt.....	65
Lesson 59: Uu.....	67
Lesson 60: Uu.....	69
Lesson 61: Vv.....	70



Lesson 62: Vv	71
Lesson 63: Ww	72
Lesson 64: Ww	73
Lesson 65: Xx	74
Lesson 66: Xx	75
Lesson 67: Yy	76
Lesson 68: Yy	77
Lesson 69: Zz	78
Lesson 70: Zz	78
Lesson 71: Uu – Zz	80
Lesson 72: Aa – Zz	81
Tasks for Continuous Assessment	83
Theme: Me and My Family (Lesson 73-74).....	85
Lesson 73: Head and Shoulders	85
Lesson 74: I See with My Eyes.....	86
Tasks for Continuous Assessment	87
Theme: My Daily Life (Lesson 75-79).....	88
Lesson 75: Brush Your Teeth	88
Lesson 76: I Can Jump	90
Lesson 77: I'm Happy	92
Lesson 78: It's Seven O'clock.....	93
Lesson 79: Seven Days	95
Tasks for Continuous Assessment	96
Theme: Our School (Lesson 80-84)	97
Lesson 80: Come Here	98
Lesson 81: May I...?	99
Lesson 82: I'm Pawan	101
Lesson 83: Things in the Classroom	102
Lesson 84: Let's Play.....	104
Tasks for Continuous Assessment	106
Theme: Our Environment (Lesson 85-88).....	107
Lesson 85: On the Table	107
Lesson 86: The Rainbow	109
Lesson 87: Red Rose	110
Lesson 88: There is a Bag.....	111
Tasks for Continuous Assessment	112
Theme: My Belongings (Lesson 89-92).....	113



Lesson 89: In the Bag	114
Lesson 90: Under the Table	115
Lesson 91: Things at Home	116
Lesson 92: Where are my Socks?	118
Tasks for Continuous Assessment	119
Theme: Our Culture (Lesson 93-94).....	120
Lesson 93: Dashain	120
Lesson 94: Birthday	121
Tasks for Continuous Assessment	124
Theme: Communication, Technology and Market (Lesson 95-97)	125
Lesson 95: Ramu is a Farmer	125
Lesson 96: Rice and Curry	127
Lesson 97: Vehicles.....	128
Tasks for Continuous Assessment	130
Theme: Fruits and Vegetables (Lesson 98-100).....	131
Lesson 98: Fruits	131
Lesson 99: A/An.....	132
Lesson 100: Vegetables	133
Tasks for Continuous Assessment	134
Theme: Hobbies and Interests (Lesson 101-102).....	135
Lesson 101: I Like Fruits.....	136
Lesson 102: I Don't Like Leaves.....	137
Tasks for Continuous Assessment	138
Theme: Birds and Animals (Lesson 103-108).....	139
Lesson 103: The Tiger.....	140
Lesson 104: The Cock.....	142
Lesson 105: Birds in the Tree.....	144
Lesson 106: On/In/Under.....	145
Lesson 107: Big and Small	147
Lesson 108: My Pet	149
Tasks for Continuous Assessment	151



Introduction

PURPOSE OF THIS GUIDE

This guide aligns ABRA and READS to the Government of Nepal's *Teacher Guide My English Grade 1*. The purpose is to provide guidance and a path on how to incorporate ABRA and READS to better support students' acquisition of early literacy skills. For each of the 108 lessons, there are 1-3 ABRA or READS activities that can be used to further support the lessons' focus or the theme's overall objectives. Suggestions are also provided for continuous assessment. These activities target foundational skills such as letter knowledge, phonological and phonemic awareness, phonics, reading fluency, comprehension, and writing in English.

HOW TO USE THIS GUIDE

This guide is designed to be used as a springboard to think about how ABRA activities and resources or READS books can be woven into your lessons to support the curriculum objectives. Teachers are encouraged to build on these suggestions and establish additional ways these tools may be integrated into their classroom practice.

See also:

While these resources may be used on mobile phones, it is recommended they are consulted using tablets, laptops, or desktop computers.

- **ABRA/READS Teacher Resources:** <https://literacy.concordia.ca/resources/abra/teacher/en>
- **Literacy TPD modules:** <https://literacy.concordia.ca/tpd/>

Learning Toolkit+ (LTK+) Literacy Tools

The LTK+ has been developed at Concordia University (Montreal, Canada) and consists of five tools: **ABRACADABRA** and **READS** (literacy), **ELM** (numeracy), **ePEARL** (digital portfolio) and **IS-21** (information literacy skills). Winners of the *2017 UNESCO World Literacy Prize*, the LTK+ suite of tools supports the development of essential educational competencies, especially among pre-primary and primary age students, within a competency-based curriculum. The LTK+ tools, support material and TPD program are available **without charge**.



ABRACADABRA

ABRACADABRA, **A Balanced Reading Approach for Children Always Designed to Achieve Best Results for All**, is a highly interactive, early literacy web-based tool that supports beginning readers through 33 engaging activities, many of which are linked to 22 digital stories.

READS

Providing access to over 1200 multilingual and multinational stories, READS is an organized repository of digital books. This is an excellent resource for teachers searching for new and diverse reading materials. READS was designed to support the skills children are learning in ABRA. These stories can be used as inspiration for additional fluency, comprehension, vocabulary, and writing activities.

ELM

ELM, **Emerging Literacy in Mathematics**, is a digital tool for helping early elementary students develop their number sense and avoid math anxiety. This guide contains a few instances where ELM worksheets are suggested within a lesson to support an integrated curriculum. Teachers are encouraged to explore the [ELM Teacher Resources](#) website as there may be additional content they can use in their classrooms to further support this goal.

Grade 1

THEME: ME AND MY FAMILY (LESSON 1-14)

Curriculum Overview		
Central idea: Preparation for listening, speaking, reading and writing.		
Concept <ul style="list-style-type: none"> Family relations Body parts Self-image and care 	Line of inquiry <ul style="list-style-type: none"> Identifying Colouring, drawing, matching, pointing Instructing and following Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Greetings and leave taking Introducing Talking about home and family






Key vocabulary words:

- Hi, hello, good morning, good afternoon, good evening, good night, bye, goodbye, bye-bye, father, mother, brother, sister, teacher, friends, family, grandfather, grandmother, uncle, aunt, cow, cock, cat, dog, goat, pig, puppy, animals at home, moo, maa, bow-wow, meow, clap, stamp, feet, hands, your, name, my, is, I, am.
- *Additional words listed within these lessons' activities:* daughter, son, nephew, niece, miss, madam, sir, name, rabbit, pig, apple, tree, you, me.


LTK+ Connections

Lesson 1


Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> • Vocabulary: Listening to the pronunciation of words. • Reading for fluency: Model reading of the rhyme. 	After 1. <i>Listen and say</i> , activity 6	<p>ABRA: Tracking</p>  <p>with the story When I Open My Eyes</p> 	<p>Use the audio button to have ABRA read the story to students. They can listen to the pronunciation of words, such as “good morning” as well as future vocabulary words from theme 1: nose, head, I, my, eye, face, tongue, friends, tummy (stomach), dad (father). You can repeat some of the questions from activity 6 using the pictures from this story. For example, the last two pages contain a picture of a cat (future vocabulary word in this theme). You can ask students to identify the animal and what it is doing.</p> <p><i>Offline alternative: Prior to the lesson, download When I Open My Eyes. Print or display the story and read aloud to your class.</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> • Hold pencil correctly to gain control to draw lines, curves, circles, etc. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> • Colouring pictures. 	During 3. <i>Colour</i>	<p>ABRA Resources (offline)</p> 	<p>Provide students with a page from the ABRA Colouring Book for additional practice.</p> <p>Optional: Use the projector to show ABRA so that the whole class can see the screen. Go to the ‘characters’ section. Click on the Julie (the girl) and Leo (the cat). Use the audio button so the children can hear the characters’ profile. You may also want to introduce any additional characters in the image you choose to colour.</p>




Lesson 2

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Practise of greeting. 	After 1. <i>Listen and say</i> , activity 3	<p>ABRA Resources (offline)</p> 	Set aside the greeting cards (hello, good morning, etc.) from the Image Cards and Word Cards . Hold up one of the image cards and ask the class to identify which greeting it represents. When they correctly identify it, hold up the image card so they can see what the word looks like.



Lesson 3

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Practise of greeting. 	After 2. <i>Point (to the same picture)</i>	<p>ABRA Resources (offline)</p> 	Set aside the greeting cards (hello, good morning, etc.) from the Image Cards and Word Cards . Have students work in pairs to match the image and word cards together.


Lesson 4

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p>	After 1. <i>Listen and say</i> , activity 1	<p>ABRA: Tracking</p> 	Use the audio button to have ABRA read the story to students. They can listen to the pronunciation of words, such as “morning”. You can repeat some of the questions from activity 1 using the pictures from this story. For




<ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 		<p>with the story Darryl! Don't Dawdle!</p> 	<p>example, pages 2, 4, 12 and 14 have Darryl's father. You can prompt them to identify him and ask what he's doing.</p> <p><i>Offline alternative: Prior to the lesson, download Darryl! Don't Dawdle. Print or display the story and read aloud to your class.</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, circles, etc. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Colouring pictures 	<p>During 3. <i>Colour</i></p>	<p>ABRA Resources (offline)</p> 	<p>Provide students with a page from the ABRA Colouring Book for additional practice.</p> <p>Optional: Use the projector to show ABRA so that the whole class can see the screen. Go to the 'characters' section. Click on the characters that are in the chosen page to colour. Use the audio button so the children can hear the characters' profile.</p>


Lesson 5

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Drilling of exponents for leave taking. Speaking/Language functions: Practise of leave taking exchanges. 	<p>After 1. <i>Look and say</i>, activity 1</p>	<p>READS</p> 	<p>Read the story See You Tomorrow to your class. Then ask students:</p> <ul style="list-style-type: none"> What word(s) does the boy say when he says goodbye to the animals? Look at the pictures. What hand gesture is the boy making? Look at the picture of the cow (you can do this for all animals). <ul style="list-style-type: none"> What colour is this cow? Does the cow have (a tail, feathers, horns, etc.)? Is the cow bigger than the boy? What is the cow doing? What are the animals eating?



			<ul style="list-style-type: none"> What is an animal you see every day? Do you ever say hello or goodbye to that animal?
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. Imitating words. 	<p>After 1. <i>Look and say</i>, activity 1</p>	<p>ABRA Resources (offline)</p> 	<p>Set aside the greeting cards (hello, good morning, etc.) from the Image Cards and Word Cards. Have students work alone to match the image and word cards together. Then they can compare their answers with another student and take turns saying the words aloud.</p>


Lesson 6

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Perform different kinds of listening tasks (e.g. drawing, matching, etc.). <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. Imitating words. 	<p>After 1. <i>Look and say</i></p>	<p>ABRA: Same Word</p>  <p><i>Students will be able to distinguish between words that are the same or different.</i></p>	<p>Use the projector to show ABRA so all students can see the screen. Choose the activity Same Word and connect it to any story. Select level 1 (first letter is different). Ask students to pay attention to the beginning sounds and give a thumbs up (same word) or thumbs down (not same word).</p> <p>Note: At this stage, your students do not need to know the definition of these words. They should only focus on whether the sounds are the same or not.</p> <p><i>Offline alternative: Says two words aloud and asks students if they are the same or different.</i></p> <ul style="list-style-type: none"> <i>good and wood</i> <i>morning and morning</i>



			<ul style="list-style-type: none"> • <i>night and right</i> • <i>mother and brother</i> • <i>my and my</i> • <i>hi and bye</i> • <i>your and your</i> • <i>name and game</i> • <i>feet and meet</i> • <i>dog and bog</i> <p>Optional: if your students are ready to identify beginning sounds you could also ask if the following pairs of words have the same beginning sound:</p> <ul style="list-style-type: none"> • mother and mummy (maa, mum, mata) • mother and ammi/amma • dad and baba • father and friend
--	--	--	--



Lesson 7

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. • Perform different kinds of listening tasks (e.g. drawing, matching, etc.). <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> • Vocabulary: Listening to the pronunciation of words. Imitating words. 	<p>After 1. <i>Listen and act</i></p>	<p>ABRA: Same Word</p>  <p><i>Students will be able to distinguish between words that are the same or different.</i></p>	<p>Repeat the activity from lesson 6, or if your students are ready, try level 2: Use the projector to show ABRA so all students can see the screen. Choose the activity Same Word and connect it to any story. Select level 2 (last letter is different). Ask students to pay attention to the ending sounds and give a thumbs up (same word) or thumbs down (not same word).</p> <p>Note: At this stage, your students do not need to know the definition of these words. They should only focus on whether the sounds are the same or not.</p> <p><i>Offline alternative: Says two words aloud and asks students if they are the same or different. Here are</i></p>





			<p>some options for lessons 1-7's vocabulary words where the last letter/sound is different:</p> <ul style="list-style-type: none"> • good and goop • hi and ho • clap and clam • feet and feed • stamp and stand • is and it • dog and dot • you and your
--	--	--	--

Lesson 8


Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Ask and answer short, simple questions. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Talking about family. <p>Reading</p> <ul style="list-style-type: none"> • Reading for comprehension: Repeating family related expressions after teacher. 	<p>After 1. Listen and say, activity 1</p>	<p>READS</p> 	<p>Read Nin Wants to Get Dressed to the whole class. You may have to pause and explain some of the vocabulary words or terms (ex: “get dressed”). Then, ask students to share something about their family (by raising their hands). Some questions to ask:</p> <ul style="list-style-type: none"> • Who do you live with? • Who helps you with tasks (like Nin’s family helps her get dressed)? • How do you help your family?
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. 	<p>After 1. Listen and say, activity 2</p>	<p>ABRA: Same Phoneme</p>  <p>The student will be required to determine if phonemes (letter sounds) are the same or different.</p>	<p>Direct students to work in pairs or individually and select if the sounds are the same or different. If they are working in pairs, ensure they take turns logging in to the software.</p>




Lesson 9

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening to words related to family. Speaking/Language functions: Talking about family. 	After 1. <i>Listen and say</i>	<p>READS</p> 	<p>Read I Love My Mom to the whole class. Before reading the text on the page, you can ask them to identify who is in the picture and what they are doing.</p> <p>You can also ask the following questions at the end of the book:</p> <ul style="list-style-type: none"> Do you do any of these activities with your family? What is something your mom, dad or another family member has taught you how to do? What do you love about your mother, father, brother, or sister?
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. 	Before or at the end of the lesson	<p>ABRA: Same Phoneme</p>  <p><i>The student will be required to determine if phonemes (letter sounds) are the same or different.</i></p>	Direct students to work in pairs or individually and select if the sounds are the same or different. If they are working in pairs, ensure they take turns logging in to the software.


Lesson 10

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p>	After 1. <i>Listen and say</i>	<p>ABRA: Tracking</p> 	Use the audio button to have ABRA read the story to students. They can listen to the pronunciation of words, such as “brother”, “goat”, “is”, “my”, and “name”. Use the themes in the book to ask students to share something about





<ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening and following a rhyme related to family. Speaking/Language functions: Talking about home and family. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 		<p>with the story The Three Billy Goats Gruff</p> 	<p>their family (by raising their hands). Some questions to ask:</p> <ul style="list-style-type: none"> Who is bigger: you or your brother/sister? The goats live in Goat City right next to a river. The troll lives under a bridge. Where do you live? What kind of things are near your home? The brother goats did lots of things together: travel, eat, swim, and even tricked the troll. What kind of things do you do with your family? <p><i>Offline alternative: Prior to the lesson, download The Three Billy Goats Gruff. Print or display the story and read aloud to your class.</i></p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening and following a rhyme related to family. Speaking/Language functions: Talking about home and family. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 	<p>After 1. Listen and say</p>	<p>READS</p>	<p>Read My Sister and Me to the whole class. Then, ask students how many of them have a brother or sister.</p> <ul style="list-style-type: none"> Can you tell me one fun thing about your brother or sister? Do you ever fight with your brother or sister? About what? How do you make up? <p>For the students that are the first born, ask:</p> <ul style="list-style-type: none"> Anu helps her sister with homework and taught her how to ride a bike. Have you taught your sibling any skills? If so, who taught you? How else do you help your younger brother or sister? <p>For the students with an older sibling, ask:</p> <ul style="list-style-type: none"> What kind of things do like to do with your brother or sister? <p>If any students don't have siblings, ask:</p>



			<ul style="list-style-type: none"> Think back to some of the skills the others talked about (ex: riding a bike). Can you do this? If so, who taught you? If you want to learn, who would you ask?
<p>Skill-wise Objective</p> <p>Writing:</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, circles, etc. Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading:</p> <ul style="list-style-type: none"> Graph phonemic functions: Coloring the same pictures. <p>Writing:</p> <ul style="list-style-type: none"> Tracing the way. 	After 3. <i>Trace and colour</i>	<p>ABRA Resources (offline)</p> 	Provide students with the Trace and Colour worksheet for additional practice.


Lesson 11

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise objectives</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks (e.g. drawing, matching, etc.). <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p>	After 2. <i>Colour (the same picture)</i>	<p>ELM Resources (offline)</p>  <p>READS</p> 	<p>ELM (math) connection: If your students are ready to identify shapes, you can extend this lesson's <i>Colour (the same picture)</i> activity with Geometry activities.</p> <p>Provide them with the Name Shapes 1 worksheet. Students complete this individually.</p> <p>Use the story Cube Cat, Cone Cat to explore various 2D and 3D shapes. Read the story to the class, ensuring everyone can see the images. As you read, you can ask:</p> <ul style="list-style-type: none"> Look at the picture. What is the cat doing? (before reading the text) What shapes do you see in this image?





<p>Reading:</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. Imitating words. <p>Writing</p> <ul style="list-style-type: none"> Tracing and drawing lines. 			<p>Then reinforce the shapes by reading the text on the page.</p> <ul style="list-style-type: none"> The story is about is about a cat, but there is also a rat on each page. What objects/shapes is he holding? Page 14 lists five 2D shapes, but the story showed us more. Which ones are missing from this list? <p>Optional: Ask students to draw a new page of the story. They should select an item not in the book and draw the cat and object. They explain their picture to you, and you can help them write a simple sentence that identifies the shape the object most closely resembles.</p> <p>Alternatively, you can connect this idea back to the lesson's focus on family. Instead of drawing a cat, the children can draw one of their family members with an item they often use (ex: mother with circle pan, grandma with a rectangle book, uncle with sphere pani puri).</p>
---	--	--	--

Lesson 12

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus</p> <p>Listening and speaking</p>	<p>Before 1.</p> <p><i>Listen and act</i></p>	<p>READS</p> 	<p>Use the story Where is My Mother? to tie in the previous lessons' topic of family to animals and animal sounds. Read the story out loud to your class. As you read the story, you can:</p> <ul style="list-style-type: none"> Ask them to identify different animals and bugs in the pictures. They can also describe what the animals are doing in the pictures. As you come to a section that has an animal noise, pause and ask the class what sound they think that animal makes. For example, on page 6, read the passage: "Are you my mother?" <i>Baby asks the crow.</i> Then pause,





<ul style="list-style-type: none"> Listening (comprehension): Listening to a rhyme (animal sounds). Speaking/Language functions: Producing animal sounds. 			<p>and ask the class: what sound does a crow make? Give them a chance to answer before reading the “Kaa! Kaa!” on the page. Encourage them to repeat the sound. Do the same for hen, duck, baby bird, and even the human “hooray!” at the end.</p> <p>Optional: if you think students will know what sound a chipmunk, frog, or adult bird would make, return to the pages with that animals in the drawing and ask them to imitate the sound.</p> <p>Optional: Continue covering other sounds animals make. You can use the story The Farm Animals story to introduce the sound horses, cows, pigs, sheep, ducks, chicken, and goats make. Have the children repeat the sounds after you. Then ask if they can think of any other animals and what sounds those animals make.</p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. <p>Vocabulary</p> <ul style="list-style-type: none"> Animals at home. 	<p>After 1. <i>Listen and act</i>, activity 1</p>	<p>READS</p> 	<p>Read Jojo and Cow to the class. Then, ask students about the story or to share something about animals their families care for. Some questions to ask:</p> <ul style="list-style-type: none"> What do you know about cows? What sound does a cow make? What is the cow doing in the photos? Do you have any animals at home? What sounds do they make? How do you help care for them?
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. <p>Lesson Focus</p>	<p>After 1. <i>Listen and Act</i>, activity 2</p>	<p>ABRA: Matching Sounds</p> 	<p>Direct the children to work alone or in pairs. Students should select level 1. The goal is for them to match two identical sounds. Some of these sounds are animal noises, but also could be other sounds (construction, waves, etc.).</p>




<p>Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening to a rhyme (animal sounds). 		<p>The student will identify sounds that are the same.</p>	<p>Offline alternative: Make two sounds and ask the class if those sounds were identical. Focus on the noises “animals at home” make. For instances when the sounds won’t match, you can either contrast different animal noises (moo and meow), or compare it to other sounds in the environment (clock ticking, squeaky items, motor), or challenge students with similar rhyming words (meow and now, maa and baa).</p>
--	--	--	--




Lesson 13

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Sing or recite a song/chant by listening to the teacher or an audio. 	<p>Before 1. <i>Listen and act</i></p>	<p>ABRA: Alphabet Song</p>  <p>The student will practice the alphabet by singing the alphabet song.</p>	<p>Use the projector to show this activity so the whole class can see and follow along. Select level 1 (sing along) and ABC (uppercase letters). Direct the children to sing along.</p> <p>Offline alternative: Lead the class in singing the “Alphabet Song”.</p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening to a picture story (animal sounds). 	<p>After 1. <i>Listen and Act</i>, activity 1</p>	<p>READS</p> 	<p>Use the projector to show the illustrations of the story Bow Meow Wow so all children can see. This is a story mostly told through images. Repeat the questions from activity 1 (what do you see in the picture? What are they doing?). When you get to the pages where the animal makes a sound, you can also ask:</p> <ul style="list-style-type: none"> Why did the animal make this noise? What does this sound like? <p>When you get to the last illustration, ask for a volunteer to retell the whole story.</p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. 	<p>After 1. <i>Listen and Act</i>, activity 2</p>	<p>ABRA Resources (offline)</p>	<p>Provide students with the Animal Noises word search worksheet. This will help familiarize them with vocabulary words related to noises different animals make. (like ‘moo’).</p>



<p>Writing</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, circles, etc. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Producing animal sounds. <p>Writing</p> <ul style="list-style-type: none"> Tracing and drawing lines. 			<p>Before they start, you could read each word to them one by one and ask the children to make the sound.</p>
---	--	---	---


