

# Session 1

## The Trip



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**Objectives:**

- to **introduce** oneself
- to **answer** about place of origin
- to **comprehend:** Jesus tells a story
- to **comprehend:** one line of a story
- to **produce** the names of the alphabet letters
- to **write** first initial
- to **reflect** on learning

**Approx. Time:**

Part A: 20min  
 Part B: 20min  
 Part C: 20min  
 Part D: 20min  
 Part E: 20min  
 Part F: 20min  
 Part G: 15min

**Materials:**

- World Map SLIDE
- Jesus Tells a Story Worksheet/SLIDE
- A Jewish Man Worksheet/SLIDE
- Jerusalem Picture/ Jericho Picture
- Alphabet SLIDES
- Tracing Sheet for each learner

**Text:**

Luke 10:30

# The Trip

Greet the learners informally.

Check that everyone has a name tag, book, pencil and paper

*Literacy learners will benefit from knowing this is a learning strategy and not just for the instructor: Have your tools ready to help you learn.*

## **Part A** (20 min) Introductions

### 1. Introduce yourself:

- Hi, I'm {your name} – Gesture for *I* and *your name tag*
- Ask each one: (Ask your assistant(s) first)

*Use contractions, natural stress & intonation: WhatzyerNAME?*

Hi I'm {your name}. **What's your name?**

### 2. Project the **World Map SLIDE** and Say:

- I'm from **Canada** – point to map
  - **Where** are **you** from?
 

*[Use gestures and body language.]*
  - Ask each one.
- Have the learners point to the map – *[You will have to help them find it].*
- Draw an arrow from their place of origin to Canada on their map.

*Expect them only to answer: e.g. Syria [their country] – not a full sentence.*



World Map SLIDE

**Part B** (20 min) **Jesus Tells a Story**

1. Project the **Jesus Tells a Story SLIDE**.
2. Say: **Jesus tells a story to people** [*Gesture with mouth for – tells a story; point to the people in the picture*]  
– Repeat three times
3. Point out the **Jesus Tells a Story Worksheet** to each learner.  
– Say: **Jesus tells a story to people** again while the learners point to the pictures as you say it.  
– Repeat three times
4. Say individual vocabulary words to the whole class for them to point to:  
*people, Jesus, tells a story*
5. Ask: Where's Jesus? Where are the people? [*Use many gestures and facial expressions to indicate questioning*]  
– Ask an assistant first and then ask individuals
6. Say and the learners repeat chorally three times:  
**Jesus tells a story to people.**

*Be sure to use natural stress and intonation:  
JEsus TELLS uhSTOrY  
tuhPEOPle.*

*Be sure to use natural stress and intonation:  
JEsus TELLS uhSTOrY  
tuhPEOPle.  
Repeat until learners do so also.*