Lesson 14

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Sing or recite a song/chant by listening to the teacher or an audio. 	<p>Before 1. <i>Listen and Act</i></p>	<p>ABRA: Alphabet Song</p>  <p><i>The student will practice the alphabet by singing the alphabet song.</i></p>	<p>Use the projector to show this activity so the whole class can see and follow along. Select level 1 (sing along) and abc (lowercase). Direct the children to sing along.</p> <p><i>Offline alternative: Lead the class in singing the "Alphabet Song".</i></p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Listening to a picture story (animal in action). 	<p>After 1. <i>Listen and Act</i>, activity 2</p>	<p>ABRA: Student Stories</p>  <p>with the story Animal Antics</p> 	<p>Repeat the exercise you did in activity 2 using this story as inspiration.</p> <p>Use the audio button to have ABRA read the story to students. After reading each page, you can ask students to mimic the movements of the animals. You can use prompts like:</p> <ul style="list-style-type: none"> Can someone show me how slow a snail moves? How does a frog jump? How does a crab walk? <p>For some of these animals, you might also want to reinforce what sounds they make.</p>



			<i>Offline alternative: Prior to the lesson, download Animal Antics. Print or display the story and read aloud to your class.</i>
--	--	--	---

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Listening <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. 	Assessment 1	ABRA: Same Phoneme or Same Word 	For additional practice at discriminating individual sounds, have children play the Same Phoneme activity again. This activity can also be used to prepare them for the Alphabet theme and learning about the concept of letter sounds. Alternatively, they can play the Same Word discriminate the sounds of two words. Select level 1 (first letter is different) for additional practice at identifying beginning sounds, which will also prepare them for the skills built in the next theme.
Skill-wise Objective Reading <ul style="list-style-type: none"> Understand the meaning of grade appropriate words. 	Continuous assessment	READS	The READS books below can be used to further explore the topics in this theme. <ul style="list-style-type: none"> My Family Going to a Wedding Tommy and Tingu

THEME: ALPHABET (LESSON 15-72)


Curriculum Overview		
Central idea: Learning alphabets.		
Concept <ul style="list-style-type: none"> Alphabets 	Line of inquiry <ul style="list-style-type: none"> Recognition and pronunciation of alphabets Colouring, drawing, matching, pointing Phonemic awareness Graphophonemic awareness 	Language functions <ul style="list-style-type: none"> Greetings and leave taking Introducing Talking about home and family





Key vocabulary words:

- Aeroplane, am, ant, apple, arm, arrow, aunt, axe, back, bad, bag, ball, banana, bar, bat, beach, bed, bee, big, bike, bin, bird, blue, book, box, boy, bull, cab, cabbage, cap, car, carrot, cat, cave, chair, chalk, chick, child, circle, class, clean, cock, coffee, cup, dear, dice, die, dig, dog, doll, donkey, door, drum, duck, eagle, ear, eat, eel, egg, elephant, eye, face, fan, father, fee, film, fish, five, flag, fox, frock, frog, gate, ghee, giraffe, girl, give, glasses, goat, god, grapes, gun, had, hand, hat, have, he, head, hen, hi, hide, high, hill, hive, home, horse, house, ice-cream, ice, igloo, ink, iron, jackal, jail, jam, jar, jeep, joker, jug, jump, jungle, kangaroo, kettle, key, kid, king, kite, knife, lamp, large, lazy, leaf, leg, lion, live, log, lotus, make, man, mango, mat, maze, me, milk, mill, mix, monkey, moon, mother, mouse, mouth, my, nail, neck, nest, net, new, nose, nurse, onion, open, orange, ostrich, out, owl, ox, palace, pan, pants, papaya, parrot, peach, peacock, pear, pen, pencil, penguin, pigeon, pin, pineapple, play, pool, potato, prize, pumpkin, put, queen, question, queue, quick, quill, quilt, quiz, rabbit, radio, radish, rainbow, rat, rhino, rice, ring, robot, room, rose, ruler, say, school, see, she, shoes, sit, six, size, sky, slide, snake, snow, socks, son, stand, star, student, sun, sunflower, swan, table, tap, taxi, teeth, tent, text, they, tiger, tin, tomato, toy, tractor, train, tree, two, umbrella, uncle, under, unicorn, uniform, up, upstairs, van, vase, vest, violin, volleyball, vulture, wall, watch, water, watermelon, web, well, wheel, wheelchair, wind, window, wine, wolf, wood, would, x-mas, x-ray, xerox, yacht, yak, yam, yarn, year, yellow, yes, yo-yo, yogurt, yolk, zebra, zero, zigzag, zip, zipper, zoo, zoom.
- *Additional words listed within these lessons' activities:* all, alligator, around, ate, away, beak, bench, bet, bread, clap, come, cot, crow, crown, cut, dame, day, dinosaur, down, drinking, eraser, exit, fog, full, funny, glass, go, ground, help, hop, in, joy, lane, lap, lay, lemon, likes, lip, little, long, look, map, man, master, meal, necklace, nice, octopus, off, on, one, pat, pet, pot, pun, rain, rope, round, run, salamander, sandbox, scooter, seesaw, sharpener, sheep, ship, show, shut, sir, sister, soon, stop, swings, teddy bear, them, three, touch, turn, underwear, vast, walrus, whale, wool, worm, your.

LTK+ Connections**Lesson 15: Aa**

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> • Sing or recite a song/chant by listening to the teacher or an audio. Lesson Focus Reading <ul style="list-style-type: none"> • Graph Phonemic awareness: Letter identification. 	Before 2. <i>Look and discuss</i>	ABRA: Alphabet Song  <i>The student will practice the alphabet by singing the alphabet song.</i>	Use the projector to show this activity so the whole class can see and follow along. Select level 2 (keep singing even when we don't) and ABC (uppercase letters). Direct the children to sing along. <i>Offline alternative: Lead the class in singing the "Alphabet Song".</i>
Skill-wise Objective Listening	Before 2. <i>Look and discuss</i>	ABRA: Animated Alphabet	Direct your class to listen to the short sentence using A/a words: <i>Alfred answered after asking</i>





<ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. • Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Phonological awareness: Identifying words with similar initial sounds. 		 <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Alice. After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter A/a makes (“ah”)*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: Vowels make multiple sounds but introduce children to the short vowel sound first (ant, apple). You can let children know that A is a special letter. Later in this guide, there are suggestions for how to introduce children to the long vowel sound (“ay” like ape or acorn). While those are the common A/a sounds, this letter can also represent other sounds.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> • Angry ants attacked Asha’s apple art. • Advik and Anaya adventured all around. • Animals always appear in Anil’s attic.
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p>	<p>After 3. Listen and say</p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter A/a Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.). • Describe: the child says a quality of the vocabulary word (ex: axe is sharp). • Sentence: the child uses one of the words in a sentence.





<ul style="list-style-type: none"> Speaking/Language functions: Pronouncing words that begin with initial 'a' with picture clues. 			<ul style="list-style-type: none"> Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
--	--	--	---

Lesson 16: Aa

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Pronouncing words that begin with initial 'a' with picture clues. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching pictures of objects with related letters. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Set up a poster or section of the classroom wall with the letters of the Alphabet at the top. From a spare set of Image Cards ask volunteers to select a card that starts with the letter A/a, and then say the word aloud. The rest of the class can indicate if they agree or disagree. Once confirmed it's an A/a card, the child can tape the card under the A section of the poster/wall.</p> <p>Continue this activity as you move through the other alphabet lessons, so you end up with an A-Z poster/wall. Use this to review these sounds and words in other lessons.</p> <p>Optional: Have your class draw the images for the A-Z wall instead.</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing letter 'A' and 'a'. 	After 3. <i>Write</i>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter A/a Placemat worksheet.</p> <p><i>Teacher Note:</i> All of the alphabet lessons require students to practice writing letters. Monitor and correct any issues students have with pencil grip and the direction of movement (if need be, review the how to properly form letters handout).</p>





Lesson 17: Bb

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'b'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using B/b words: <i>Barney beaver bought bunches of buttered bagels</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter B/b makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Bibek is bothered by big buzzing bees. Bikram's brother baked banana bread. Binita bought blue balloons, but black birds burst them. Bang! Brown Bear borrowed Buffalo's bed.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'B' and 'b'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter B/b Placemat worksheet.

Lesson 18: Bb

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p>	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p>	<p>Pair students to work with letter B/b Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p>





<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'b'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'b' with related pictures. 			<p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter B/b, and tape the card under the B section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word (ex: bananas are yellow). Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'b' with related pictures. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Vocabulary Matching: A & B worksheet.</p> <p>Optional: for additional practice, write a list of A and/or B words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>

Lesson 19: Cc



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p>	Before 2. <i>Look and discuss</i>	ABRA: Animated Alphabet	Direct your class to listen to the short sentence using C/c words: <i>Connie craved cream cakes</i>



<ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and reciting rhymes with the letter 'c'. 		 <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>and coconut cookies. After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter C/c makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: The letter C/c can be both hard and soft. For example, hard C (sounds like /k/) is common and is found in words such as cake, call, and cat. Sometimes C makes a soft sound (sounds like /s/) such as city, cinema, and cell. Notice that this happens before letters 'i' or 'e'. For lessons 19-20, start with the common hard C sound.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Camelia's cat caught a crow. Cabir's cow carried his coat. Caterpillar casually crawled across a cold carrot. Cupka cleans cars for cash.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'C' and 'c'. 	<p>After 6. Write</p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter C/c Placemat worksheet.</p>





Lesson 20: Cc


Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Listening and repeating words beginning with the letter 'c'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'c' with related pictures. 	<p>After 3. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter C/c Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter C/c, and tape the card under the C section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 	<p>After 7. <i>Copy</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Word Matching: A-E worksheet. On this worksheet, students are only tasked to match words with an A/a-C/c beginning sound, but some non-match words begin with D/d or E/e to start familiarizing them with upcoming vocabulary words. Before they start this activity, you could read each word to them one by one or ask them to identify the word using the picture as a clue.</p>





Lesson 21: Dd

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and reciting rhymes with the letter 'd'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using D/d words: <i>Dilbert duck dangerously dodged dew drops</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter D/d makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Diti dropped the dish. Danju's daughter drew a dog with dots. Dipak dumped documents on Dr. Dawa's desk.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'D' and 'd'. 	After 7. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter D/d Placemat worksheet.

Lesson 22: Dd

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p>	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter D/d Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the</p>





<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Listening and repeating words beginning with the letter 'd'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'd' with related pictures. 			<p>letter D/d, and tape the card under the D section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'd' with related pictures. 	<p>After 5. <i>Copy</i></p>	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: C & D worksheet.</p> <p>Optional: for additional practice, write a list of C and/or D words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>


Lesson 23: Ee

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>	<p>Direct your class to listen to the short sentence using E/e words: <i>Extra enormous elephants, entered the elevator.</i> After listening to the software, ask the class to repeat the sentence.</p>




<ul style="list-style-type: none"> Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'e'. 		 <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Offline alternative: Model the sound the letter E/e makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: Vowels make multiple sounds but introduce children to the short vowel sound first (“eh” like in egg and elephant). You can let children know that E is a special letter. Later in this guide, there are suggestions for how to introduce children to the long vowel sound (“ee” like ear or eel). While those are the common E/e sounds, this letter in a word can also represent other sounds.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Ekta enjoys eggs every day. Eshita exits the empty elevator.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters ‘E’ and ‘e’. 	After 6. Write	<p>ABRA Resources (offline)</p> 	Students complete the Letter E/e Placemat worksheet.


Lesson 24: Ee

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p>	After 2. Look and say	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter E/e Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the</p>




<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Listening and repeating words beginning with the letter 'e'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'e' with related pictures. 			<p>letter E/e, and tape the card under the E section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. 	<p>After 6. Copy</p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter Sound Matching – A-E worksheet.</p> <p>Optional: for students who can identify ending sounds, you could provide the Letter Sound Matching – A-E (version 2) worksheet.</p>

Lesson 25: Aa – Ee



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. 	<p>Before 1. Look and say</p>	<p>ABRA: Same Word</p>  <p>Students will be able distinguish</p>	<p>Review some of the A-E words you covered in previous lessons. Stress the beginning sound as you say each word. Have the class repeat the words.</p> <p>Then, use the projector so all students can see the ABRA screen. Choose the activity Same</p>




<p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Blending sounds in words. Blending onset with rime. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Revision of words. 		<p><i>between words that are the same or different.</i></p>	<p>Word and connect it to any story. Select level 1 (first letter is different). Ask students to pay attention to the beginning sounds and give a thumbs up (same word) or thumbs down (not same word).</p> <p><i>Offline alternative: Says two words aloud and asks students if they have the same beginning sounds using the pairs below:</i></p> <ul style="list-style-type: none"> cat and bat dog and bog bag and bag bad and dad cap and cap cup and cow egg and ear drum and door apple and ant arrow and eagle <p><i>You may want to continue with other A-E vocabulary words you covered in previous lessons.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. Vocabulary: Revision of words. 	<p>Before 3. <i>Read and Match</i></p>	<p>ABRA Resources (offline)</p> 	<p>Provide students with the A-E Alphabet Cards and 5 Image Cards (one for each letter: Apple, Ball, Cat, Dog and Elephant). They should match the letter cards to the picture whose word starts with that letter. For additional practice, students can sort all A-E image cards into five piles.</p> <p>Alternative: Pair students to work with letter A-E Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p>





Lesson 26: Ff

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'f'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using F/f words: <i>Francine Flounder's fancy frock felt furry</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter F/f makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Farha's favourite fruit are figs. The fox found four frozen frogs. Five fish flopped on father's feet.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'F' and 'f'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter F/f Placemat worksheet.


Lesson 27: Ff

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter F/f Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter F/f, and tape the card under the F section of the poster/wall you previously created.</p>




<p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'f'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'f' with related pictures. 			<p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'f' with related pictures. 	After 6. Copy	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: E & F worksheet.</p> <p>Optional: for additional practice, write a list of E and/or F words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>


Lesson 28: Gg

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. 	Before 2. Look and discuss	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by</p>	<p>Direct your class to listen to the short sentence using G/g words: <i>Gracious Gladys gave Greg her great gumball.</i> After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter G/g makes*. The class brainstorms words that have that</p>




<p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'g'. 		<p>certain clustered letters.</p>	<p>sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: The letter G/g can be both hard and soft. For example, hard G (sounds like /g/) is common and is found in words such as goal, gap, and goat. Sometimes G makes a soft sound (sounds like a j) such as germ, gem, and giant. Notice that this sometimes, but not always happens before letters 'i' or 'e'. For lessons 28-29, start with the common hard G sound.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Good goats get grass. Green grapes grow in good ground. Ganesh gifted Gopal gold gloves.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'G' and 'g'. 	<p>After 6. Write</p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter G/g Placemat worksheet.</p>


Lesson 29: Gg

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Sing or recite a song/chant by listening to the teacher or an audio. 	<p>Before 1. Read</p>	<p>ABRA: Alphabet Song</p>  <p>The student will practice the alphabet by singing the alphabet song.</p>	<p>Use the projector to show this activity so the whole class can see and follow along. Select level 2 (keep singing even when we don't) and abc (lowercase letters). Direct the children to sing along.</p> <p>Offline alternative: Lead the class in singing the "Alphabet Song".</p>




<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Listening and repeating words beginning with the letter 'c'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'c' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter G/g Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter G/g, and tape the card under the G section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
---	-------------------------------------	---	---


Lesson 30: Hh

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'h'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using H/h words: <i>Hey Harriet, hold Harold's hand.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter H/h makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p>





			Provide additional practice with new sentences, such as: <ul style="list-style-type: none"> • Hamir held his hat on his head. • Heti hugged her husband at home. • Hari hopes his horse heads home.
Skill-wise Objective Reading <ul style="list-style-type: none"> • Read small and capital letters. Lesson Focus Writing <ul style="list-style-type: none"> • Writing the letters 'H' and 'h'. 	After 6. <i>Write</i>	ABRA Resources (offline) 	Students complete the Letter H/h Placemat worksheet.


Lesson 31: Hh

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> • Imitate and produce sounds and words. Reading <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. Lesson Focus Listening and speaking <ul style="list-style-type: none"> • Speaking/Language functions: Listening and repeating words beginning with the letter 'h'. Reading <ul style="list-style-type: none"> • Graph phonemic awareness: Matching words that begin with the letter 'h' with related pictures. 	After 2. <i>Look and say</i>	ABRA Resources (offline) 	Pair students to work with letter H/h Image Cards and Word Cards to match the word to the picture. They should then say the words aloud. Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter H/h, and tape the card under the H section of the poster/wall you previously created. Optional: Here are some enrichment activities to help ensure children understand the words: <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.). • Describe: the child says a quality of the vocabulary word. • Sentence: the child uses one of the words in a sentence. • Ranking: ask children to order the cards from easy to hard. Take note of the hard




			cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'h' with related pictures. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: G & H worksheet.</p> <p>Optional: for additional practice, write a list of G and/or H words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>


Lesson 32: li

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'i'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using l/i words: <i>Indira's indestructible igloo impressed Inspector Ichabod.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter l/i makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p><i>*Teacher Note: Vowels make multiple sounds but introduce children to the short vowel sound first ("ih" sound like ink or itch). You can let children know that l/i is a special letter. Later in this guide, there are suggestions for how to introduce children to the long vowel sound ("eye" like idea or ice). While those are the common l/i sounds, this letter in a word can also represent other sounds.</i></p>




			Provide additional practice with new sentences, such as: <ul style="list-style-type: none"> • Indra is invited inside. • Insects instantly make Ishtar itchy and ill. • Impal's iguana is in India.
Skill-wise Objective Reading <ul style="list-style-type: none"> • Read small and capital letters. Lesson Focus Writing <ul style="list-style-type: none"> • Writing the letters 'H' and 'h'. 	After 6. <i>Write</i>	ABRA Resources (offline) 	Students complete the Letter I/i Placemat worksheet.



Lesson 33: li

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> • Imitate and produce sounds and words. Reading <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. Lesson Focus Listening and speaking <ul style="list-style-type: none"> • Listening and repeating words beginning with the letter 'i'. Reading <ul style="list-style-type: none"> • Graph phonemic awareness: Matching words that begin with the letter 'i' with related pictures. 	After 2. <i>Look and say</i>	ABRA Resources (offline) 	Pair students to work with letter I/i Image Cards and Word Cards to match the word to the picture. They should then say the words aloud. Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter I/i, and tape the card under the I section of the poster/wall you previously created. Optional: Here are some enrichment activities to help ensure children understand the words: <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.). • Describe: the child says a quality of the vocabulary word. • Sentence: the child uses one of the words in a sentence. • Ranking: ask children to order the cards from easy to hard. Take note of the hard





			cards, so you can incorporate more practice in lessons.
Skill-wise Objective Reading <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Lesson Focus Reading <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 	After 6. <i>Copy</i>	ABRA Resources (offline) 	Students complete the Word Matching: F-J worksheet. This worksheet contains some J/j words, but these are not the sounds they're matching. You can use these examples to start introducing them to vocabulary words they'll see in the next lesson. Before they start this activity, you could read each word to them one by one or ask them to identify the word using the picture as a clue.

Lesson 34: Jj

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Listening <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. Lesson Focus Listening and speaking <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'j'. 	Before 2. <i>Look and discuss</i>	ABRA: Animated Alphabet  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	Direct your class to listen to the short sentence using J/j words: <i>Jolly Julian juggles jars of jam.</i> After listening to the software, ask the class to repeat the sentence. <i>Offline alternative: Model the sound the letter J/j makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i> Provide additional practice with new sentences, such as: <ul style="list-style-type: none"> Janat jumped with joy. Jabin journeyed in a jeep to Janakpur. Jayani joined Januka's jaunt.
Skill-wise Objective Reading <ul style="list-style-type: none"> Read small and capital letters. Lesson Focus Writing <ul style="list-style-type: none"> Writing the letters 'J' and 'j'. 	After 6. <i>Write</i>	ABRA Resources (offline) 	Students complete the Letter J/j Placemat worksheet.





Lesson 35: Jj

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'j'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'j' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter J/j Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter J/j, and tape the card under the J section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p>	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Vocabulary Matching: I & J worksheet.</p> <p>Optional: for additional practice, write a list of I and/or J words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>




<ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'j' with related pictures. 			
--	--	--	--


Lesson 36: Ff – Jj

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. Blend the initial sounds with other sounds, i.e. onset with rime (e.g. c+at). <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Blending initial consonant with following vowels (a, e, i, o, u). Blending sounds in words. 	After 1. Listen and say	<p>ABRA: Blending Train</p>  <p>Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</p>	<p>Use the projector to show this activity so that the whole class can see your demonstration. Select Blending Train and any story. Choose level 1 (2-sound words). Model how to blend the first word. Click on the OK button to go to the next word. Model how to blend the second word. Explore the help function (hand with the Band-Aid) to display the letters. Prompt students to help blend the next words. Write the words from the software on the board to review later.</p> <p><i>Offline alternative: Select a few words that start with F-J letter sounds (fan, flag, fish, fox, gate, goat, grass, ham, hat, hill, ice, jar, jump, etc.). Introduce children to a classroom puppet. To practice blending, the puppet can talk to them by saying a word "one sound at a time" and children must guess what the word is. You can also reinforce the connection to letters by spelling the words on the board but space out each sound: J a r. Point to each letter as you pronounce the sounds. Then ask the class to help blend the sounds into a word.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Reading</p>	Before 2. Look and write		<p>Provide students with the F-J Alphabet Cards and 5 Image Cards (one for each letter: Fruit, Green, Hand, In and Jar). They should match the letter cards to the picture whose word starts with that letter. For additional practice, students can sort all F-J image cards into five piles.</p> <p>Alternative: Pair students to work with letter F-J Image Cards and Word Cards to match the word</p>




<ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. Vocabulary: Revision of words. 			to the picture. They should then say the words aloud.
<p>Skill-wise Objective</p> <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. Vocabulary: Revision of words. 	Before 4. Write	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter Sound Matching – F-J worksheet.</p> <p>Optional: for students who can identify ending sounds, you could provide the Letter Sound Matching – F-J (version 2) worksheet.</p>


Lesson 37: Kk

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'k'. 	Before 2. Look and discuss	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using K/k words: <i>Kevin kicked Ken's khaki kayak.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter K/k makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Kalpa's kitten kicked the kettle in the kitchen. The kangaroo karate-kicked a kid. Kumar kept Kiran's kite. Kooky koalas keep the kitchen key in kwati. King Kamal's kin is in Kathmandu. <p><i>See the worksheet (below) for two more.</i></p>




<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> • Read small and capital letters. • Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> • Writing the letters 'K' and 'k'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter K/k Placemat worksheet.
---	-----------------------	--	--


Lesson 38: Kk

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Phonological awareness: Listening and repeating words beginning with the letter 'k'. <p>Reading</p> <ul style="list-style-type: none"> • Graph phonemic awareness: Matching words that begin with the letter 'k' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter K/k Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter K/k, and tape the card under the K section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.). • Describe: the child says a quality of the vocabulary word. • Sentence: the child uses one of the words in a sentence. • Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p>	After 6. <i>Copy</i>	ABRA: Letter Bingo	Use the projector to show the activity so the whole class can see the screen. Select level 1



<ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency: Reading of a letter/word/word grid. 		 <p>Given the pronunciation of the letter name, the student must determine if the letter is on his/her bingo card.</p>	<p>(uppercase letters). Ask for volunteers to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved. If possible, have students complete the activity again individually.</p> <p><i>Offline alternative: Create your own Bingo cards with at least 9 letters on each card. Group students. One person per group uses the Alphabet Cards to call out letters at random. The rest of the students use small objects (stones, chips, etc.) to place on their card if they have that letter. The first person with a horizontal or vertical line wins.</i></p>
---	--	---	---


Lesson 39: LI

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'l'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using L/l words: <i>Leonard's loud laugh lasted longest.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter L/l makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> The lion licked his lower lip as he looked at lambs. The lazy lizard lost his lunch in the low light. <p><i>See the worksheet (below) for two more.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. 	<p>After 6. <i>Write</i></p>	<p>ABRA Resources (offline)</p>	<p>Students complete the Letter L/l Placemat worksheet.</p>



<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'L' and 'I'. 			
---	--	---	--



Lesson 40: LI

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'l'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'l' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter L/I Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter L/I, and tape the card under the L section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p>	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p>	<p>Students complete the Vocabulary Matching: K & L worksheet.</p> <p>Optional: for additional practice, write a list of K and/or L words on the board. Tape the</p>





<ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'l' with related pictures. 			associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.
---	--	---	--

Lesson 41: Mm

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'm'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using M/m words: <i>Mighty Marvin met Montreal's Mayor</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter M/m makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Mafi mailed a message and map to Madin. The man on the moon made macaroni for mice. <p><i>See the worksheet (below) for two more.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'M' and 'm'. 	<p>After 6. <i>Write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter M/m Placemat worksheet.</p>





Lesson 42: Mm

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'm'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'm' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter M/m Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter M/m, and tape the card under the M section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Word Matching: K-O worksheet. On this worksheet, students are only tasked to match words with a K/k-M/m beginning sound, but some non-match words begin with N/n or O/o to start familiarizing them with upcoming vocabulary words. Before they start this activity, you could read each word to them one by one or ask them to identify the word using the picture as a clue.</p>






Lesson 43: Nn

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'n'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using N/n words: <i>Nanaimo Nancy noticed Nicholas needed a nickel.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter N/n makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Nandu notified nine nosey neighbours about the news. Nadia neatly noted the names and numbers of her neighbours. <p><i>See the worksheet (below) for two more.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'N' and 'n'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter N/n Placemat worksheet.

Lesson 44: Nn

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p>	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p>	Pair students to work with letter N/n Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.





<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'n'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'n' with related pictures. 			<p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter N/n, and tape the card under the N section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'n' with related pictures. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: M & N worksheet.</p> <p>Optional: for additional practice, write a list of M and/or N words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>

Lesson 45: Oo



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p>	Before 2. <i>Look and discuss</i>	ABRA: Animated Alphabet	Direct your class to listen to the short sentence using O/o words: <i>Officer Oscar offered olives to</i>



<ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'o'. 		 <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p><i>Orly.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative:</i> Model the sound the letter O/o makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>Note to share with students:</i> the letter O/o is another special letter that has multiple sounds. We will learn more about these different sounds later, but for now we'll learn about its 'aw' sound like in ox or ostrich.</p> <p><i>*Teacher Note:</i> Vowels make multiple sounds but introduce children to the short vowel sound first ("aw" sound like ox or ostrich). You can let children know that O/o is a special letter. Later in this guide, there are suggestions for how to introduce children to the long vowel sound ("oh" like open or oat). While those are the common O/o sounds, this letter in a word can also represent other sounds.</p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Otter and Octopus ordered olives in October. Omja often offers odd options to others.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'O' and 'o'. 	<p>After 6. Write</p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter O/o Placemat worksheet.</p>





Lesson 46: Oo

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'o'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'o' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter O/o Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter O/o, and tape the card under the O section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p>	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter Sound Matching – K-O worksheet.</p> <p>Optional: for students who can identify ending sounds, you could provide the Letter Sound Matching – K-O (version 2) worksheet.</p>




<ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'o' with related pictures. 			
--	--	--	--


Lesson 47: Kk – Oo

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency: Reading of a letter/word/word grid. 	<p>Before 1. <i>Listen and say</i></p>	<p>ABRA: Letter Bingo</p>  <p><i>Given the pronunciation of the letter name, the student must determine if the letter is on his/her bingo card.</i></p>	<p>Use the projector to show the activity so the whole class can see the screen. Select level 2 (lowercase letters). Ask for volunteers to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved. If possible, have students complete the activity again individually.</p> <p><i>Offline alternative: Create your own Bingo cards with at least 9 letters on each card. Group students. One person per group uses the Alphabet Cards to call out letters at random. The rest of the students use small objects (stones, chips, etc.) to place on their card if they have that letter. The first person with a horizontal or vertical line wins.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Revision of words. Reading for fluency: Reading of a letter/word/word grid. 	<p>Before 2. <i>Match and write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Provide students with the K-O Alphabet Cards and 5 Image Cards (one for each letter: Kettle, Leg, Mice, Net and Ox). They should match the letter cards to the picture whose word starts with that letter. For additional practice, students can sort all K-O image cards into five piles.</p> <p>Alternative: Pair students to work with letter K-O Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p>




<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, and circles, etc. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Blending initial consonant with following vowels (a, e, i, o, u). Blending sounds in words. 	<p>After 4. Write</p>	<p>ABRA Resources (offline)</p> 	<p>Introduce long vowels: Say: “Remember how I told you that A, E, I and O are special letters? These letters make more than one sound, but they need help to do that. One helper letter is the <i>Magic E</i>. The <i>Magic E</i> can go at the end of the word, and it makes the letter change its sound to say its name. Listen carefully: can, cane.” Write the word ‘can’ on the board. Prior to this lesson, glue the letter e on a stick. You can place it at the end of the word “can” to allow children to see the ‘e’ added to and taken away from the word ‘can’. Pronounce each word a few times. “Can you hear how <i>Magic E</i> changes the sound of the letter A?”</p> <p>Provide more examples: cap and cape, man and mane, bit and bite.</p> <p>Provide students with the a_e Placemat (long a) and the i_e Placemat (long i) worksheets.</p>
--	-----------------------	--	--


Lesson 48: Pp

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter ‘p’. 	<p>Before 2. Look and discuss</p>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using P/p words: <i>Pierre, please paint the poster purple</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter P/p makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Plenty of pink and purple pieces in this puzzle.





			<ul style="list-style-type: none"> Padma planned to plant peas until Pali's puppy peed on the pot. Parvesh put peaches, pears and plums in Purna's pie.
Skill-wise Objective Reading <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. Lesson Focus Writing <ul style="list-style-type: none"> Writing the letters 'P' and 'p'. 	After 6. <i>Write</i>	ABRA Resources (offline) 	Students complete the Letter P/p Placemat worksheet.


Lesson 49: Pp

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> Imitate and produce sounds and words. Reading <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Lesson Focus Listening and speaking <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'p'. Reading <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'p' with related pictures. 	After 2. <i>Look and say</i>	ABRA Resources (offline) 	Pair students to work with letter P/p Image Cards and Word Cards to match the word to the picture. They should then say the words aloud. Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter P/p, and tape the card under the P section of the poster/wall you previously created. Optional: Here are some enrichment activities to help ensure children understand the words: <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence.




			<ul style="list-style-type: none"> Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'p' with related pictures. 	After 6. Copy	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: O & P worksheet.</p> <p>Optional: for additional practice, write a list of O and/or P words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>


Lesson 50: Qq

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'q'. 	Before 2. Look and discuss	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using Q/q words: <i>Quivering Quentin quickly quoted the Queen.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter Q/q makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p><i>Note to share with students: this letter is almost always followed by the letter U/u. Together “Q” and “u” make the sound: “kw.”</i></p> <p>Provide additional practice with new sentences, such as:</p>




			<ul style="list-style-type: none"> Queen went on a quick quest for a quilt. Qurashim's quiz had questions and quotes about quails.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Writing</p> <ul style="list-style-type: none"> Writing the letters 'Q' and 'q'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter Q/q Placemat worksheet.


Lesson 51: Qq

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'q'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'q' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter Q/q Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter Q/q, and tape the card under the Q section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard




			cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. Blend the initial sounds with other sounds, i.e. onset with rime (e.g. c+at). <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. Imitating words. 	After 6. <i>Copy</i>	<p>ABRA: Blending Train</p>  <p><i>Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</i></p>	<p>Use the projector to show this activity so that the whole class can see your demonstration. Select Blending Train and any story. Choose level 2 (harder 2-sound words). Model how to blend the first word. Click on the OK button to go to the next word. Model how to blend the second word. Explore the help function (hand with the Band-Aid) to display the letters. Prompt students to help blend the next words. Write the words from the software on the board to review later.</p> <p><i>Offline alternative: Select a few words that start with A-Q letter sounds. Reintroduce children to a classroom puppet. To practice blending, the puppet can talk to them by saying a word "one sound at a time" and children must guess what the word is. You can also reinforce the connection to letters by spelling the words on the board but space out each sound: p e n. Point to each letter as you pronounce the sounds. Then ask the class to help blend the sounds into a word.</i></p>


Lesson 52: Rr

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'r'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using R/r words: <i>Ruth Rutherford's red robe ripped</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter R/r makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p>





			Provide additional practice with new sentences, such as: <ul style="list-style-type: none"> • Raj's rooster ran up the rocky road. • Runi really likes red roses.
Skill-wise Objective Reading <ul style="list-style-type: none"> • Read small and capital letters. • Recognise and read familiar words accompanied by visuals. Lesson Focus Writing <ul style="list-style-type: none"> • Writing the letters 'R' and 'r'. 	After 6. <i>Write</i>	ABRA Resources (offline) 	Students complete the Letter R/r Placemat worksheet.


Lesson 53: Rr

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> • Imitate and produce sounds and words. Reading <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. Lesson Focus Listening and speaking <ul style="list-style-type: none"> • Speaking/Language functions: Listening and repeating words beginning with the letter 'r'. Reading <ul style="list-style-type: none"> • Graph phonemic awareness: Matching words that begin with the letter 'r' with related pictures. 	After 2. <i>Look and say</i>	ABRA Resources (offline) 	Pair students to work with letter R/r Image Cards and Word Cards to match the word to the picture. They should then say the words aloud. Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter R/r, and tape the card under the R section of the poster/wall you previously created. Optional: Here are some enrichment activities to help ensure children understand the words: <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.). • Describe: the child says a quality of the vocabulary word. • Sentence: the child uses one of the words in a sentence.




			<ul style="list-style-type: none"> Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'r' with related pictures. 	After 6. Copy	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: Q & R worksheet.</p> <p>Optional: for additional practice, write a list of Q and/or R words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>


Lesson 54: Ss

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 's'. 	Before 2. Look and discuss	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using S/s words: <i>Simon swiftly swept snow off the streets of Saskatoon.</i> After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter S/s makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: The letter S/s can make multiple sounds. Start by teaching the most common hissing "s" sound, like in the words sit and sun. This letter/sound can also appear in the middle or end of a word (eraser, whistle, kiss, octopus). Later you can teach them that this letter sometimes sounds like a z (pigs, rose, music), or it can also make an "sh" sound</i></p>




			<p>(<i>sugar, sure, tissue</i>) or a “zh” sound (<i>casual, measure, television</i>).</p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> • Seven sloths slept under a sunny sky. • Snake saw six snails sitting on a stick. • Susila sold seven small stones to Saraswati.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> • Read small and capital letters. • Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Writing</p> <ul style="list-style-type: none"> • Writing the letters ‘S’ and ‘s’. 	After 6. Write	<p>ABRA Resources (offline)</p> 	Students complete the Letter S/s Placemat worksheet.


Lesson 55: Ss

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> • Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Listening and repeating words beginning with the letter 's'. 	After 2. Look and say	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter S/s Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter S/s, and tape the card under the S section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> • Categorize: have children create a pile based on a category (animals, objects, colours, etc.).




<p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 's' with related pictures. 			<ul style="list-style-type: none"> Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of topic related vocabulary. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p> 	Students complete the Word Matching: P-T worksheet. This worksheet contains some T/t words, but these are not the sounds they're matching. You can use these examples to start introducing them to vocabulary words they'll see in the next lesson. Before they start this activity, you could read each word to them one by one or ask them to identify the word using the picture as a clue.


Lesson 56: Tt

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 't'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using T/t words: <i>Twelve teachers taught Timmy his times tables.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter T/t makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Two teachers took the time to taste the tea. The turtle tapped the tomato three times. Tripan told Timit to take a taxi to Tulsipur.





			<ul style="list-style-type: none"> There are ten tigers on Taantav's tie.
Skill-wise Objective Reading <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. Lesson Focus Writing <ul style="list-style-type: none"> Writing the letters 'T' and 't'. 	After 6. Write	ABRA Resources (offline) 	Students complete the Letter T/t Placemat worksheet.


Lesson 57: Tt

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> Imitate and produce sounds and words. Reading <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Lesson Focus Listening and speaking <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 't'. Reading <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 't' with related pictures. 	After 2. Look and say	ABRA Resources (offline) 	Pair students to work with letter T/t Image Cards and Word Cards to match the word to the picture. They should then say the words aloud. Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter T/t, and tape the card under the T section of the poster/wall you previously created. Optional: Here are some enrichment activities to help ensure children understand the words: <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.






<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 't' with related pictures. 	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: S & T worksheet.</p> <p>Optional: for additional practice, write a list of S and/or T words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>
---	-----------------------------	--	---


Lesson 58: Pp – Tt

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Blending initial consonant with following vowel (a, e, i, o, u). Blending sounds in words. Blending onset with rime. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: revision of words. 	<p>After 1. <i>Listen and say</i></p>	<p>ABRA: Word Families</p>  <p><i>The student will be able to create different words from the same word family.</i></p>	<p>Continue practicing this lesson's 'Listen and say' activity using ABRA's Word Families activity. Use the projector to show the activity so the whole class can see the screen. Select 'advanced' so you can pick the word family; for example, you may want to continue practicing 'at', 'in' or 'an'.</p> <p>Demonstrate how to do the activity using the first computer prompt, and then ask for volunteers to answer the rest.</p> <p><i>Offline alternative: Provide students with the Word Families – Level 1 worksheet. After students finish their individual sheets, use a projector to display a copy so all students can see it. Review the answers with them and ask for a volunteer to help pronounce the words in each row.</i></p>
<p>Skill-wise Objective</p> <p>Reading</p>	<p>After 2. <i>Match</i></p>	<p>ABRA Resources (offline)</p>	<p>Provide students with the P-T Alphabet Cards and 5 Image Cards (one for each letter: Pan, Quilt, Rose, Star and Table). They should match</p>



<ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. Vocabulary: Revision of words Reading for fluency: Reading of a letter/word/word grid. 			<p>the letter cards to the picture whose word starts with that letter. For additional practice, students can sort all P-T image cards into five piles.</p> <p>Alternative: Pair students to work with letter P-T Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p>
<p>Skill-wise Objective</p> <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. Vocabulary: Revision of words. 	<p>After 2. <i>Match</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter Sound Matching – P-T worksheet.</p> <p>Optional: for students who can identify ending sounds, you could provide the Letter Sound Matching – P-T (version 2) worksheet.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognise and read familiar words accompanied by visuals. <p>Writing</p>	<p>After 5. <i>Write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Introduce vowel teams (ai): Remind students that vowels are special letters and sometimes they travel in pairs. Write the following rule on the board:</p> <p><i>“When two vowels go walking, the first one does the talking and says its name.”</i></p> <p>Compare the following pronunciation of these words: am/aim, ran/rain.</p> <p>Show the following Image Cards and read the word aloud: nail, rain, tail, train. Students will repeat after the teacher and then participate in a think, pair, share activity to identify where the sound “ai” is in the word. Remind students that</p>




<ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, and circles, etc. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Blending initial consonant with following vowels (a, e, i, o, u). Blending sounds in words. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Revision of words. Reading for fluency: Reading of a letter/word/word grid (including decodable words). 			<p>the sound may be at the beginning, middle or end. Show students the images again, this time with the corresponding Word Cards. Ask children to remain working with the same group and discover the pattern they can see in the words.</p> <p>Write the “ai” letter combination on the board and say that we usually use “ai” in the middle of the word.</p> <p>Students complete the Vowel Teams ai Placemat activity.</p>
		<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using ai words: <i>The maid with the braid was not afraid.</i> After listening to the software, ask the class to repeat the sentence. Repeat this phrase several times in different ‘voices’ e.g. loudly, quietly, quickly, slowly, high pitched, low pitched, etc.</p> <p><i>Offline alternative: The class brainstorms words that have that sound and the teacher writes the words on the board.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> The snail left a trail on the dog’s tail. A train runs on a rail kept in place by large nails. Ainesh paid to paint his stairs a plain colour.


Lesson 59: Uu

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p>	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>	<p>Direct your class to listen to the short sentence using U/u words: <i>Unfortunately,</i></p>




<ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. • Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Listening and repeating words beginning with the letter 'u'. 		 <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p><i>Ursula's umbrella unfolded upwind.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter U/u makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p><i>*Teacher Note: Vowels make multiple sounds but introduce children to the short vowel sound first ("uh" sound like under or ugly). You can let children know that U/u is a special letter. Later in this guide, there are suggestions for how to introduce children to the long vowel sound ("yoo" like use or unicorn). While those are the common U/u sounds, this letter in a word can also represent other sounds.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> • Urvashi's uncle is under her umbrella. • Upasana and Utsav untied the upset umpire. <p>See if they can identify where this sound occurs in the following sentences:</p> <ul style="list-style-type: none"> • <u>U</u>tsa scr<u>u</u>bb<u>u</u>ed and r<u>u</u>bb<u>u</u>ed m<u>u</u>d from the t<u>u</u>b. • A p<u>u</u>p t<u>u</u>ck<u>u</u>ed the b<u>u</u>tt<u>u</u>n from <u>U</u>ttam's uniform <u>u</u>nder the r<u>u</u>g. <i>Note how the u in 'uniform' does not make the same sound. It is more of an "u" sound.</i> • It was f<u>u</u>n in the s<u>u</u>n <u>u</u>ntil b<u>u</u>g<u>u</u>s and sl<u>u</u>g<u>u</u>s turned <u>u</u>p. <i>Note how the u in 'turned' does not make the same sound. It is more of an "er" sound.</i>
--	--	--	---




<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> • Read small and capital letters. • Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> • Writing the letters 'U' and 'u'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter U/u Placemat worksheet.
---	-----------------------	--	--



Lesson 60: Uu

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> • Recognise and read familiar words accompanied by visuals. • Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Listening and repeating words beginning with the letter 'u'. <p>Reading</p> <ul style="list-style-type: none"> • Graph phonemic awareness: Matching words that begin with the letter 'u' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter U/u Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter U/u, and tape the card under the U section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> • Describe: the child says a quality of the vocabulary word. • Sentence: the child uses one of the words in a sentence. • Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. 	After 6. <i>Copy</i>	ABRA: Letter Sound Search	Use the projector to show the activity so the whole class can see the screen. Select level 1 and lowercase letters. Ask a volunteer to find the correct letter as prompted by the software.



<ul style="list-style-type: none"> Name a printed letter that matches a sound. <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. 		 <p>Given the pronunciation of a letter sound, the student must identify and find its associated letter.</p>	<p>If possible, have students complete the activity again individually.</p> <p>Offline alternative: Provide students with Letter Sound Search – Level 1 (lowercase) worksheet. After students finish their individual sheets, use a projector to display a copy so all students can see the picture. Call out one letter at a time and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</p>
--	--	---	--



Lesson 61: Vv

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'v'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using V/v words: <i>The voracious vulture visited Vanessa the viper.</i> After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter V/v makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Vikram's van carries a variety of vegetables. The vines on Vivek's vase are very vibrant. Vanita visited valleys and villages on vacation.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p>	<p>After 6. <i>Write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter V/v Placemat worksheet.</p>



Writing			
<ul style="list-style-type: none"> Writing the letters 'V' and 'v'. 			



Lesson 62: Vv

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'v'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'v' with related pictures. 	<p>After 2. <i>Look and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter V/v Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter V/v, and tape the card under the V section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p>	<p>After 6. <i>Copy</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Vocabulary Matching: U & V worksheet.</p> <p>Optional: for additional practice, write a list of U and/or V words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>





<p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'v' with related pictures. 			
---	--	---	--

Lesson 63: Ww

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'w'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using W/w words: <i>Walter wished the weather in Waterloo were warmer.</i> After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter W/w makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Wali whispered words for Wasi to write. We want waffles and watermelon. Will Wamika wear white on Wednesday?
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'W' and 'w'. 	<p>After 6. <i>Write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter W/w Placemat worksheet.</p>





Lesson 64: Ww

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'w'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'w' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter W/w Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter W/w, and tape the card under the W section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Listening to the pronunciation of words. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Word Matching: U-Z worksheet. On this worksheet, students are only tasked to match words with a U/u-W/w beginning sound, but some non-match words begin with X/x-Z/z to start familiarizing them with upcoming vocabulary words. Before they start this activity, you could read each word to them one by one or ask them to identify the word using the picture as a clue.</p>





Lesson 65: Xx

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'x'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using X/x words: <i>Xavier's extra exercises exceeded his expectations</i>. After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter X/x makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p><i>*Teacher Note: The letter X/x commonly makes a "ks" sound and is found in the middle or end of a word, such as axe, box, fax, six. When it's the first letter, it can make a "z" sound (xylophone) or an "eks" sounds (x-ray). The letter X/x can also make a "gz" sound (exact, exam) or "k sh" sound (anxious, complexion).</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> An <u>ox</u> and a <u>fox</u> are in a <u>box</u>. Mix six luxe waxes.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'X' and 'x'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter X/x Placemat worksheet.





Lesson 66: Xx

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'x'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'x' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter X/x Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter X/x, and tape the card under the X section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'x' with related pictures. 	After 6. <i>Copy</i>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Vocabulary Matching: W & X worksheet.</p> <p>Optional: for additional practice, write a list of U and/or X words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>





Lesson 67: Yy

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. • Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Listening and repeating words beginning with the letter 'y'. 	<p>Before 2. <i>Look and discuss</i></p>	<p>ABRA: Animated Alphabet</p>  <p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p>Direct your class to listen to the short sentence using Y/y words: <i>Yesterday, Yanick yelled, “Yippy! A yacht!”</i>. After listening to the software, ask the class to repeat the sentence.</p> <p><i>Offline alternative: Model the sound the letter Y/y makes*. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</i></p> <p><i>*Teacher Note: The letter Y/y can make multiple sounds. Start with the “yeh” sound like in yellow or yo-yo. This is the sound it makes when Y/y is used as a consonant. Sometimes Y is used as a vowel. For one syllable words it can sound like a long i (“eye”) such as the word shy. In two or more syllable words it sounds like a long e (“ee”), such as the word happy. It can also stand-in for a short i (“ih”) like in the word gym.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> • Yara yelled when her yellow yo-yo landed in yogurt. • You yearn for Yamir’s yummy yams.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> • Read small and capital letters. • Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> • Writing the letters ‘Y’ and ‘y’. 	<p>After 6. <i>Write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Letter Y/y Placemat worksheet.</p>





Lesson 68: Yy


Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'y'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'y' with related pictures. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter Y/y Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter Y/y, and tape the card under the Y section of the poster/wall you previously created.</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Name a printed letter that matches a sound. <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. 	After 6. <i>Copy</i>	<p>ABRA: Letter Sound Search</p>  <p><i>Given the pronunciation of a letter sound, the student must identify and find its associated letter.</i></p>	<p>Use the projector to show the activity so the whole class can see the screen. Select level 2 and uppercase letters. Ask a volunteer to find the correct letter as prompted by the software. If possible, have students complete the activity again individually.</p> <p><i>Offline alternative: Provide students with Letter Sound Search – Level 2 (uppercase) worksheet. After students finish their individual sheets, use a projector to display a copy so all students can see the picture. Call out one letter at a time and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</i></p>






Lesson 69: Zz

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening and repeating words beginning with the letter 'z'. 	Before 2. <i>Look and discuss</i>	<p>ABRA: Animated Alphabet</p>  <p>Students will be able to hear the sounds made by certain clustered letters.</p>	<p>Direct your class to listen to the short sentence using Z/z words: <i>Zoey's zipper zapped Zachary.</i> After listening to the software, ask the class to repeat the sentence.</p> <p>Offline alternative: Model the sound the letter Z/z makes. The class brainstorms words that have that sound and the teacher writes the words on the board. See if you can make a sentence using these words.</p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> Zain saw zebras at the zoo.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. Recognise and read familiar words accompanied by visuals. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing the letters 'Z' and 'z'. 	After 6. <i>Write</i>	<p>ABRA Resources (offline)</p> 	Students complete the Letter Z/z Placemat worksheet.

Lesson 70: Zz




Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. 	After 2. <i>Look and say</i>	<p>ABRA Resources (offline)</p> 	<p>Pair students to work with letter Z/z Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p> <p>Then, from a spare set of Image Cards ask volunteers to select a card that starts with the letter Z/z, and tape the card under the Y section of the poster/wall you previously created.</p>



<p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Listening and repeating words beginning with the letter 'z'. <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'z' with related pictures. 			<p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Develop hand-eye coordination through drawing lines and patterns. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words that begin with the letter 'z' with related pictures. 	After 6. Copy	<p>ABRA Resources (offline)</p>  	<p>Students complete the Vocabulary Matching: Y & Z worksheet.</p> <p>Optional: for additional practice, write a list of Y and/or Z words on the board. Tape the associated Image Cards to the board and call on students to match the words to the cards by drawing a line on the board.</p>
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Name a printed letter that matches a sound. <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. 	After 6. Copy	<p>ABRA: Letter Sound Search</p>  <p><i>Given the pronunciation of a letter sound, the student must identify and find its associated letter.</i></p>	<p>Use the projector to show the activity so the whole class can see the screen. Select level 1 and uppercase letters. Ask a volunteer to find the correct letter as prompted by the software. If possible, have students complete the activity again individually.</p> <p><i>Offline alternative: Provide students with the Letter Sound Matching – U-Z worksheet.</i></p> <p><i>Optional: for students who can identify ending sounds, you could provide the Letter Sound Matching – U-Z (version 2) worksheet.</i></p>




Lesson 71: Uu – Zz

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. 	Before 1. Read	<p>ABRA: Letter Bingo</p>  <p>Given the pronunciation of the letter name, the student must determine if the letter is on his/her bingo card.</p>	<p>Use the projector to show the activity so the whole class can see the screen. Select level 3. Ask for volunteers to model the answer by coming up to the computer. Complete the activity until bingo (a horizontal or vertical line) is achieved.</p> <p>If possible, have students complete the activity again individually.</p> <p><i>Offline alternative: Create your own Bingo cards with at least 9 letters on each card. Group students. One person per group uses the Alphabet Cards to call out letters at random. The rest of the students use small objects (stones, chips, etc.) to place on their card if they have that letter. The first person with a horizontal or vertical line wins.</i></p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Revision of words. 	Before 2. Match and write	<p>ABRA Resources (offline)</p> 	<p>Provide students with the U-Z Alphabet Cards and 5 Image Cards (one for each letter: Umbrella, Van, Web, X-ray, Yam and Zebra). They should match the letter cards to the picture whose word starts with that letter. For additional practice, students can sort all U-Z image cards into five piles.</p> <p>Alternative: Pair students to work with letter U-Z Image Cards and Word Cards to match the word to the picture. They should then say the words aloud.</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognise and read familiar words accompanied by visuals. <p>Writing</p>	After 5. Write a-z	<p>ABRA Resources (offline)</p> 	<p>Continue long vowels: Review how the short vowel sound becomes long when the <i>Magic E</i> is added. Write the word 'cap' on the board and use your <i>Magic E</i> stick to model what happens to the word when the E added and removed (cap/cape). Ask the student to use the <i>Magic E</i> stick to make</p>






<ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, and circles, etc. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/language functions: Pronouncing words. 			<p>words with the <i>Magic E</i>: hat/hate, mad/made, rat/rate, rid/ride. Then try with o_e and u_e words: hop & hope, hug & huge.</p> <p>Provide students with the o_e Placemat (long o) and the u_e Placemat (long u) worksheets.</p>
--	--	--	---

Lesson 72: Aa – Zz

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Revision of words. Reading for fluency: Revision of words. 	<p>After 1. <i>Listen and say</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students work alone with a set of Image Cards and Word Cards to match the word to the picture.</p> <p>Alternative: Using only the word cards, challenge students to read the cards as quickly as they can. Use to stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other students).</p> <p>Optional: Here are some enrichment activities to help ensure children understand the words:</p> <ul style="list-style-type: none"> Categorize: have children create a pile based on a category (animals, objects, colours, etc.). Describe: the child says a quality of the vocabulary word. Sentence: the child uses one of the words in a sentence. Ranking: ask children to order the cards from easy to hard. Take note of the hard cards, so you can incorporate more practice in lessons.
<p>Skill-wise Objective Listening</p>	<p>Before 3. <i>Read</i></p>	<p>ABRA: Letter Sound Search</p>	<p>Use the projector to show the activity so the whole class can see the screen. Select level 2</p>




<ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Name a printed letter that matches a sound. <p>Reading</p> <ul style="list-style-type: none"> Read small and capital letters. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Revision of letters. 		 <p>Given the pronunciation of a letter sound, the student must identify and find its associated letter.</p>	<p>and lowercase letters. Ask a volunteer to find the correct letter as prompted by the software. If possible, have students complete the activity again individually.</p> <p>Offline alternative: Provide students with Letter Sound Search – Level 2 (lowercase) worksheet. After students finish their individual sheets, use a projector to display a copy so all students can see the picture. Call out one letter at a time and ask for a volunteer to find the letter in the picture. Reinforce the sound the letter makes and write it on the board. Then move on to the next letter.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, and circles, etc. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Phonological awareness: Identifying sounds of oral words. Listening (comprehension): Listening to a model reading of words that represent the letters a-z. 	<p>After 4. Write A-Z</p>	<p>ABRA Resources (offline)</p>  <p>ABRA: Animated Alphabet</p> 	<p>Continue vowel teams (ea & ee): Remind students that vowels are special letters and sometimes they travel in pairs:</p> <p><i>“When two vowels go walking, the first one does the talking and says its name.”</i></p> <p>Review an ‘ai’ example you previously covered like ran/rain and point out how the vowel sound changes. Then, explain it also happens when e is paired with another vowel. Review the following examples: Bed/bead, met/meat, ten/teen. Ensure students hear the different way e is pronounced when accompanied by another vowel. Students should repeat after the teacher and pronounce each word. Practice reading other ea or ee words, like: ear, eat, leaf, pea, please, sea, teacher, deep, eel, feet, green, see.</p> <p>Students complete the ea Placemat & ee Placemat worksheets.</p> <p>Direct your class to listen to the short sentence using ea words: <i>Bea the flea drinks tea by the sea</i>. After listening to the software, ask the class to repeat the sentence. Then listen to the sentence using ee words: <i>Dee the bee can see</i></p>






<p>Reading</p> <ul style="list-style-type: none"> Reading for fluency: Revision of words. 		<p><i>Students will be able to hear the sounds made by certain clustered letters.</i></p>	<p><i>the tree flying free.</i> Again, the class should repeat the sentence aloud.</p> <p><i>Offline alternative: The class brainstorms words that have that sound and the teacher writes the words on the board.</i></p> <p>Provide additional practice with new sentences, such as:</p> <ul style="list-style-type: none"> I fear my dear will hear the eagle scream. That peach peacock has a beak too weak to eat meat. Bees make Vineet wheeze and sneeze. Deepak sleeps with sheep under the tree.
--	--	---	--

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. 	Assessment 2	<p>ABRA: Letter Sound Search or Letter Bingo</p> 	<p>These two ABRA activities can be used for additional practice, and to help identify which letters children are struggling to identify and/or connect to the sound it makes.</p> <p>The following worksheets can also be used to support or assess the development of this skill:</p> <ul style="list-style-type: none"> Letter Sound Search – Level 2 (mixed case) Letter Sound Search – Level 3
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. 	Continuous assessment	READS	<p>The following books in READS can be used to further support letter recognition, sounds, and vocabulary words:</p> <ul style="list-style-type: none"> ABCD - A Nature Alphabet Book The Alphabet Story Zoophabet An alphabet that's hungrier than most
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Blend individual sounds in simple one-syllable words. 	Continuous assessment	<p>ABRA: Blending Train or Auditory Blending</p>	<p>Determine if students should get additional practice with levels 1 and 2 (2-sound words) or if they're ready for level 3 (3-sound words). After ABRA has provided the phonemic breakdown of</p>



<ul style="list-style-type: none"> Link an initial sound to a picture of an object that begins with that sound. <p>Speaking</p> <ul style="list-style-type: none"> Blend the initial sounds with other sounds, i.e. onset with rime (e.g. c+at). 			<p>a word, ask students to blend the sounds and say the word aloud.</p> <p>By the end of this theme, students should have a solid base of vocabulary words that they associate with a matching picture. They may be ready to try the Auditory Blending activity.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. Identify words that have the same initial, medial or final sound. <p>Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognise and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Hold pencil correctly to gain control to draw lines, curves, and circles, etc. 	<p>Assessment 2</p>	<p>ABRA Resources (offline)</p>  <p>ABRA: Animated Alphabet</p> 	<p>Continue vowel teams (oa & ue): Ask students: “You wear me when it is cold and raining outside, what am I?” If students don’t know then tell them, it’s <i>coat</i>. Model how to say the word a few times, then ask the class what the vowel sound is in this word. Once they identify the O sound, ask them if they remember the vowel team rule. If they don’t know, repeat: when two vowels go walking, the first one does the talking and says its name. Explain it happens with the O and compare the O sound in <i>got/goat</i>.</p> <p>Write the following words on the board and model how to pronounce them: boat, float, foam, goal, goat, soap, blue, glue, true. Students should repeat the words.</p> <p>Students complete the oa Placemat & ue Placemat worksheets.</p> <p>Optional: In Animated Alphabet, select oa from the second page and direct your class to watch the animation for the sentence: <i>The goat made a boat from his coat. Will it float?</i> After listening to the software, ask the class to repeat the sentence.</p>





THEME: ME AND MY FAMILY (LESSON 73-74)


Curriculum Overview		
Central idea: Preparation for listening, speaking, reading and writing.		
Concept <ul style="list-style-type: none"> Family relations Body parts Self-image and care 	Line of inquiry <ul style="list-style-type: none"> Identifying Colouring, drawing, matching, pointing Instructing and following Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Greetings and leave taking Introducing Talking about home and family
Key vocabulary words: <ul style="list-style-type: none"> Head, face, hand, stomach, leg, eye, nose, ear, tongue, skin. <i>Additional words listed within these lessons' activities:</i> knees, mouth, neck, shoulder, tail, toes, feel, listen, see, smell, taste, ball, bird, book, doll, eggs, gift, girl, light, mango, monkey, nest, tree, big, small, long, two, black, green, red. 		

LTK+ Connections

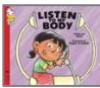

Lesson 73: Head and Shoulders

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> Ask and answer short, simple questions. Listening <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. Lesson Focus Reading <ul style="list-style-type: none"> Reading for fluency: Reading of a text. Reading for comprehension: Reading the text and answer the questions. 	After 1. <i>Look and read,</i> activity 2	ABRA: Tracking  with the story When I Open My Eyes  <i>While reading the story, the student will be able to read with one-to-one correspondence</i>	Children practice reading the story aloud individually or in pairs. Following this, have a class discussion, and use the images in the story, to identify and describe vocabulary words in this theme: nose, head, I, my, eye, face, tongue, friends, tummy (stomach), dad (father). You can use the images of the story as a springboard for identifying body parts. Ask children to point to the girl's head, nose, etc. Then use the images with the cat to have them extend their understanding of these body parts by pointing to the cat's head, nose, etc. For advanced students, you can also prompt them to identify what's different (ex: human ears to cat ears) or any extra body parts (cats have tails).




		and without skipping words.	Offline alternative: Prior to the lesson, download When I Open My Eyes . Print or display the story and read aloud to your class.
Lesson Focus Listening and speaking <ul style="list-style-type: none"> Speaking/Language functions: Talking about the parts of body. Reading <ul style="list-style-type: none"> Reading for comprehension: Reading the text and answer the questions. 	After 1. Look and read, activity 4	READS 	Read My Body and/or Look at Me to the class. Ask students to list two more things they can do with their body.

Lesson 74: I See with My Eyes

Further Address These Objectives	During	LTK+	Suggested Activity
Lesson Focus Listening and speaking <ul style="list-style-type: none"> Listening (comprehension): Discussion on function of body parts. Reading <ul style="list-style-type: none"> Reading for comprehension: Read the text and answer the questions. 	After 1. Look and read, activity 4	READS 	Read Listen to My Body to the class. As the girl in the story points out the different noises her body makes, ask the class if they can hear it from themselves too. At the end of the story, have them recall each sound mentioned. Complete the activity on page 20 of this book.
Skill-wise Objective Listening <ul style="list-style-type: none"> Imitate, identify and discriminate sounds. 	After 4. Look and write three sentences	ABRA: Same Phoneme  <i>The student will be required to determine if phonemes (letter sounds) are the same or different.</i>	For additional practice at discriminating individual sounds, have children play the Same Phoneme activity again. At this point they are familiar with the concept of letter sounds, so in addition to determining if they are the same or different, you could ask children to verbally indicate which letter the sound is associated with. You can also make note of which sounds were provided during the activity and ask the class to brainstorm words that start with each sound.



Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Imitate, identify and discriminate sounds. • Blend individual sounds in simple one-syllable words. <p>Speaking</p> <ul style="list-style-type: none"> • Imitate and produce sounds and words. • Blend the initial sounds with other sounds, i.e. onset with rime (e.g. c+at). 	Continuous assessment	<p>ABRA: Blending Train</p>  <p><i>Given the phonemic breakdown of a word, students will identify the word it makes; e.g., /r/ /o/ /d/ = "rod".</i></p>	<p>Complete this activity as a class with the aid of a projector. Choose level 3 (3-sound words) or level 4 (harder 3-sound words). Prompt students to blend the words and help as needed. Write the words from the software on the board to review later.</p> <p><i>Offline alternative: Select a few vocabulary words from this theme (ex: face, hand, leg, etc.). Use the classroom puppet to provide the phonemes of the word, and children say the word. Reinforce the connection to letters by spelling the words on the board but space out each sound: ea r.</i></p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> • Understand the meaning of grade appropriate words. 	Continuous assessment	READS	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> • Timmy and Pepe • ACHOO! • Sniffles • Stick Your Tongue Out! • Such a Sweet Smell • What does Anu See? • What Type of Teeth?




THEME: MY DAILY LIFE (LESSON 75-79)



Curriculum Overview		
Central idea: Days of the week and time of clock.		
Concept <ul style="list-style-type: none"> Daily activities Moods Ability and inability Time of clock Days of the week 	Line of inquiry <ul style="list-style-type: none"> Expressing moods, ability and inability, telling time and days of the week Reading for fluency and comprehension Instructing and following Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Talking about days of the week Expressing ability Telling time
Key vocabulary words: <ul style="list-style-type: none"> Can, can't, brush, clean, climb, comb, come, cry, cut, dance, draw, drink, eat, go, jump, read, see, sing, wash, write, angry, happy, sad, sly, clock, timetable, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. <i>Additional words listed within these lessons' activities:</i> ear, face, hair, hand, nose, tail, teeth, cook, dig, drive, fly (verb), gets up, goes, sleep, swim, walk, ant, ball, bee, bird, book, cat, classroom, clothes, doll, floor, fly (noun), food, frog, fruits, ground, home, leaf, long, milk, monkey, plates, pond, school, sheep, snacks, song, story, table, teacher, wall, water, bye, day, hello, hi, holiday, time, today, tomorrow, yesterday. 		

LTK+ Connections

Lesson 75: Brush Your Teeth

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Speaking <ul style="list-style-type: none"> Ask and answer short, simple questions. Reading <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Lesson Focus Reading <ul style="list-style-type: none"> Reading for fluency. 	After 1. <i>Look and read, activity 4</i>	READS 	Select a story to read to the class and pre-select some vocabulary words within that are related to the theme or unfamiliar to the class (and/or review words previously learned). As you read the story, stop when you encounter one of these words and ask students what it means. Use the story's illustrations as clues. Once children have defined the word, continue reading the story. Some suggestions: <ul style="list-style-type: none"> Bath time for Chunnu and Munnu: bath time, sings, washes, dirt, scrub, soap, bubbles, runs, clean, pajamas, dinner




<ul style="list-style-type: none"> Reading for comprehension. 			<p>time, play time.</p> <ul style="list-style-type: none"> Ma! Hurry Up!!: morning, eyes, mother, hurry, wash, face, hands, soon, come, comb, hair, shirt, ready, minutes, go, crying, house, walking. Bed-Making Blues: bed, long, difficult, make, time, jobs, breakfast, dishes, laundry, thinking, practice, better, faster, finish, preparing, enjoy, messy, come. <p>Follow-up discussion questions:</p> <ul style="list-style-type: none"> What was this story about? What are the steps for taking a bath/brushing your teeth? (use the book as a reminder) What's a routine you do at night before going to bed? Act it out!
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. Demonstrate good handwriting skills. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Writing action verbs. 	<p>Before 2. <i>Read and write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Provide students with the Writing Exercise: Action Verbs worksheet. While they complete this individually, monitor and correct any issues students have with pencil grip (if need be, review the how to properly form letters handout).</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Recognize, identify and produce rhyming words. (e.g. cat →bat, sat). <p>Reading</p>	<p>After 2. <i>Read and write</i></p>	<p>ABRA: Rhyme Matching</p> 	<p>Direct students to select Rhyme Matching with any story. Then choose level 1 (4 pairs of CVC words). They work in pairs to complete the activity.</p>






<ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Pronunciation practice of words. 		<p><i>The student will identify words that rhyme.</i></p>	<p><i>Offline alternative: in pairs, students find four sets of different rhyming words in the Word Cards.[*] Once all groups have had a chance to do this, group two pairs so that students are now sitting in a group of four. One pair places their 8 cards face down. The other pair then plays the memory game: turn over two sets of cards, read the words and determine if they match. If so, they remove the cards, but if not, they turn them back over. They continue until all cards are matched. The first pair serves as a judge for whether the other students made the correct match. The students switch roles.</i></p> <p><i>[*] You may want to help children select rhyming words of the same family (ex: cat & mat; fan & van; bag & flag; bee & tree). If they are ready, you can also challenge them to match words that rhyme but are spelled differently (ex: bed & head; blue & two; tail & whale; write & night).</i></p>
--	--	---	---

Lesson 76: I Can Jump





Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	<p>After 1. Look and read</p>	<p>READS</p> 	<p>Read the story Can and Can't with the class using the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story. Then pair students and ask them to create a “can and can’t” list of for the following: themselves, one of their family members, an animal that lives at home or neighbour’s house, and one wild animal. At the end of the activity, ask for a few volunteers to share their list and ask the class if they can do the activities (demonstrate when possible), or know someone/animal that can.</p> <p>Optional: Read the Leela Learns to Ride! to the class. On page 4 or 5, ask the class if Leela can</p>





			or can't ride a bike. Ask the same question at the end of the story. Discuss with students how sometimes we can't do something but can learn how to do it with lots of practice.
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA: Accuracy</p>  <p>with the story The Little Red Hen</p>  <p><i>After listening to the computer read a passage, the student must read the same page accurately.</i></p>	<p>Pre-select vocabulary words in the story that you think children are unfamiliar with. Review these words as a class.</p> <p>Then, direct students to go to ABRA, and select Accuracy and The Little Red Hen. They should read the story individually or take turns in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download The Little Red Hen. Print or display the story so everyone can see the text. Use the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</i></p>
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. Write simple phrases and sentences independently. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> Writing sentences expressing ability and inability. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA Resources (offline)</p> 	<p>After everyone has read the story, provide students with the Writing Exercise: The Little Red Hen worksheet. Students complete this individually.</p> <p>Lead a follow-up discussion to check students' comprehension of the story, and tie back to the theme. Some sample questions:</p> <ul style="list-style-type: none"> Who was this story about? What did she do in the story? Why didn't the other animals help her? What did they do instead? Can you garden? Can you bake? <ul style="list-style-type: none"> If yes: What are the steps? Act out the motions. If no: do you know anyone that can do these things?




Lesson 77: I'm Happy

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA: Accuracy</p>  <p>with the story Feelings</p>  <p>After listening to the computer read a passage, the student must read the same page accurately.</p> <p>ABRA Resources (offline)</p> 	<p>Pre-select vocabulary words in the story that you think children are unfamiliar with. Review these words as a class.</p> <p>Then, direct students to go to ABRA, and select Accuracy and Feelings. They should read the story individually or take turns in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download Feelings. Print or display the story so everyone can see the text. Use the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</i></p> <p>Lead a follow-up discussion to check students' comprehension of the story, and tie back to the theme. Some sample questions:</p> <ul style="list-style-type: none"> What were things that made him happy? What were things that made him angry? Sad? Scared? Jealous? <p>Provide students with the Feelings: Which Emotion worksheet.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA: Expression</p>  <p>with the story Feelings</p>	<p>Explain to students that a reader's tone can help convey feelings and meaning.</p> <p>Have students re-read the story, but this time in ABRA's Expression activity. They can complete the activity individually or in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download Feelings. Print or display the story so everyone can</i></p>





<p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/language functions: expressing mood. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. 		 <p>The computer reads a text using different expressions and the student must decide if the passage was read appropriately.</p> <p>ABRA Resources (offline)</p> 	<p>see the text. Tell learners you'll need their help to know the best way to read this story. Explain you'll read the page twice. Use a lively tone during the first reading, and a monotone during the second. Ask which was better. Repeat this with the several pages, but switch up the tone, pauses, emphasis you use. At the mid-way point, read the next page the wrong way and ask students how you can read it better. Read the page following their suggestions, then ask if the class if it sounded right. Continue soliciting their suggestions on the correct expression until you finish the book.</p> <p>Then, provide students with the Feelings: Names and Actions worksheet.</p>
---	--	--	---

Lesson 78: It's Seven O'clock



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three word cards). <p>Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognize and read familiar words accompanied by visuals. <p>Lesson Focus Reading</p>	<p>After 1. Look and read</p>	<p>ABRA: Auditory Blending</p>  <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>	<p>Demonstrate this activity before asking students to try it on their own. Use the projector to show ABRA so that the whole class can see your demonstration. Select Auditory Blending and any story. Choose level 1 (2-sound words). Model how to blend the first word. Ask the class which of the four pictures represents that word. If they're not sure, review the definition of the word. Model blending a few more words or prompt your class to help you blend them. Complete your demonstration by modeling an error to show the letters appear as a guide after the second error. Then, allow students to attempt the activity on their own or in pairs.</p>



<ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 			<p><i>Offline alternative: Select 4 of the Image Cards and tape them on the board (for large classes you can use your projector so all four images are visible to everyone). Use the classroom puppet to pronounce a word one sound at a time, and ask for a volunteer to blend the word and select which card matches that word. Repeat with several vocabulary words.</i></p>
<p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA Resources (offline)</p> 	<p>Provide students with the It's about Time Word Search worksheet to practice identifying time-related vocabulary words.</p>
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching pictures with time. Reading for fluency. Reading for comprehension. 	<p>After 3. <i>Look and write the time</i></p>	<p>READS</p> 	<p>Divide the class into groups. Each group should look at the images in Dog's Day. This is a story told through images. Together they tell the story of the dog's day orally or in writing. Encourage them to incorporate what time the events are happening at.</p> <p>Prompt students with the following questions:</p> <ul style="list-style-type: none"> What time of the day did this happen? When did the story take place (season or month)? How do you know? What daily activities is the dog doing? What about the people he sees? <p>Optional follow up question:</p> <ul style="list-style-type: none"> What do you think the animals at your home do when you're at school? Remind them to say the clock time, ex: "My cat watches me leave at seven o'clock." If they're not sure, you can prompt them with a specific time, ex: "What do you think your cat is doing at twelve o'clock?" "Eating." "Why?" "It's lunch time."





Lesson 79: Seven Days

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Recognize, identify and produce rhyming words. (e.g. cat →bat, sat). 	<p>After 1. <i>Look and sing</i>, Activity 3</p>	<p>ABRA: Rhyme Matching</p>  <p><i>The student will identify words that rhyme.</i></p>	<p>Direct students to select Rhyme Matching with any story. Then choose level 2 (6 pairs of CVC words). If possible, they work individually to complete the activity.</p> <p><i>Offline alternative: in pairs, students find six sets of different rhyming words in the Word Cards.* Once all groups have had a chance to do this, group two pairs so that students are now sitting in a group of four. One pair places their 12 cards face down. The other pair then plays the memory game: turn over two sets of cards, read the words and determine if they match. If so, they remove the cards, but if not, they turn them back over. They continue until all cards are matched. The first pair serves as a judge for whether the other students made the correct match. The students switch roles.</i></p> <p><i>* You may want to help children select rhyming words of the same family (ex: bat & rat; pig & dig; book & look; hay & play; jar & star; cake & snake). If they are ready, you can also challenge them to match words that rhyme but are spelled differently (ex: red & head; glue & zoo; quail & whale; right & kite; tea & key; sky & eye).</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. 	<p>After 2. <i>Look and write the days in the correct order</i></p>	<p>ABRA: Spelling Words</p>  <p><i>The students will spell regular and irregular words using the keyboard.</i></p>	<p>Before doing this activity, acquaint students with basic keyboarding skills, especially letters, backspace, and enter keys.</p> <p>Direct students to select Spelling Words with any story. Then choose level 1 (2-sound words).</p> <p>This activity is best done by individual students or in pairs where they alternate having control of the keyboard.</p>



			Offline alternative: Provide students with the Spelling Words – Level 3 worksheet to practice spelling short vowel sounds.
--	--	--	--

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Listening <ul style="list-style-type: none"> Recognize, identify and produce rhyming words. (e.g. cat →bat, sat). 	Assessment 3	ABRA: Rhyme Matching or Word Families 	Students can redo Rhyme Matching level 1 or 2 for additional practice. Alternatively, you could use the Word Families activity. Select a specific word family (ex: -at). When students complete the activity, read the list of words on the board and point out how they rhyme.
Skill-wise Objective Writing <ul style="list-style-type: none"> Use correct spelling of the words. 	Assessment 3	ABRA: Spelling Words 	Students can redo level 1 of this activity, or move on to level 2, for additional practice. ABRA will help correct spelling errors.
Skill-wise Objective Reading <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	READS	The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions). <ul style="list-style-type: none"> Brushing is No Fun! The Lion Runs and the Cow Walks Satya, Watch Out! Hippo Wants to Dance I Can Climb! Gappu Can't Dance Let's Play Porridge How I Feel



			<ul style="list-style-type: none"> • I Feel • Tell Me... Now! - Happy and Sad • When Will Amma Be Back? • The Tiffin Gang • Thato's Birthday Surprise
Skill-wise Objective Reading <ul style="list-style-type: none"> • Read words, simple sentences and short paragraphs correctly. Writing <ul style="list-style-type: none"> • Use correct spelling of the words. 	Continuous assessment	ABRA Resources (offline)	The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition. <ul style="list-style-type: none"> • Word Search: Feelings • Word Search: Months



THEME: OUR SCHOOL (LESSON 80-84)

Curriculum Overview		
Central idea: Giving commands, asking for permission, getting familiar with the things in school and games.		
Concept <ul style="list-style-type: none"> • Classroom • Games • Friends and teacher 	Line of inquiry <ul style="list-style-type: none"> • Identifying • Instructing and following • Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> • Talking about present actions • Giving simple commands • Asking for permission
Key vocabulary words: <ul style="list-style-type: none"> • Come, go, sit, stand, look, make, play, read, write, there, book, homework, sir, madam, television, movie, teacher, student, girl, boy, class, year, board, desk, table, rack, bench, dustbin, football, volleyball, cricket, skipping. • <i>Additional words listed within these lessons' activities:</i> here, in, on, out, up, dance, keep, like, sing, skip, talk, watch, brother, daughter, everyone, father, mother, sister, son, animals, bat, elephant, monkey, parrot, pigeon, rabbit, rat, bag, basketball, chair, classroom, game, guitar, it, jungle, line, mat, name, pencil, playground, rope, shoes, swing, things, toilet, toy, water, whiteboard, can, may, OK, ouch, sorry, my, old, one, two, three, five, six, many. 		




LTK+ Connections

Lesson 80: Come Here

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognize and read familiar words accompanied by visuals. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	<p>After 1. Look and read, activity 1</p>	<p>ABRA: Auditory Blending</p>  <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>	<p>You may want to demonstrate this activity again before asking students to try it on their own. Use the projector to show ABRA so that the whole class can see your demonstration. Select Auditory Blending and any story. Choose level 2 (3-sound words). Model how to blend the first word. Ask the class which of the four pictures represents that word. If they're not sure, review the definition of the word. Model blending a few more words or prompt your class to help you blend them. Complete your demonstration by modeling an error to show the letters appear as a guide after the second error. Then, allow students to attempt the activity on their own or in pairs.</p> <p><i>Offline alternative: Select any 4 of the Image Cards and tape them on the board (for large classes you can use your projector so all four images so they are visible to everyone). Use the classroom puppet to pronounce a word one sound at a time and ask for a volunteer to blend the word and select which card matches that word. Repeat with several vocabulary words.</i></p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Reading</p>	<p>After 1. Look and read, activity 3</p>	<p>READS</p> 	<p>Prior to reading the story below, ask which students in the class have a cat. Select one or two students and ask them to tell the class about their cat (personality, habits). Then ask if the cat follows their/family's instructions (sit, stay, don't do that). Ask why giving those directions are important and what happens if the cat does or doesn't listen. You could also compare these stories with students who have a trained or untrained dog at home.</p>





<ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading for fluency. Reading for comprehension. 			<p>Help students find the story Come back, Cat! in READS. They should read the story individually or take turns in pairs (if the latter, explain to students what good reading and feedback sounds like).</p> <p>Once all students have had a chance to read the story, have a short follow-up discussion. Use a few of the pages from the story to ask them why the cat is being called back, and what bad thing might happen if the cat continues to do what it is doing?</p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Use correct spelling of the words. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: writing words. 	<p>Before 2. <i>Read and write</i></p>	<p>ABRA: Spelling Words</p>  <p><i>The students will spell regular and irregular words using the keyboard.</i></p>	<p>Before doing this activity, review basic keyboarding skills, especially letters, backspace, and enter keys.</p> <p>Direct students to select Spelling Words with any story. Then choose level 2 (harder 2-sound words).</p> <p>This activity is best done by individual students or in pairs where they alternate having control of the keyboard.</p> <p><i>Offline alternative: Provide students with the Sentence Starter: Placement and Direction worksheet to help them build their understanding of positioning objects in relation to each other, while they work on their writing skills.</i></p>


Lesson 81: May I...?

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Perform rhymes and chants with appropriate rhyme and rhythm. 	<p>Before 2. <i>Read and Practice</i></p>	<p>ABRA: Rhyme Matching</p>	<p>Direct students to select Rhyme Matching with any story. Then choose level 3 (8 pairs of CVC words). If possible, they work individually to complete the activity.</p>




<p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Identification, pronunciation and writing of words. 		 <p>The student will identify words that rhyme.</p>	<p>Offline alternative: in pairs, students find eight sets of different rhyming words in the Word Cards.[*] Once all groups have had a chance to do this, group two pairs so that students are now sitting in a group of four. One pair places their 12 cards face down. The other pair then plays the memory game: turn over two sets of cards, read the words and determine if they match. If so, they remove the cards, but if not, they turn them back over. They continue until all cards are matched. The first pair serves as a judge for whether the other students made the correct match. The students switch roles.</p> <p>[*] You may want to help children select rhyming words of the same family (bed & red; cap & map; nest & vest; rice & mice; hill & mill; pink & drink; nose & rose; pet & net). If they are ready, you can also challenge them to match words that rhyme but are spelled differently (ex: ear & deer; chair & pear; crow & toe; tree & pea; train & aeroplane; read & seed; rope & soap; box & socks).</p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Practice of exponent of asking for permission. <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>After 2. <i>Read and Practice</i></p>	<p>READS</p> 	<p>Help students find the story Manners in the Park - Spot the Difference in READS. They work in pairs or small groups to spot the differences. They discuss which scenario is more pleasant and why.</p> <p>Have a follow-up discussion to connect the pleasant scenarios to your “May I?” discussion from earlier. Ask for volunteers to say some differences they spotted, and why the first image is a more pleasant environment to be in. Get them to consider what the children in the unpleasant park could say to improve the situation (ex: May I have a turn at the swings?).</p>




<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Retrieve specific information from simple sentences. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	<p>Before 4. Read and complete the sentences</p>	<p>ABRA: Vocabulary (ESL)</p>  <p>The student will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.</p>	<p>Direct students to select Vocabulary (ESL) with any story. Students work individually to complete the activity.</p> <p><i>Teacher Note:</i> There are two vocabulary tasks in this activity: 1) matching a word to a picture, and 2) selecting a word to complete the sentence. The first part is similar to activities they have done before (ex: vocabulary worksheets and image/word card suggestions) but may contain new images they haven't seen before. The second part may be new to them. If students struggle with this, you can help guide them to identify if the missing word is a noun, verb, etc. and point out that if they try to add a verb where a noun should be, the sentence won't make sense. If there are two or more nouns to pick from, help them select the one that makes the most sense in the sentence.</p> <p>Offline alternative: Provide students with the Writing Exercise: Action Verbs 2 worksheet. While they complete this individually, monitor and correct any issues students have with pencil grip (if need be, review the how to properly form letters handout).</p>
---	--	--	--


Lesson 82: I'm Pawan

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognize and read familiar words accompanied by visuals. <p>Lesson Focus Reading</p>	<p>Before 1. Look and read</p>	<p>ABRA: Auditory Blending</p>  <p>Given a phonemic breakdown, the student will identify a word, i.e., /c/ /a/ /t/ = «cat».</p>	<p>Direct students to select Auditory Blending and any story. Choose level 3 (harder 3-sound words). Individually, students should select which of the four pictures represents the words they are given.</p> <p>Offline alternative: Select any 4 of the Image Cards and tape them on the board (for large classes you can use your projector so all four images so they are visible to everyone). Use the classroom puppet to pronounce a word one sound at a time and ask for a</p>




<ul style="list-style-type: none"> Graph phonemic awareness: Identification, pronunciation and writing of words Vocabulary: Meaning and pronunciation of key words. 			<p>volunteer to blend the word and select which card matches that word. Repeat with several vocabulary words.</p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Identification, pronunciation and writing of words Vocabulary: Meaning and pronunciation of key words. 	<p>After 1. Look and read</p>	<p>ABRA: Vocabulary (ESL)</p>  <p>The student will be able to match a given word with its corresponding picture then use the word appropriately in a given sentence.</p>	<p>Direct students to select Vocabulary (ESL) with any story. Students work individually to complete the activity.</p> <p><i>Offline alternative: Prior to the lesson, create a list of vocabulary words that can be illustrated. You can select these from your curriculum, or from the stories you have read in class. Make sure you have at least one word per student. Decide if you want to assign a particular word to students or allow them to select a word randomly (ex: draw from a hat). Once students have a word, they can discuss in pairs how that word can be illustrated. Then give them time to draw an image for their word. Once done, they should write the word below their drawing. Compile the drawings into a binder that can be used as a class dictionary, and/or add these words/image to your set of vocabulary cards or A-Z wall created during the Alphabet theme. You can repeat this activity during the year as new vocabulary words come up, as part of your continuous assessment, or as an enrichment activity when needed.</i></p>

Lesson 83: Things in the Classroom

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks (e.g. drawing, matching, etc.) <p>Speaking</p> <ul style="list-style-type: none"> Imitate and produce sounds and words. 	<p>Before 1. Look and read</p>	<p>ABRA: Auditory Segmenting</p>  <p>Given the pronunciation of a word, e.g. "cat", the</p>	<p>Demonstrate this activity before asking students to try it on their own. Use the projector to show ABRA so that the whole class can see your demonstration. Select Auditory Segmenting and any story. Choose level 1 (2-sound words). Listen to the word and then find the spaceship that has that breakdown. For the next words,</p>




<p><i>Writing (only for the offline alternative)</i></p> <ul style="list-style-type: none"> • Use correct spelling of the words. 		<p><i>student will identify the breakdown /c/ /a/ /t/ of the word.</i></p>	<p>prompt students to help you find the spaceship with the correct breakdown. Then, allow students to attempt the activity on their own or in pairs.</p> <p><i>Offline alternative: Segmenting skills help children sound out words they encounter that they're not sure how to read. Demonstrate how to do this. Write a word on the board, such as "table" and then write it again below but with spaces between the sounds t a b le. Demonstrate how to segment and blend the word. Then, use the classroom puppet to have children practice segmenting words. Ask the children to talk to the puppet "one sound at a time".</i></p> <p><i>Then, students complete the Segmenting – Two-sound Words worksheet.</i></p> <p><i>Teacher Note: You can also use ABRA's Tracking activity to model blending and segmenting. If you click on a word in a story a help window will pop up. Press on the "help me" button to have ABRA segment and blend the word (unless it's a sight word).</i></p>
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer short, simple questions. <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listening (comprehension): Listening to a picture description and identifying things. • Speaking/Language functions: Talk about the things in the classroom. <p>Reading</p> <ul style="list-style-type: none"> • Reading of a text for comprehension. 	<p>After 3. Read and write</p>	<p>READS</p> 	<p>Help students find the story Ikru's First Day of School in READS. They work in pairs or small groups to figure out what the story is about.</p> <p>Gather the students and ask a few pairs to tell the story they see. Then, have a follow-up discussion to connect it back to this lesson's theme. Some questions you can ask:</p> <ul style="list-style-type: none"> • What objects in these pictures do you also see in our classroom? <ul style="list-style-type: none"> ○ Can you show me where it is in the picture? ○ Can you point to it in our classroom? ○ What do you use this for? ○ Can you write the word on the board? • How is Ikru's school or classroom different?

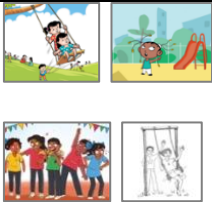


			<p>Optional: Ask questions that relate to other lessons' themes to check students' understanding, such as:</p> <ul style="list-style-type: none"> • What time do you think it is in this picture? How do you know? • What actions are the children doing in this picture (walking, crying, climbing, etc.)? • What is something Ikru can and can't do? Can you do those things? • Are any of the children not doing what they're supposed to? • Can you show me where the <i>car</i>* is in this picture? <p>* replace "car" with any vocabulary word you see in these images that students need more practice with.</p>
--	--	--	---

Lesson 84: Let's Play




Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> • Recognize and comprehend words and simple expressions. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve specific information from simple sentences. 	Before 2. <i>Read and write</i>	<p>ABRA: Word Counting</p>  <p><i>The student will be able to count the words in a sentence and feed the yeti (friendly folklore animal) the corresponding number of snowballs.</i></p>	<p>Direct students to select Word Counting with any story. Select level 1 (2-4 word sentences). Students work individually to complete the activity.</p> <p><i>Offline alternative: Select one of the READS stories listed below. Use a projector so that all students can see the words on the page. Read the first sentence or call on students to help you read. Ask for volunteers to count the words in that sentence. They can point to each word as they count. If students make errors, review the concept of what words are or reread the sentence and let them try again.</i></p>
<p>Skill-wise Objective Listening</p>	After 3. <i>Look at the picture and</i>	READS	Select one of these stories to read with the class based on their level and which vocabulary words



<ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. Ask and answer short, simple questions. <p>Writing</p> <ul style="list-style-type: none"> Write simple phrases and sentences independently. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Listening to a discussion on different games. Speaking/Language functions: Talking about games. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading a text for fluency. Reading a text for comprehension. <p>Writing</p> <ul style="list-style-type: none"> Writing Sentences. 	<p><i>write three sentences</i></p>		<p>you want to further support. As you read the story, stop when you encounter one of these words and ask students what it means. Use the story’s illustrations as clues. Once children have defined the word, ask them all to say it out loud before you continue reading the story.</p> <p>Optional: Have the children reread the story to each other in pairs or small groups.</p> <ul style="list-style-type: none"> Chunu & Munu: Let Us Play Now: play, friends, swing, skip, slide, riddles, hide-and-seek, kick, ball. Tumi Goes to the Park: park, slide, swing, play, sandpit, build, sandcastle, photo, waves. Sports Day: sports, marching, races, sweaty, cheering, runners, line up, run, team, crowd, medals. Children Like to Play: play, toy, skipping, football, running, net ball, jump, sliding. <p><i>Teacher Note: There are additional READS stories that relate to games in the continuous assessment section. You may want to select one of those stories instead.</i></p> <p>Have a short discussion about the games in the story with students. For example. If the story mentioned football, you could ask the following kind of questions:</p> <ul style="list-style-type: none"> What’s fun about playing football? Do you know anyone that loves football? <p>Then ask students to write one sentence about their experience playing or watching a that game.</p>
---	-------------------------------------	--	--



Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Reading <ul style="list-style-type: none"> Put sounds together to read words and sentences. Recognize and read familiar words accompanied by visuals. 	Assessment 4	ABRA: Auditory Blending 	This activity can be used for additional practice at identifying and blending individual sounds and combining them to make words with the help of visual cues. Students can redo levels 1-3 of this activity for additional practice. If you think they are ready, they can also try level 4 (4-sound words).
Skill-wise Objective Reading <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Retrieve specific information from simple sentences. 	Continuous assessment	ABRA: Vocabulary (ESL) 	This activity can be reused to assess and build students' vocabulary knowledge. Students can redo this activity as needed.
Skill-wise Objective Reading <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	READS	The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions). <ul style="list-style-type: none"> Not now, Not Now! My Balwadi Nakitto at School Our Swing Hide and Seek Ah! Football! Soccer Skills The Kite
Skill-wise Objective Reading <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Writing	Assessment 4	ABRA Resources (offline) 	The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition. <ul style="list-style-type: none"> Sentence Starter: Everyday Activities Sentence Starter: School




<ul style="list-style-type: none"> Use the correct spelling of the words. Write simple phrases and sentences independently. 			<ul style="list-style-type: none"> Sentence Starter: Sports Word Search: School Word Search: Let's Talk about School
---	--	--	---

THEME: OUR ENVIRONMENT (LESSON 85-88)




Curriculum Overview		
Central idea: Using preposition, identifying colours, naming flowers and using this and that.		
Concept <ul style="list-style-type: none"> Preposition Colours Traffic light Flowers This/that 	Line of inquiry <ul style="list-style-type: none"> Identifying Colouring, drawing, matching Practising vocabulary, listening, speaking reading, and writing skills 	Language functions <ul style="list-style-type: none"> Identifying Describing location Identifying colours Asking and answering 'yes/no' and 'wh' questions
Key vocabulary words: <ul style="list-style-type: none"> On, this, that, what, colours, white, black, green, blue, yellow, bird, book, cupboard, girl, grass, mat, roof, table, tree, rose, lotus, sunflower, marigold. <i>Additional words listed within these lessons' activities:</i> in, under, orange, purple, red, white, four, lovely, national, true, animal, apple, bag, banana, basket, branch, chair, children, cow, flowers, friends, frog, hay, leaf, milk, plant, rabbit, rainbow, sky, songs, stories, sun, things, are, eat, give, go, read, say, stop, talk, wait, how, our, too, you. 		

LTK+ Connections

Lesson 85: On the Table

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Reading <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Lesson Focus Reading <ul style="list-style-type: none"> Reading for fluency. 	Before 1. Look and discuss	ABRA: High Frequency Words  Given a list of high frequency words,	Direct students to select High Frequency Words with any story. Select level 1 (set of 4 words). Pair students, but they take turns completing the activity. When one child is reading the words, the other child can observe and help their partner read the word only if there is an issue. Then they switch places.





		<p>students will have to read them out loud within a certain time period before another word pops up.</p>	<p>Offline alternative: Use the High Frequency Words Flashcards (Easy) cards to develop and practice students' ability to quickly read words. Challenge students to read these cards as quickly as they can. Use a stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other students).</p>
<p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: meaning and pronunciation of a topic related vocabulary. 	<p>After 1. Look and discuss, activity 2</p>	<p>ABRA: Tracking</p>  <p>with the story Where Am I?</p>  <p>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</p>	<p>Use this ABRA story to help familiarize students with the pronunciation and spelling of prepositions (up, down, over, out, in, on).</p> <p>Offline alternative: Prior to the lesson, download Where Am I?. Print or display the story so everyone can see the text. Read the words and explain their meaning.</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Telling location using 'on'. <p>Reading</p>	<p>Before 4. Colour the ball on the box</p>	<p>READS</p> 	<p>Help students find the story The Lost Ball in READS. They should read the story individually or take turns in pairs.</p> <p>Hold a follow-up discussion to reinforce this lesson's topic. Here are some questions you can ask:</p> <ul style="list-style-type: none"> (page 6) Look at the three pictures. Which one shows Jami on his bed? (page 8) Look at the first image. Are Jami and his cat on the desk or next to the desk?




<ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of topic related vocabulary. Reading for comprehension. 			<p><i>Repeat the question for the other two images, using appropriate prepositions.</i></p> <ul style="list-style-type: none"> Where was the ball? <p>You can also ask questions to build their comprehension skills, such as:</p> <ul style="list-style-type: none"> Sequencing: Help me remember - where was the first place Jami looked? And when he didn't find his ball there, where did he look next? And after that? Story Elements: What is the title of the story? Where did it take place? <p>Optional: Use this story to review some topics previously covered in class, such as the last lesson's focus on play and games, or hygiene and the importance of keeping our environment clean.</p>
--	--	--	---




Lesson 86: The Rainbow

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion about the picture of a rainbow. 	<p>During 1. Look and read, activity 1</p>	<p>READS</p> 	<p>You can read the story Rainbow, when you get to the this point in the curriculum lesson: "Tell them why rainbow is seen in the sky. You can tell them the stories related to the rainbow if you know."</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/language functions: Talking about colours. 	<p>After 1. Look and read</p>	<p>READS</p> 	<p>Read the story Colours with the class using the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</p> <p>This story displays a multitude of colours and shapes, which the students can identify. As you read the story, stop and point out the colours in the images. Prompt learns to identify the colours as well.</p>





<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. 	<p>At any time</p>	<p>ABRA: Word Counting</p>  <p>The student will be able to count the words in a sentence and feed the yeti (friendly folklore animal) the corresponding number of snowballs.</p>	<p>Direct students to select Word Counting with any story. Select level 2 (2-5 word sentences). Students work individually to complete the activity.</p> <p><i>Offline alternative: Select one of the READS stories listed above. Use a projector so that all students can see the words on the page. Read the first sentence or call on students to help you read. Ask for volunteers to count the words in that sentence. They can point to each word as they count. If students make errors, review the concept of what words are or reread the sentence and let them try again.</i></p>
---	--------------------	--	---


Lesson 87: Red Rose

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion on flowers and their colours. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. 	<p>After 1. Look and read, activity 3</p>	<p>ABRA: Accuracy</p>  <p>with the story How a Bean Sprouts</p> 	<p>Direct students to go to ABRA and select Accuracy and How a Bean Sprouts. They should read the story individually or take turns in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download How a Bean Sprouts. Print or display the story so everyone can see the text. Use the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</i></p> <p>Lead a follow-up discussion to tie this story back to the lesson's theme. Some sample questions:</p> <ul style="list-style-type: none"> How are beans like flowers? What colours are beans?
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening skills. <p>Reading</p>	<p>After 3. Read and write</p>	<p>ABRA: Vocabulary</p> 	<p>Direct students to select Vocabulary with the How a Bean Sprouts story. This will give them the following plant-based vocabulary words: bean, grow, plant, root, seed, shoot, soil, sprout, stem. Determine if you want them to select</p>




<ul style="list-style-type: none"> Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Vocabulary: meaning and pronunciation of key words. 		<p>with the story How a Bean Sprouts</p>  <p>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</p>	<p>certain words from this list or practice them all. Students complete the activity individually.</p> <p><i>Offline alternative: Select several vocabulary words related to the lesson's topic, and ensure you have a definition prepared for each one. Then select one of the words and write it on the board. Explain to students that you will be saying two sentences that use that word, but only one sentence will make sense. They need to tell you which sentence makes sense for that vocabulary word. If they are struggling, you can give them the definition of the word as a hint.</i></p>
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening skills. <p>Writing</p> <ul style="list-style-type: none"> Use correct spelling of words. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing words. 	<p>After 4. Look and make words</p>	<p>ABRA: Spelling Words</p>  <p>The students will spell regular and irregular words using the keyboard.</p>	<p>Direct students to select Spelling Words with any story. Then choose level 3 (3-sound words).</p> <p>This activity is best done by individual students or in pairs where they alternate having control of the keyboard.</p> <p><i>Offline alternative: Offline alternative: Provide students with the Spelling Words – Level 6 worksheet to practice spelling consonant clusters.</i></p>


Lesson 88: There is a Bag

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks (e.g. drawing, matching, etc.) <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Writing (only for the offline alternative)</p> <ul style="list-style-type: none"> Use correct spelling of the words. 	<p>After 1. Look and read</p>	<p>ABRA: Auditory Segmenting</p>  <p>Given the pronunciation of a word, e.g. "cat", the student will identify the breakdown /c/ /a/ /t/ of the word.</p>	<p>You may want to demonstrate this activity again before asking students to try it on their own. Use the projector to show ABRA so that the whole class can see your demonstration. Select Auditory Segmenting and any story. Choose level 2 (harder 2-sound words) or level 3 (3-sound words). Listen to the word and then find the spaceship that has that breakdown. For the next words, prompt students to help you find the spaceship with the correct breakdown. Then,</p>




			<p>allow students to attempt the activity on their own or in pairs.</p> <p><i>Offline alternative: Use the classroom puppet to have children practice segmenting words. Ask the children to talk to the puppet “one sound at a time”. If possible, guide the conversation so that the vocabulary words from this lesson (ex: tree, grass, bird, nest, egg) are some of the words children practice segmenting.</i></p> <p><i>Then, students complete the Segmenting – Three-sound Words worksheet.</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Copy letters and highly frequent familiar words and phrases correctly and reproduce them. Combine and recombined different letters to form words and put the words in correct order to form simple sentences. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: writing words. 	After 3. <i>Look and read</i>	<p>ABRA: Word Families</p>  <p><i>The student will be able to create different words from the same word family.</i></p>	<p>Use this activity to review or provide additional practice with words that have similar patterns and sounds. Students should complete this activity individually, but you may wish to direct them to select level 1 or 2 depending on their current skill level.</p> <p><i>Offline alternative: Provide students with the Word Families – Level 2 worksheet. After students finish their individual sheets, use a projector to display a copy so all students can see it. Review the answers with them and ask for a volunteer to help pronounce the words in each row.</i></p>

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Put sounds together to read words and sentences. 	Continuous assessment	<p>ABRA: Auditory Blending or Auditory Segmenting</p> 	These activities can be used for additional practice at blending individual sounds to make a word or breaking down a word into its individual sound parts. Direct students to select level 1-3 depending on their current skill level.



<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	<p>READS</p>	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Colours of Nature Little Painters Posto, Please Clean Your Desk! My Garden My Mother Planted Khalai Talks to Plants
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use the correct spelling of the words. Write simple phrases and sentences independently. 	Assessment 5	<p>ABRA Resources (offline)</p> 	<p>The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition.</p> <ul style="list-style-type: none"> Sentence Starter: Environment Word Search: Colour Word Search: How a Bean Sprouts

THEME: MY BELONGINGS (LESSON 89-92)



Curriculum Overview		
Central idea: Using prepositions of location, naming one's belongings.		
<p>Concept</p> <ul style="list-style-type: none"> Prepositions of location Things in home Clothes 	<p>Line of inquiry</p> <ul style="list-style-type: none"> Using prepositions of location Colouring, drawing, matching Taking care of one's belongings Practising vocabulary, listening, speaking, reading and writing skills 	<p>Language functions</p> <ul style="list-style-type: none"> Describing possessions



Key vocabulary words:

- In, bag, cupboard, basket, dustbin, cage, box, under, table, bed, chair, sofa, shoes, ball, bat, gloves, helmet, mirror, mat, clock, television, sofa, fan, socks, shirt, tie, jacket, frock, ribbon.
- *Additional words listed within these lessons' activities:* here, what, banana, book, brush, bucket, cat, circle, colours, cowshed, hat, head, home, monkey, picture, pillow, rack, roof, room, school, tail, trousers, things, umbrella, vase, wall, carry, eat, play, read, goes, wear, big, blue, colourful, long, many, two, very.


LTK+ Connections**Lesson 89: In the Bag**

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> • Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> • Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> • Reading for fluency. 	After 1. <i>Look and read</i>	<p>ABRA: High Frequency Words</p>  <p><i>Given a list of high frequency words, students will have to read them out loud within a certain time period before another word pops up.</i></p>	<p>Direct students to select High Frequency Words with any story. Select level 2 (set of 7 words).</p> <p>Pair students, but they take turns completing the activity. When one child is reading the words, the other child can observe and help their partner read the word only if there is an issue. Then they switch places.</p> <p><i>Offline alternative: Depending on the level of your students, use the High Frequency Words Flashcards (Easy) or High Frequency Words Flashcards (Harder) cards to develop and practice students' ability to quickly read words. Challenge students to read these cards as quickly as they can. Use a stopwatch to keep track of how quickly a child can read these cards. Challenge the children to beat their previous score (race against themselves, not other students).</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> • Combine and recombined different letters to form words and put the words in correct order to form simple sentences. • Use correct spelling of the words. 	After 5. <i>Write sentences</i>	<p>ABRA: Spelling Sentences</p>  <p><i>The students will use keyboarding skills to spell words</i></p>	You may want to demonstrate this activity and review basic keyboarding skills prior to asking students to complete this activity on their own. It is important students know to press the spacebar between words in the sentence, and press enter to submit their answer. You can also demo what happens if they make an error; do so twice for the same word so that students can see how the





<p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing sentences. 		<p><i>to make a sentence.</i></p>	<p>incorrect letters are highlighted, and ABRA sounds out the word. If they make an error again, the word is shown so they can copy it. Students should select this activity with any story they have previously read. Direct them to select Level 1 (2-word sentences) or 2 (3-word sentences) depending on what most appropriate for their current skills. Students should complete this activity individually.</p> <p><i>Offline alternative: Students complete the Sentence Starter: Home worksheet.</i></p>
---	--	-----------------------------------	--


Lesson 90: Under the Table

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion of a situational picture showing location. Listening/language functions: describing, asking and answering about location. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading for fluency. Reading for comprehension. 	<p>After 1. Look and read</p>	<p>READS</p> 	<p>Use a projector to display READS so that all students can see the images and words and follow along as you read the story Where is Lulu? to the class. Pause periodically to ask comprehension questions, such as:</p> <ul style="list-style-type: none"> What does “under the sofa mean?” (page 4) <i>You can ask them to show you by going under an object in the classroom.</i> Repeat for “behind the curtain” (p. 4), “next to the stove” & “in the cupboard” (p. 5). Do you see where Lulu is hiding in the picture? (pages 4, 5, 6) <i>Encourage them to answer using prepositions and other objects (ex: page 4 under the lampshade and/or on the end table).</i> Where is Lulu now? (pages 7, 10, 11, 14) <i>Encourage them to continue answering using prepositions and other objects.</i> Why was Lulu hiding? Why didn’t she want to go to the library? How did the story end?




<p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion of a situational picture showing location. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	<p>After 2. <i>Where are my things?</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Comprehension Monitoring – Preposition worksheet.</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.). <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency. 	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Comprehension Monitoring</p>  <p>As they are reading a story, students identify on each page the incorrect word, meaning the one that does not make sense. This activity is best done after children are familiar with a story so they can tell which word does not make sense in the text.</p>	<p>Select an ABRA story you have previously read with the class, such as The Little Red Hen, Feeling, or When I Open my Eyes. You might want to reread it to the class before this activity.</p> <p>Guide students in selecting Comprehension Monitoring with the chosen story. Students complete the activity individually.</p> <p><i>Offline alternative: Students complete the Comprehension Monitoring – Short Vowels worksheet.</i></p>

Lesson 91: Things at Home



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p>	<p>After 1. <i>Look and read</i></p>	<p>ABRA: Word Matching</p> 	<p>Direct students to select Word Matching with any story they previously read. Select level 1 (same beginning sounds) and 8 cards (4 pairs). Students can complete this activity individually, or you can pair them and suggest they take turns flipping over the cards.</p>



<ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, actions, etc.). <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 		<p><i>The student will match words that have the same beginning or ending sound.</i></p>	<p><i>Offline alternative: prior to the lesson, select several vocabulary words with matching beginning sounds you want students to review. You can use the Word Cards or create your own set of words related to this theme (mirror & mat, television & table, ball & bat, clock and cage). Then pair students and place 8 cards (4 pairs of matching beginning sounds) face down in front of them. Direct them to take turns flipping over two cards and then determining if they have the same beginning sound. If they don't, they turn them over, and the next child tries. If they do have the same beginning sound, they set aside those two cards, and the game continues until all cards have been matched.</i></p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, actions, etc.). <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion of a situational picture showing different belongs of a child. Listening/language functions: Talking about one's own belongings. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading for comprehension. 	<p>After 3. Read and write</p>	<p>READS</p> 	<p>Use a projector to display READS so that all students can see the images and words and follow along as you read the story My Home to the class.</p> <p>You can use this story as a springboard for the following kinds of activities:</p> <ul style="list-style-type: none"> Discussion of their belongings: Which of these things do you have in your home? What's something important in your home that the girl in the story didn't show? Vocabulary: Can you find a picture in this story that has a mat? Chair? Sofa? Fan? Table? Follow up on prepositions: where are the shoes? Can you tell me where the orange shirt is (on the hook, next to the calendar, etc.)?





Lesson 92: Where are my Socks?

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Recognise and read familiar words accompanied by visuals. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	After 2. <i>Read</i>	<p>READS</p> 	<p>Use a projector to display READS so that all students can see the images and words and follow along as you read the story My Brother and Me to the class. The story has several fill-in-the-blank prompts. Students use the image as a clue to complete the sentence. Many of the missing words are curriculum vocabulary words (shirt, shoes, cycle, books, bag, cricket, ball, ice-cream, home) so this book is good to use for vocabulary review.</p> <p>Optional: on a piece of paper: you can ask students to write down the missing words.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, actions, etc.). <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	After 3. <i>Read and write</i>	<p>ABRA: Word Matching</p>  <p><i>The student will match words that have the same beginning or ending sound.</i></p>	<p>Direct students to select Word Matching with any story they previously read. Select level 2 (same ending sounds) and 8 cards (4 pairs). Students can complete this activity individually, or you can pair them and suggest they take turns flipping over the cards.</p> <p><i>Offline alternative: prior to the lesson, select several vocabulary words with matching ending sounds you want students to review. You can use the Word Cards or create your own set of words related to this theme (bed & cupboard, ribbon & television, basket & jacket, mirror & under). Then pair students and place 8 cards (4 pairs of matching ending sounds) face down in front of them. Direct them to take turns flipping over two cards and then determining if they have the same ending sound. If they don't, they turn them over, and the next child tries. If they do have the same ending sound, they set aside those two cards, and the game continues until all cards have been matched.</i></p>



Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, actions, etc.). 	Continuous assessment	<p>ABRA: Word Matching</p> 	<p>This activity can be used to assess or build students' ability to recognize beginning and ending sounds in written words. Determine if they should redo level 1 (beginning sounds) or level 2 (ending sounds), with 12 cards (6 pairs) or 16 cards (8 pairs).</p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	READS	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Under My Bed Malar's Big House What Are These For? Laundry Day School Clothes What Shall I Wear Today?
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use the correct spelling of the words. 	Assessment 6	<p>ABRA Resources (offline)</p> 	<p>The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition.</p> <ul style="list-style-type: none"> Word Search: Home Word Search: Direction





THEME: OUR CULTURE (LESSON 93-94)


Curriculum Overview		
Central idea: Knowledge of festivals, talking about age and learning number names.		
Concept <ul style="list-style-type: none"> Development of vocabulary Festivals Number names 	Line of inquiry <ul style="list-style-type: none"> Colouring, drawing, matching Taking care of one's belongings Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Asking and answering about ages Understanding and using numbers (One to twenty)
Key vocabulary words: <ul style="list-style-type: none"> Dashain Tihar, Eid, Christmas, Lhosar, Chhath, Hindus, Buddhists, Muslims, Christians, temple, monastery, mosque, church, are, how, old, you, birthday, years, one, two. <i>Additional words listed within these lessons' activities:</i> balloon, cake, candle, cup, gifts, friends, love, another, together, live, green, ring, cold, song, happy, dear, many, now, special, day, wish, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. 		

LTK+ Connections


Lesson 93: Dashain

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Listening <ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. Reading <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Lesson Focus Speaking and Listening <ul style="list-style-type: none"> Listening (comprehension): Discussion of a picture related to festival. Reading <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	After 1. Look and read	ABRA: Student Stories  with the story The Perfect Little Christmas Tree 	Help students find this story in the Student Stories section. They should read this book at least twice. The first time, they can follow along silently and use the audio button to have ABRA read the story. Then, they start over and attempt to read aloud with the audio. After reading the story, ask students if they know what is done with Christmas trees during the holiday (decorate it, put presents below, etc.). <i>Offline alternative: Prior to the lesson, download The Perfect Little Christmas Tree, and ensure you have a way to share or display it so that all students can read the words. Use the echo reading strategy: read a passage, and then the students repeat what you just</i>






		READS	<p><i>read. Model an appropriate tone and speed for the story.</i></p> <p>Optional: You can also use READS to find other books about holidays and festivals, such as:</p> <ul style="list-style-type: none"> • Rath Fair • Sam's Christmas Present • Susheela's Kolams • Kheer on a Full Moon Night
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Match spoken words to printed words. <p>Speaking</p> <ul style="list-style-type: none"> • Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> • Recognize and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> • Vocabulary: Meaning and pronunciation of key words. 	<p>After 4. <i>Look and make words</i></p>	<p>ABRA: Basic Decoding</p>  <p><i>Given the visual representation of a word, the student must say the sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture.</i></p>	<p>Demonstrate this activity before asking students to try it on their own. Use the projector to show ABRA so that the whole class can see your demonstration. Select Basic Decoding and any story. Choose level 1 (2-sound words) or level 2 (3-sound words) depending on students' current skills. Demonstrate what happens when you click on the 'help me' button (ABRA says the letter sounds). Ask students if they know what picture matches the word. For the next word, demonstrate what happened when you select the wrong image (ABRA demonstrates blending the word). Prompt students to help you say and identify the pictures for the rest of words. Then, allow students to attempt the activity on their own or in pairs.</p> <p><i>Offline alternative: Students complete the Basic Decoding – Level 2 worksheet.</i></p>



Lesson 94: Birthday

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Match spoken words to printed words. <p>Speaking</p>	<p>Before 1. <i>Look and read</i></p>	<p>ABRA: Basic Decoding</p> 	<p>Select Basic Decoding and any story. Select level 3 (harder 3-sound words). Students complete the activity individually.</p>





<ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 		<p><i>Given the visual representation of a word, the student must say the sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture.</i></p>	<p><i>Offline alternative: Students complete the Basic Decoding – Level 3 worksheet.</i></p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Speaking/Listening functions: Talking about age. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	<p>After 2. <i>Read and write</i></p>	<p>ABRA: Student Stories</p>  <p>with the story Lea's Birthday Party</p> 	<p>Help students find this story in the Student Stories section. They should read this book at least twice. The first time, they can follow along silently and use the audio button to have ABRA read the story. Then, they start over and attempt to read aloud with the audio.</p> <p>After reading the story, ask students about the last birthday party they attended. Who was it for? How old did that person turn? What kind of activities did they do at the party?</p> <p><i>Offline alternative: Prior to the lesson, download Lea's Birthday Party, and ensure you have a way to share or display it so that all students can read the words. Use the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</i></p> <p>Optional: You could suggest they read The Birthday Disaster instead.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. <p>Reading</p>	<p>Before 3. <i>Read, activity 1</i></p>	<p>ABRA: Student Stories</p>  <p>with the story</p>	<p>You can use this story to help familiarize students with the written form of numbers one to ten. Help students find this story in the Student Stories section. They should read this book at least twice. The first time, they can follow along silently and use the audio button to have ABRA</p>



<ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Understanding numbers (one to twenty). <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. 		<p>Counting Cuddly Koalas</p>  <p>READS</p>	<p>read the story. Then, they start over and attempt to read aloud with the audio.</p> <p><i>Offline alternative: Prior to the lesson, download Counting Cuddly Koalas, and ensure you have a way to share or display it so that all students can read the words. Use the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</i></p> <p>Optional: There are other ABRA and READS books that help children develop number recognition, counting forward or backward, and expressing numbers as digits.</p> <ul style="list-style-type: none"> Counting (1-9) Counting Animals (1-9) Counting to Ten <p>They can also read this one in ABRA</p> <ul style="list-style-type: none"> Every Tree Counts (1-10) Hide and Seek (1-7) Hide and Seek (1-100) Incredible Insects: A Counting Book (1-10) One Big Cake (1-8) Simple Counting (1-8)
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, action, etc.). <p>Lesson Focus Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Understanding numbers (one to twenty). 	<p>After 3. <i>Read, activity 1</i></p>	<p>ELM Resources (offline)</p> 	<p>ELM (math) connection: You can extend this lesson's activity on ordering numbers with ELM's counting worksheets.</p> <p>Provide them with the Connect the Dots: Ruby (1-20) worksheet. Students complete this individually.</p>



Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Match spoken words to printed words. <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. 	Assessment 7	<p>ABRA: Basic Decoding</p> 	<p>Continue practicing decoding using this ABRA activity. Student can redo levels 1-3 or try level 4 if they are ready.</p> <p>If students are struggling with this activity, you can also suggest they try Auditory Blending, Auditory Segmenting, or Blending Train again. Select a level that is appropriate for their current skills.</p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	<p>READS</p>	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Fair A Day of Apu Chhutti Everything looks new! Thato's Birthday Surprise
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Use the correct spelling of the words. Demonstrate good handwriting skills. 	Assessment 7	<p>ABRA & ELM Resources (offline)</p> 	<p>The worksheets below can be used to further support or assess students' understanding of number sense and/or early literacy acquisition.</p> <ul style="list-style-type: none"> Connect the Dots: Matilda (1-10) Connect the Dots: Tia (1-10) Connect the Dots: Chuck (1-20) Sentence Starter: Numbers Word Search: Numbers





THEME: COMMUNICATION, TECHNOLOGY AND MARKET (LESSON 95-97)




Curriculum Overview		
Central idea: Talking about jobs, food and vehicles.		
Concept <ul style="list-style-type: none"> Development of vocabulary Jobs Foods Vehicles 	Line of inquiry <ul style="list-style-type: none"> Identifying Drawing, matching Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Talking about jobs
Key vocabulary words: <ul style="list-style-type: none"> Farmer, teacher, porter, doctor, driver, rice, milk, curry, water, egg, meat, bus, van, car, aeroplane, bicycle, tempo. <i>Additional words listed within these lessons' activities:</i> crops, family, father, food, goods, hospital, juice, mother, name, papa, school, wheel, carry, do, drink, drive, eat, go, grow, like, teach, work, fast, favourite, red, two. 		

LTK+ Connections

Lesson 95: Ramu is a Farmer

Further Address These Objectives	During	LTK+	Suggested Activity
Lesson Focus Reading <ul style="list-style-type: none"> Reading for comprehension. 	After 1. Read and act, activity 3	ABRA: Sequencing  with the story Little Red Hen  After reading a story, the student will place story events in their correct order.	Have students reread the story The Little Red Hen. Then direct them to select the Sequencing activity with this story. Select level 1 (3 story events). Students complete the activity individually. <i>Offline alternative: Prior to the lesson, print The Little Red Hen and cut the pages so you have only the images. If possible, laminate these images so you can reuse them later. Arrange students in small groups. They should take turns reading the story out loud. Then, give them 3 of the images from the story. They work together to place the images in chronological order.</i>
Skill-wise Objective Reading	After 1. Read and act, activity 4	ABRA: Vocabulary	Direct students to select Vocabulary with the Little Red Hen story. This will give them the following vocabulary words: dough, farm, flour,







<ul style="list-style-type: none"> Understand the meaning of grade appropriate words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion on jobs of people. Speaking/Language functions: Talking about jobs. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 		 <p>with the story Little Red Hen</p>  <p>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</p>	<p>fresh, grain, grow, mill, miller, plant, rise, wheat, work. For this lesson, focus on the job-related words (the grey food-related words will be covered next lesson). Students complete the activity individually.</p> <p><i>Offline alternative: Select several vocabulary words related to the lesson's topic, and ensure you have a definition prepared for each one. Then select one of the words and write it on the board. Explain to students that you will be saying two sentences that use that word, but only one sentence will make sense. They need to tell you which sentence makes sense for that vocabulary word. If they are struggling, you can give them the definition of the word as a hint.</i></p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, action, etc.). <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion on jobs of people. Speaking/Language functions: Talking about jobs. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading for comprehension. <p>Writing</p>	<p>After 2. Look at the pictures and write the words</p>	<p>READS</p> 	<p>Read the story Today I Am to the class, and ask the following questions:</p> <ul style="list-style-type: none"> What does the word astronaut (sculptor, cricketer, botanist, etc.) mean? What's another activity you could do if you were an astronaut (sculptor, cricketer, botanist, etc.)? Which of these jobs sounds the hardest? What are some other jobs that sound fun to you? Why? <p>Then, have students reread the story in pairs. The students then discuss the various jobs their family members do. Together they pick ones of these jobs. On a piece of paper, they write "Today I am a..." and finish the sentence by writing the chosen job. They write a second sentence describing one activity they would do if that was their job. They can also draw a picture to go with their text.</p>





• Writing sentences.			
----------------------	--	--	--


Lesson 96: Rice and Curry

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Understand the meaning of grade appropriate words. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Listening (comprehension): Discussion on different food items. Speaking/Language functions: Talking about food. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	Before 2. <i>Look and write</i>	<p>ABRA: Vocabulary</p>  <p>with the story Little Red Hen</p>  <p><i>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</i></p>	<p>Direct students to select Vocabulary with the Little Red Hen story. This will give them the following vocabulary words: dough, farm, flour, fresh, grain, grow, mill, miller, plant, rise, wheat, work. For this lesson, focus on the food-related words (and any of the grey job-related words they missed in the previous lesson). Students complete the activity individually.</p> <p><i>Offline alternative: Select several vocabulary words related to the lesson's topic, and ensure you have a definition prepared for each one. Then select one of the words and write it on the board. Explain to students that you will be saying two sentences that use that word, but only one sentence will make sense. They need to tell you which sentence makes sense for that vocabulary word. If they are struggling, you can give them the definition of the word as a hint.</i></p>
<p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. 	Before 3. <i>Look and read</i>	<p>ABRA: Speed</p>  <p>with the story Little Red Hen</p>  <p><i>Using an algorithm of good reading speed, the computer will</i></p>	<p>Divide the class into groups of 3-4 and instruct them to play this activity together. They will take turns reading a passage of the story at an appropriate speed.</p>





		<i>monitor a student's reading rate. The student will read a given text at an appropriate pace.</i>	
<p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about food. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> Writing sentences. 	<p>After 4. Write three sentences about your favourite foods</p>	<p>READ</p>  <p>ELM Resources (offline)</p> 	<p>Pair students and help them find the book Food Monster in READS. They take turns reading a passage in the book, helping each other if needed.</p> <p>Then, review the list of favourite foods that are on the board from 4. Write three sentences about your favourite foods, activity 2. Ask students to identify what shapes these foods take. Then, in their notebooks or on a spare piece of paper, they write an additional sentence about the shape their favourite food takes.</p> <p>ELM (math) connection (optional): Review the shape vocabulary words you did in lesson 11. Provide students with the Name Shapes 2 worksheet. This contains the same vocabulary words, but the shapes might be larger and rotated, adding a bit more complexity to the task. Students complete this individually.</p>

Lesson 97: Vehicles


Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Match spoken words to printed words. <p>Speaking</p> <ul style="list-style-type: none"> Pronounce grade appropriate words correctly. <p>Reading</p>	<p>Before 1. Look and discuss</p>	<p>ABRA: Basic Decoding</p>  <p>Given the visual representation of a word, the student must say the</p>	<p>Select Basic Decoding and any story. Choose level 4 (4-sound words). Students complete the activity individually.</p> <p>Offline alternative: Students complete the Basic Decoding – Level 4 worksheet.</p>



<ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. 		<p><i>sounds of the letters then blend them together to read the word. Finally, they match the word read to a picture.</i></p>	
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Do different kinds of comprehension tasks (answering verbally, matching, action, etc.). <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about vehicles. <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. Reading for fluency. Reading for comprehension. 	<p>Before 3. <i>Read and write</i></p>	<p>READS</p> 	<p>Use a projector to display READS so that all students can see the images and words and follow along as you read the story Miss Laya's Fantastic Motorbike Does Not Like Fruits! to the class. Determine if you want to use the echo reading strategy, and/or pair students to read the story a second time with a partner.</p> <p>Ask some simple comprehension questions that relate to themes you recently covered, such as:</p> <ul style="list-style-type: none"> What vehicles are in this story? What flowers are in this story? Look at the words and images. What job does Miss Laya have? Who is Anil and Ramju's mother? What is the title of the story? Why doesn't the motorbike like fruit?
<p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Graph phonemic awareness: Matching words with pictures. <p>Writing</p> <ul style="list-style-type: none"> Writing: Writing sentences. 	<p>After 4. <i>Write three sentences about the picture</i></p>	<p>ABRA Resources (offline)</p> 	<p>Students complete the Writing Exercise: Vehicles worksheet.</p>



Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Retrieve specific information from simple sentences. 	Assessment 8	<p>ABRA: Vocabulary or Vocabulary (ESL)</p> 	<p>These activities can be redone as needed to assess and build students' vocabulary knowledge.</p> <ul style="list-style-type: none"> Vocabulary: Review the words covered in lessons 87, 95-96 or select a new story that provides vocabulary words that relate to a past theme (for example the story Feelings will suggest many emotion words and some food and verbs as well). Vocabulary (ESL): This activity covers a wide range of words but is randomized so it is a good choice for additional review.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	READS	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Chunu & Munu: The Corn Is Yummy! What's Neema Eating Today? An A-maize-ing Story The Picnic The Roti Roll Amma, How Do You Make Ghee? Chhuk-Chhuk-Chhak Flying High Miss Laya's Fantastic Motorbike Carries a Big Box Train





THEME: FRUITS AND VEGETABLES (LESSON 98-100)


Curriculum Overview		
Central idea: Names of fruits and vegetables, use of articles and plurals.		
Concept <ul style="list-style-type: none"> Development of vocabulary Fruits Vegetables 	Line of inquiry <ul style="list-style-type: none"> Identifying Colouring, drawing, matching Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> Giving information
Key vocabulary words: <ul style="list-style-type: none"> Apple, banana, cauliflower, coconut, cucumber, grapes, mango, onion, papaya, potato, pumpkin, tomato, a, an, bag, book, cat, dog, egg, eye, girl, tree, umbrella, green, red. <i>Additional words listed within these lessons' activities: fruit, vegetable, carrot, juice, wheat, health, drink, eat, like, different, four, good, round, shape, tall, yellow, every day, everyone, people, a lot.</i> 		

LTK+ Connections


Lesson 98: Fruits

Further Address These Objectives	During	LTK+	Suggested Activity
Skill-wise Objective Reading <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Read words, simple sentences and short paragraphs correctly. Writing <ul style="list-style-type: none"> Use correct spelling of the words. Demonstrate handwriting skills. Lesson Focus Listening and speaking <ul style="list-style-type: none"> Speaking/Language functions: Talking about fruits. 	After 1. <i>Look and read, activity 1</i>	ABRA: Tracking  with the story The Fruit Family Am I?  <i>While reading the story, the student will be able to read with one-to-one correspondence and without skipping words.</i>	Use this ABRA story to help familiarize students with the pronunciation and spelling of some fruit (mango, banana, tomato, watermelon, apple, fig, grape). <i>Offline alternative: Prior to the lesson, download The Fruit Family. Print or display the story so everyone can see the text. Call on students to read the words and explain their meaning.</i> Then, ask students to write down their answers to the following questions on a piece of paper. <ul style="list-style-type: none"> How do you spell [insert fruit, ex: banana]? What colour is it? How many do you think you could eat at once?




<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about fruits. 	<p>After 1. <i>Look and read, activity 3</i></p>	<p>ABRA: Syllable Counting</p>  <p><i>The student counts the number of syllables in a word and then feeds the yeti (a friendly folklore animal) the corresponding number of popsicles.</i></p>	<p>Use the projector to do this activity together as a class. Ensure the screen is projected so all students can see the activity. Select Syllable Counting with any story they have previously read. Using the first word provided, demonstrate how to count syllables. Then encourage students to try answering for the rest of the words.</p> <p><i>Offline alternative: Students complete the Syllable Counting – Fruit Syllables worksheet.</i></p>
---	--	--	--



Lesson 99: A/An

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. <p>Writing</p> <ul style="list-style-type: none"> Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency. 	<p><i>Before 3. Read and write</i></p>	<p>ABRA: Word Changing</p>  <p><i>The student must change individual letters in a word to form a new word.</i></p>	<p>Prior to using ABRA, review how changing one letter in a word can make a new word. Start with changing only the first letter:</p> <ul style="list-style-type: none"> bin – fin – pin – tin – kin – win band – hand – sand – land ring – sing – wing – king beach – peach – teach – reach <p>Direct students to select this activity with any story they previously read. Select one of the levels that manipulates the first letter: level 1 (short vowels) or 3 (long vowels) depending on which level is appropriate for students' skills.</p> <p><i>Offline alternative: Students complete either the Word Changing – Level 1 or Word Changing – Level 3 worksheet, depending on their current ability.</i></p>
<p>Skill-wise Objective Writing</p>	<p><i>After 3. Read and write, activity 1</i></p>	<p>ABRA: Spelling Sentences</p>	<p>Determine if you need to review basic keyboarding skills with students prior to this activity.</p>



<ul style="list-style-type: none"> Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. Use correct spelling of the words. <p>Lesson Focus Writing</p> <ul style="list-style-type: none"> Writing sentences. 		 <p>The students will use keyboarding skills to spell words to make a sentence.</p>	<p>Students should select this activity with any story they have previously read. Direct them to select Level 3 (4-word sentences). Students should complete this activity individually.</p> <p>Offline alternative: Students complete the Sentence Starter: Animals worksheet.</p>
---	--	--	---


Lesson 100: Vegetables

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Recognize and comprehend words and simple expressions. <p>Writing</p> <ul style="list-style-type: none"> Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. <p>Lesson Focus Reading</p> <ul style="list-style-type: none"> Reading for fluency. 	<p>Before 3. Read and write</p>	<p>ABRA: Word Changing</p>  <p>The student must change individual letters in a word to form a new word.</p>	<p>Prior to using ABRA, review how changing one letter in a word can make a new word. Show some examples that change different letters in the word:</p> <ul style="list-style-type: none"> pea – tea – ten – tin – tip – rip fall – ball – bell – belt – melt grin – grip – drip – drop – crop bear – bead – read – road - toad <p>Direct students to select this activity with any story they previously read. Select one of the levels where any letter could be manipulated: level 2 (short vowels) or 4 (long vowels) depending on which level is appropriate for students' skills.</p> <p>Offline alternative: Students complete either the Word Changing – Level 2 or Word Changing – Level 4 worksheet, depending on their current ability.</p>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p>	<p>After 3. Read and write</p>	<p>READS</p> 	<p>Read the story Rabbit Becomes a Chef with the class using the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story.</p>



<ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Writing</p> <ul style="list-style-type: none"> Write letters and words in a straight line from left to right with regular spacing between words. <p>Lesson Focus</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about vegetables. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> Writing sentences. 			<p>After the story, ask students how they like to eat carrots. Then, select a different vegetable and ask students to think of the different ways we might eat it. For example, potatoes can be baked, boiled or fried. They can be cut to make different foods like fries, or scalloped potatoes, or mashed potatoes. Or they might think of different recipes that use potatoes, like aloo dum or chukauni.</p> <p>Tell students select one fruit or vegetable. On a piece of paper, they should write one sentence about how they like to eat their chosen fruit or vegetable. They can draw a picture to go with the sentence they wrote.</p>
---	--	--	---

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Writing</p> <ul style="list-style-type: none"> Combine and recombine different letters to form words, and put the words in correct order to form simple sentences. Use correct spelling of the words. 	Assessment 9	<p>ABRA: Spelling Sentences</p> 	<p>Students can continue to use this activity to build their vocabulary, spelling, sentence structure knowledge. Direct them to select Level 4 (5-word sentences) unless they require additional practice with levels 1-3.</p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	READS	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Avani and the Pea Plant Chunu & Munu: The Corn Is Yummy! Fruits



			<ul style="list-style-type: none"> • Hashim Saves the Mangoes • The Day the Vegetables Came to School • The Picnic • Toto Imitates Grandpa • What's Neema Eating Today?
Skill-wise Objective Speaking <ul style="list-style-type: none"> • Pronounce grade appropriate words correctly. Reading <ul style="list-style-type: none"> • Perform rhymes and chants with appropriate rhyme and rhythm. • Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	ABRA or READS	<p>Help students develop their fluency skills with Reader's Theatre. Divide the class into small groups. Each group selects a different ABRA or READS story that you previously read. Each student takes on the role of one character from the story (you might want to assign stories/roles based on students' abilities). Give students time to rehearse their lines before each groups performs a play for the rest of the class. Preparing for the play can help students develop their accuracy and speed skills, while performing can help them with expression.</p>




THEME: HOBBIES AND INTERESTS (LESSON 101-102)

Curriculum Overview		
Central idea: Expressing likes and dislikes.		
Concept <ul style="list-style-type: none"> • Development of vocabulary • Hobbies and interests 	Line of inquiry <ul style="list-style-type: none"> • Practising vocabulary, listening, speaking, reading and writing skills 	Language functions <ul style="list-style-type: none"> • Expressing likes and dislikes
Key vocabulary words: <ul style="list-style-type: none"> • like, dislike, bones, carrot, corn, fruit, grass, leaves, rice, dance, draw, jump, paint, play, read, sing, write. • <i>Additional words listed within these lessons' activities:</i> apple, cucumber, friend, hole, house, milk, picture, rabbit, tomato, tree, eat, live, painting, paints, swim, both, angry, under. 		



LTK+ Connections



Lesson 101: I Like Fruits

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Expressing likes and dislikes. 	<p>After 1. <i>Look and read, activity 3 (speaking practice)</i></p>	<p>ABRA: Syllable Counting</p>  <p><i>The student counts the number of syllables in a word and then feeds the yeti (a friendly folklore animal) the corresponding number of popsicles.</i></p>	<p>Use the projector to do this activity together as a class. Ensure the screen is projected so all students can see the activity. Select Syllable Counting with any story they have previously read. Using the first word provided, demonstrate how to count syllables. Then encourage students to try answering for the rest of the words.</p> <p><i>Offline alternative, or follow-up activity: Ask students to tell you what a few of their favourite things are (fruit, colour, number, animal, etc.). Create a list on the board so you can remember them. Once you have a pool of words, select one and demonstrate how to count the syllables in it. Then select a new word and ask students to help you count the syllables. Continue until all words in your list have been reviewed.</i></p>
<p>Skill-wise Objective Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Expressing likes and dislikes. <p>Reading</p> <ul style="list-style-type: none"> Reading for fluency. Reading for comprehension. 	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Expression</p>  <p>with the story Darryl! Don't Dawdle!</p>  <p><i>The computer reads a text using different expressions and the student must decide if the passage was read appropriately.</i></p>	<p>Reread the story Darryl! Don't Dawdle, but this time using the Expression activity. Students should complete this activity individually.</p> <p><i>Offline alternative: Prior to the lesson, download Darryl! Don't Dawdle. Print or display the story so everyone can see the text. Tell learners you'll need their help to know the best way to read this story. Explain you'll read the page twice. Use a lively tone during the first reading, and a monotone during the second. Ask which was better. Repeat this with the several pages, but switch up the tone, pauses, emphasis you use. At the mid-way point, read the next page the wrong way and ask students how you can read it better. Read the page following their suggestions, then ask if the class if it sounded right. Ask for volunteers to read the last few pages.</i></p>





			<p>Lead a follow-up discussion to check students' comprehension of the story, and tie back to the theme. Some sample questions:</p> <ul style="list-style-type: none"> • What kind of things does Darryl like? How do you know? <i>ex: He likes pancakes with maple syrup. We know because he says "delicious".</i> • What kind of things does Darryl dislike? How do you know? <i>ex: He doesn't like mornings. We know because he says "drat!".</i> <p><i>For both questions, you can also use cues from the images, like what expression Darryl has.</i></p> <ul style="list-style-type: none"> • Do you like or dislike those things?
--	--	--	--


Lesson 102: I Don't Like Leaves

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> • Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading for fluency. 	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Sequencing</p>  <p>with the story Darryl! Don't Dawdle!</p>  <p><i>After reading a story, the student will place story events in their correct order.</i></p>	<p>Ensure students remember the story from last class. If not, reread it before doing this activity. Then direct them to select the Sequencing activity with this story. Direct them to select a level appropriate for their individual skills: level 1 (3 story events) or level 2 (5 story events). Students complete the activity individually.</p> <p><i>Offline alternative: Students complete either the Sequencing: Darryl! Don't Dawdle (3 excerpts) or Sequencing: Darryl! Don't Dawdle (5 excerpts) worksheet.</i></p>




<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Story Elements</p>  <p>with the story Darryl! Don't Dawdle!</p>  <p><i>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</i></p>	<p>If your students are unfamiliar with story elements and its associated vocabulary, take the time to explain prior to this activity. Review this teacher aid prior to this lesson.</p> <p>Then, direct students to select the Story Elements activity with this story. Students complete this activity individually or in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download Darryl! Don't Dawdle, and ensure you have a way to share or display it if needed. Ask the following questions:</i></p> <ul style="list-style-type: none"> <i>Who was this story about?</i> <i>When did the story take place?</i> <i>Where did the story take place?</i> <i>What was the Darryl's problem in the story?</i> <i>How did the story end?</i> <p><i>If students are not sure about the answer, go back to a relevant page and read it together. Then ask the question again.</i></p>
---	---------------------------------------	---	--

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening tasks. <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. 	<p>Continuous assessment</p>	<p>ABRA: Sequencing and Story Elements</p> 	<p>Practice comprehension skills with ABRA stories your students previously read:</p> <ul style="list-style-type: none"> Sequencing with The Three Billy Goats Gruff and/or How a Bean Sprouts Story Elements with The Little Red Hen and/or The Three Billy Goats Gruff
<p>Skill-wise Objective</p> <p>Reading</p>	<p>Continuous assessment</p>	<p>READS</p>	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills,</p>



<ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 			<p>support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Do and Don't I Can Make Things! Little Ant's Big Plan Sleepy Mr. Sloth
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Write letters and words in a straight line from left to right with regular spacing between words. Write simple phrases and sentences independently. 	Assessment 10	<p>ABRA Resources (offline)</p> 	<p>The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition.</p> <ul style="list-style-type: none"> Sentence Starter: Free Time Story Starters: When I Open My Eyes <p><i>Teacher Note: these two worksheets are from ABRA's Parent Resources website. You might want to explore this site for additional resources for your class or activities to recommend for parents to do with your students at home.</i></p>

THEME: BIRDS AND ANIMALS (LESSON 103-108)




Curriculum Overview		
Central idea: Names of birds and animals, describing using adjectives, describing location using preposition (in, on, under).		
<p>Concept</p> <ul style="list-style-type: none"> Development of vocabulary Birds Animals 	<p>Line of inquiry</p> <ul style="list-style-type: none"> Identifying Colouring, naming, drawing Practising vocabulary, listening, speaking, reading and writing skills 	<p>Language functions</p> <ul style="list-style-type: none"> Describing objects, pictures and animals
<p>Key vocabulary words:</p> <ul style="list-style-type: none"> bear, bird, birds, buffalo, cat, cock, cow, deer, dog, dove, duck, elephant, goat, jackal, monkey, parrot, peacock, pet, pig, pigeon, rabbit, rat, sparrow, tiger, hole, mat, pit, row, table, in, on, under, please, thanks, welcome, big, fat, short, small, tall, thin. 		






- *Additional words listed within these lessons' activities:* animal, body, cage, carrot, crow, fruit, grain, grass, hair, hen, house, jungle, leaves, meat, name, nest, seed, tail, tree, vegetable, garden, ask, chirp, colour, come, dance, eat, guards, live, love, play, run, black, brown, fast, long, red, strong, wild, again, many.

LTK+ Connections

Lesson 103: The Tiger



Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> • Perform rhymes and chants with appropriate rhyme and rhythm. • Read words, simple sentences and short paragraphs correctly. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Listening (comprehension): Listening to a rhyme. • Speaking/Language functions: Reciting rhyme. Talking about wild animals. <p>Reading</p> <ul style="list-style-type: none"> • Vocabulary: Meaning and pronunciation of key words. 	Before 3. <i>Read and write</i>	<p>ABRA: Tracking</p>  <p>with the story I Can Move Like a...</p> 	<p>Direct students to read the I Can Move Like a... story in ABRA. They should practice reading on their own but can use the built-in blending/segmenting feature if they're unsure of a word. They can also use the audio button if they need the computer to model reading the page before they try.</p> <p><i>Offline alternative: Prior to the lesson, download I Can Move Like a ..., and print enough copies for your class to work in pairs or threes. Students take turns reading a passage from the same book aloud. Their partner can help or provide feedback as needed.</i></p>
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> • Write letters and words in a straight line from left to right with regular spacing between words. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Talking about wild animals. 	Before 3. <i>Read and write</i>	<p>ABRA Resources (offline)</p> 	<p>After everyone has read the story, provide students with the Writing Exercise: I Can Move Like a... worksheet. Students complete this individually.</p> <p>Ask for a few volunteers to share the sentence they wrote. If possible, they can also demonstrate the way their chosen animal moves.</p>






<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Perform different kinds of listening skills. <p>Reading</p> <ul style="list-style-type: none"> Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Vocabulary: Meaning and pronunciation of key words. 	<p>Before 3. <i>Read and write</i></p>	<p>ABRA: Vocabulary</p>  <p>with the story I Can Move Like a...</p>  <p><i>Given the definition of a word, the student must determine which of two sentences uses the word appropriately.</i></p>	<p>Select Vocabulary with the I Can Move Like a... story will offer the following vocabulary words: care, chase, creep, curl, dove, hide, leap, log, loop, sigh. Determine if you want them to select certain words from this list or practice them all. Students complete the activity individually.</p> <p><i>Offline alternative: Select several vocabulary words related to the lesson's topic, and ensure you have a definition prepared for each one. Then select one of the words and write it on the board. Explain to students that you will be saying two sentences that use that word, but only one sentence will make sense. They need to tell you which sentence makes sense for that vocabulary word. If they are struggling, you can give them the definition of the word as a hint.</i></p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Read words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about wild animals. <p>Reading</p> <ul style="list-style-type: none"> Reading a text for fluency. Reading a text for comprehension. <p>Writing</p> <ul style="list-style-type: none"> Writing sentences. 	<p>After 4. <i>Look at the picture and write three words and two sentences</i></p>	<p>READS</p> 	<p>Pair students to read the story Who Is Our Friend? using the partner reading strategy. Hold a follow-up discussion to check and build their comprehension skills. Some questions you can ask:</p> <ul style="list-style-type: none"> What was this story about? Can you give me an example of how bird helped another animal? Can you think of another animals that helps others? <p><i>If they struggle to answer this, ask: how does an animal at home help you or your family?</i></p> <p>Then, on a sheet of paper, ask them to write one sentence about one animal helping someone else.</p>



Lesson 104: The Cock

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. Name people, objects and places and describe them with adjectives. <p>Lesson Focus Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about birds. 	Before 1. <i>Look and discuss</i>	<p>READS</p> 	<p>As an alternative warm-up activity, or as a follow-up to the curriculum's warm-up, you can do this activity: Use the projector to show READS so all students can see the screen. Read the story Mother, Call that Bird! modeling proper speed and expression. Then, ask the following questions to gauge their prior knowledge, vocabulary including adjectives, and communication skills:</p> <ul style="list-style-type: none"> How many birds can you name? <ul style="list-style-type: none"> What kind of birds do you see in trees or the park? What birds live on a farm? What kind of birds are in a zoo? The girl in the story really likes the bird. Do you like birds? What do you like/dislike about them? Can you describe [insert a bird]? <i>They might talk about common features in all birds (wings, beak, etc.) or diet and habitat (eats seeds, build nest, etc.). Or they might describe a specific bird (colours, size, noises it makes, etc.). If you want, you could also compare features of two birds, or a bird and other animal (bigger/smaller than a cat, etc.).</i>
<p>Skill-wise Objective Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus Listening and speaking</p>	After 3. <i>Read and write</i>	<p>ABRA: Prediction</p>  <p>with the story Henny Penny</p>	<p>Use the projector to show ABRA so all students can see the screen. Select Prediction and Henny Penny. Read the story as a class. Periodically, ABRA will pose some questions. Call on some students to answer the question and others to say if they agree or disagree. If the latter, they should answer the question too.</p> <p><i>Offline alternative: Prior to the lesson, download Henny Penny, and ensure you have a way to share or</i></p>






<ul style="list-style-type: none"> Speaking/Language functions: Talking about birds. <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 		 <p>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</p>	<p>display it so that all students can read the words. As you read the story, pause periodically to ask some questions, like:</p> <ul style="list-style-type: none"> (cover page) What do you think this story is about? (after page 1) What do you think Henny Penny did when the acorn hit her on the head? (after page 4) What do you think Cocky-Locky did? (after page 8) What do you think Duckey-Doodle did? (after page 11) What do you think Goosey-Poosey did? (after page 14) What do you think Foxy-Woxy did? (after page 16) Why do you think Foxy-Woxy had a grin on his face? (after page 17) What do you think was in that hole in the ground? (after page 19) What do you think happened after that? (after page 22) What do you think Henny Penny did after she heard Cocky-Locky cock-a-doodle-doo?
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.). <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>After 3. Read and write</p>	<p>ABRA: Sequencing</p>  <p>with the story Henny Penny</p>  <p>After reading a story, the student will place story</p>	<p>Ask students to select the Sequencing activity with the Henny Penny story. Direct them to select a level appropriate for their individual skills: level 1 (3 story events) or level 2 (5 story events). Students complete the activity individually.</p> <p><i>Offline alternative: Students complete either the Sequencing: Henny Penny (3 excerpts) or Sequencing: Henny Penny (5 excerpts) worksheet.</i></p>




		events in their correct order.	
--	--	--------------------------------	--

Lesson 105: Birds in the Tree

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>Before 3. <i>Read and write</i></p>	<p>ABRA: Story Elements</p>  <p>with the story Henny Penny</p>  <p><i>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</i></p>	<p>Ensure students remember the story from last class. If not, reread it before doing this activity. You may also want to review key story elements that are a part of every story.</p> <p>Then, direct students to select the Story Elements activity with Henny Penny. Students complete this activity individually.</p> <p><i>Offline alternative: Prior to the lesson, download Henny Penny, and ensure you have a way to share or display it if needed. Ask the following questions:</i></p> <ul style="list-style-type: none"> Who was this story about? When did the story take place? Where did the story take place? What was Henny Penny's problem in the story? How was the problem solved? <p><i>If students are not sure about the answer, go back to a relevant page and read it together. Then ask the question again.</i></p>
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Reads words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about birds. <p>Reading</p>	<p>Repeat 3. <i>Read and write</i></p>	<p>READS</p> 	<p>You can repeat this lesson's "Read and write" activity using the book Noisy Crows. Read the book using the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story. Then, write some similar comprehension questions on the board, such as:</p> <ul style="list-style-type: none"> Where does this crow live? What does the crow eat? <p><i>Note: A bit of a tricky question as page 1 mentions fruits and the pages 8-9 mentions fish.</i></p> <ul style="list-style-type: none"> What is in crow's nest?






<ul style="list-style-type: none"> • Reading for fluency. • Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> • Writing sentences. 			<ul style="list-style-type: none"> • What does crow love to do? • What do some people shout at crow? <p>Children write their answers and discuss in pairs or small groups. Call on students to write the answer on the board and correct as needed.</p>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. • Perform different kinds of listening tasks (e.g. drawing, matching, etc.). <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer short, simple questions. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Talking about birds. <p>Reading</p> <ul style="list-style-type: none"> • Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> • Writing sentences. 	<p>After 3. <i>Read and write</i></p>	<p>READS</p> 	<p>Use the projector to show READS so all students can see the screen. Read the story Did You Hear? modeling proper speed and expression. You can have children repeat each page after you. Then, ask the following questions:</p> <ul style="list-style-type: none"> • What are other sounds birds make? Can you make that sound for me? Give them time to think of any bird, but if they're stuck prompt them with the birds from this and last lesson (crow, dove, sparrow, peacock, cock, duck, parrot, pigeon). <p><i>Teacher Note:</i> Prior to the lesson, you might want to look for sound clips of these bird calls online.</p> <ul style="list-style-type: none"> • What else does that sound like? If necessary, go back to the story and point out how the author compared the bird calls to other things (crying baby, being tickled, hammer striking metal). <p>Then, on the board write the following prompt: The _____ sounds like _____. Ask children to write the fully sentence, filling in the blanks with a bird and what it sounds like.</p>


Lesson 106: On/In/Under

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Speaking</p>	<p>Before 3. <i>Read and write</i></p>	<p>ABRA: Prediction</p>	<p>Pair students and have them select Prediction and The Frogs and the Well. They should use the partner reading strategy to read the story but can</p>




<ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 		 <p>with the story The Frogs and the Well</p>  <p><i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i></p>	<p>use ABRA's audio features to help them with words or passages as needed. Periodically, ABRA will pose some questions. Students discuss what they think will happen together. Afterwards you can ask the class how often the story went in the direction they thought, and how did they know that would happen.</p> <p><i>Offline alternative: Prior to the lesson, download The Frogs and the Well, and ensure you have a way to share or display it so that all students can read the words. As you read the story, pause periodically to ask some questions, like:</i></p> <ul style="list-style-type: none"> <i>(cover page) What do you think this story is about?</i> <i>(after page 2) What would happen if the pond dried up?</i> <i>(after page 3) What would happen to the creatures if they had no home?</i> <i>(after page 9) What kind of home do you think the frogs will look for?</i> <i>(after page 11) How could the frogs make this well their home?</i> <i>(after page 13) What do you think the other frog might say to his friend?</i> <i>(after page 15) What do you think the two frogs will do?</i>
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>Before 3. <i>Read and write</i></p>	<p>ABRA: Story Elements</p>  <p>with the story The Frogs and the Well</p>	<p>Direct students to select the Story Elements activity with The Frogs and the Well. Students complete this activity individually.</p> <p><i>Offline alternative: Prior to the lesson, download The Frogs and the Well, and ensure you have a way to share or display it if needed. Ask the following questions:</i></p> <ul style="list-style-type: none"> <i>Who was this story about?</i> <i>When did the story take place?</i> <i>Where did the story take place?</i>







		 <p>The students must answer questions about events that took place in a story. They are given multiple-choice questions and must choose one of three possible answers.</p>	<ul style="list-style-type: none"> • What was the frogs' problem in the story? • How did the story end? <p>If students are not sure about the answer, go back to a relevant page and read it together. Then ask the question again.</p>
--	--	--	---

Lesson 107: Big and Small

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. <p>Speaking</p> <ul style="list-style-type: none"> • Name people, objects and places and describe them with adjectives. <p>Reading</p> <ul style="list-style-type: none"> • Read words, simple sentences and short paragraphs correctly. • Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> • Vocabulary: meaning and pronunciation of key words. • Reading for fluency. • Reading for comprehension. 	<p>After 2. <i>Look and read</i></p>	<p>READS</p> 	<p>Pair students and help them find the story Tall and Short in READS. Students take turns reading a passage from the same book aloud. Their partner can help or provide feedback as needed.</p> <p>Once everyone has had the chance to read the story, gather the class and have a short discussion to relate this back to the lesson's theme. Ask a few students to order members of their own family from tallest to shortest. Then ask students to organize objects in the class using the words from 2. <i>Look and read</i>. Here are some suggestions:</p> <ul style="list-style-type: none"> • Thin/tall: used and new pencils or crayons. • Fat/thin: width of books. • Big/small: any stationary that is nearby.





<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Prediction</p>  <p>with the story The Dove and the Ant</p>  <p><i>Based on information from the story, the students will predict future events. They should also be asked to justify their responses.</i></p>	<p>Pair students and have them select Prediction and The Dove and the Ant. They should use the partner reading strategy to read the story but can use ABRA's audio features to help them with words or passages as needed. Periodically, ABRA will pose some questions. Students discuss what they think will happen together. Afterwards you can ask the class how often the story went in the direction they thought, and how did they know that would happen.</p> <p><i>Offline alternative: Prior to the lesson, download The Dove and the Ant, and ensure you have a way to share or display it so that all students can read the words. As you read the story, pause periodically to ask some questions, like:</i></p> <ul style="list-style-type: none"> <i>(cover page) What do you think this story is about?</i> <i>(after page 2) What do you think happened to the ant when he stretched his head over to get a drink?</i> <i>(after page 4) What happened next?</i> <i>(after page 5) What do you think the dove will do?</i> <i>(after page 8) What do you think the ant will do?</i>
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> Reads words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p>	<p>After 3. <i>Read and write</i></p>	<p>ABRA: Summarizing</p>  <p>with the story The Dove and the Ant</p> 	<p>Have students reread the story, but this time using the Summarizing activity. Periodically, ABRA will pose some questions. Students answer the questions with the same partner as the previous activity. After everyone has had a chance to do the activity, hold a short class discussion. Ask for volunteers to summarize the story or what happen to a specific character.</p> <p><i>Offline alternative: Prior to the lesson, download The Dove and the Ant, and ensure you have a way to share or display it so that all students can read the</i></p>






<ul style="list-style-type: none"> • Reading for comprehension. 		<p><i>The students will answer story-related questions to help them summarize the story.</i></p>	<p><i>words. Read the story to the class, but stop periodically to pose the following questions:</i></p> <ul style="list-style-type: none"> • <i>(after page 3) Who is the story about and what has happened so far?</i> • <i>(after page 6) So far, what has happened to the ant?</i> • <i>(after page 11) What's happened to the dove?</i> • <i>(at the end) Can you retell the story in your own words?</i> <p>Optional: Build on the previous adjective activities by asking students to order the characters in this book from smallest to biggest (i.e. ant, dove, man). Or you could go to a specific page and ask them to describe what's going on using adjectives and prepositions.</p>
--	--	--	---


Lesson 108: My Pet

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> • Reads words, simple sentences and short paragraphs correctly. • Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> • Reading for comprehension. 	<p>After 1. Look and read</p>	<p>ABRA: Summarizing</p>  <p>with the story The Three Billy Goats Gruff</p>  <p><i>The students will answer story-related questions to help them summarize the story.</i></p>	<p>Reread the story <i>The Three Billy Goats Gruff</i>, but this time using the Summarizing activity. Students can complete this activity individually, or in pairs.</p> <p><i>Offline alternative: Prior to the lesson, download The Three Billy Goats Gruff. Print or display the story so everyone can see the text. Read the story to the class, but stop periodically to pose the following questions:</i></p> <ul style="list-style-type: none"> • <i>(after page 3) Who is the story about?</i> • <i>(after page 6) What did the troll scream at Big Billy Goat Gruff?</i> • <i>(after page 9) What was the name of the second goat who went across the bridge?</i> • <i>(after page 12) What did Bigger Billy Goat Gruff say to the troll?</i>




			<ul style="list-style-type: none"> (after page 17) What did Biggest Billy Goat Gruff do to the troll? (at the end) Can you retell the story in your own words?
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> Respond to the audio or the teacher non-verbally and verbally. <p>Reading</p> <ul style="list-style-type: none"> Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Reading</p> <ul style="list-style-type: none"> Reading for comprehension. 	<p>After 1. Look and read</p>	<p>ABRA: Story Response</p>  <p>with the story The Three Billy Goats Gruff</p>  <p>Students are given open-ended questions about the story that they will then discuss with one another.</p>	<p>Assign students to work in pairs or small groups. One of them will navigate to the activity/story in ABRA. After listening to the question, the students will discuss their answer amongst themselves. Then one student will try to score a goal. They then discuss the next question, and when done, another student takes their turn trying to score a goal. They repeat this until all questions have been discussed.</p> <p><i>Offline alternative: Hold a class discussion and pose the following questions:</i></p> <ul style="list-style-type: none"> What was the story about? Who was your favourite character and why? Who was your least favourite character and why? What did you like about this story? What did you dislike about this story? Do you think Biggest Billy Goat Gruff did the right thing by pushing the troll in the water? Have you ever met a big bully like the troll?
<p>Skill-wise Objective</p> <p>Reading</p> <ul style="list-style-type: none"> Reads words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> Speaking/Language functions: Talking about animals. <p>Reading</p>	<p>Repeat 3. Read and write</p>	<p>READS</p> 	<p>You can repeat this lesson's "Read and write" activity using the book My Cat Koko. Read the book using the echo reading strategy: read a passage, and then the students repeat what you just read. Model an appropriate tone and speed for the story. Then, write some similar comprehension questions on the board, such as:</p> <ul style="list-style-type: none"> Who is Koko? What does Tom like to do? What does Koko like to do? The family likes watching Koko do what?






<ul style="list-style-type: none"> • Reading for fluency. • Reading for comprehension. <p>Writing</p> <ul style="list-style-type: none"> • Writing sentences. 			Children write their answers and discuss in pairs or small groups. Call on students to write the answer on the board and correct as needed.
<p>Skill-wise Objective</p> <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer short, simple questions. <p>Reading</p> <ul style="list-style-type: none"> • Reads words, simple sentences and short paragraphs correctly. • Retrieve specific information from simple sentences. <p>Lesson Focus</p> <p>Listening and speaking</p> <ul style="list-style-type: none"> • Speaking/Language functions: Talking about animals. <p>Reading</p> <ul style="list-style-type: none"> • Reading for comprehension. 	After 3. <i>Read and write</i>	<p>READS</p> 	<p>Pair students to read the story It's All the Cat's Fault!. They take turns reading a passage in the book, helping each other if needed.</p> <p>Then ask questions depending on which comprehension skills you want to build or assess. Below are some examples:</p> <ul style="list-style-type: none"> • Sequencing: Help me remember – what event started all of this? And once he got a ladder, what happened next? And after that? • Story elements: Who is this story about? What was the problem in the story? • Summarizing: Can you retell the story in your own words? Why did the baby wake up? Why did the father buy rotis and curry? • Story Response: Why does the boy blame the cat? Do you really think it was the cat's fault? What would you have done in that situation? What do you think the teacher did after hearing this story?

Tasks for Continuous Assessment

Further Address These Objectives	During	LTK+	Suggested Activity
<p>Skill-wise Objective</p> <p>Listening</p> <ul style="list-style-type: none"> • Respond to the audio or the teacher non-verbally and verbally. <p>Speaking</p> <ul style="list-style-type: none"> • Ask and answer shot, simple questions. 	Assessment 11	<p>ABRA: Summarizing and Story Response</p> 	<p>Use these two activities to continue building and assessing students' comprehension skills. Connect these activities to stories your students previously read</p> <ul style="list-style-type: none"> • Summarizing: Henny Penny, The Frogs and the Well, and The Little Red Hen.



<p>Reading</p> <ul style="list-style-type: none"> Reads words, simple sentences and short paragraphs correctly. Retrieve specific information from simple sentences. 			<ul style="list-style-type: none"> Story Response: any of the above or Darryl! Don't Dawdle, Feelings, The Dove and the Ant, and When I Open My Eyes.
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	<p>ABRA: Reading Practice</p>  <p>with these stories</p> 	<p>Reading Practice is linked to three stories in ABRA. You can use this activity to allow children to practice (audio-assisted) reading different stories. These stories are a bit longer than some of the other ABRA stories, so you might want to review them to determine which of your students are ready to try this activity. Children can read these alone, in pairs, or in small groups.</p>
<p>Skill-wise Objective Reading</p> <ul style="list-style-type: none"> Recognize and read familiar words accompanied by visuals. Understand the meaning of grade appropriate words. Read words, simple sentences and short paragraphs correctly. 	Continuous assessment	<p>READS</p>	<p>The READS books below can be used to further explore the topics in this theme. They can be used to build or measure students' fluency skills, support vocabulary acquisition, or foster comprehension skills (ask simple response, summarizing or prediction questions).</p> <ul style="list-style-type: none"> Animal Homes Wild Cat! Wild Cat! The Picnic Goby's Noisy Best Friend Busy Mother Hen Flying High Busy Ants Little and Big Puppy Hears a Noise The Roti Roll
<p>Skill-wise Objective Writing</p> <ul style="list-style-type: none"> Write simple phrases and sentences independently. 	Assessment 11	<p>ABRA Resources (offline)</p> 	<p>The worksheets below can be used to further support or assess students' understanding of the topics in this theme and/or early literacy acquisition.</p> <ul style="list-style-type: none"> Sentence Starter: Pets Word Search: Canadian Wild Animals

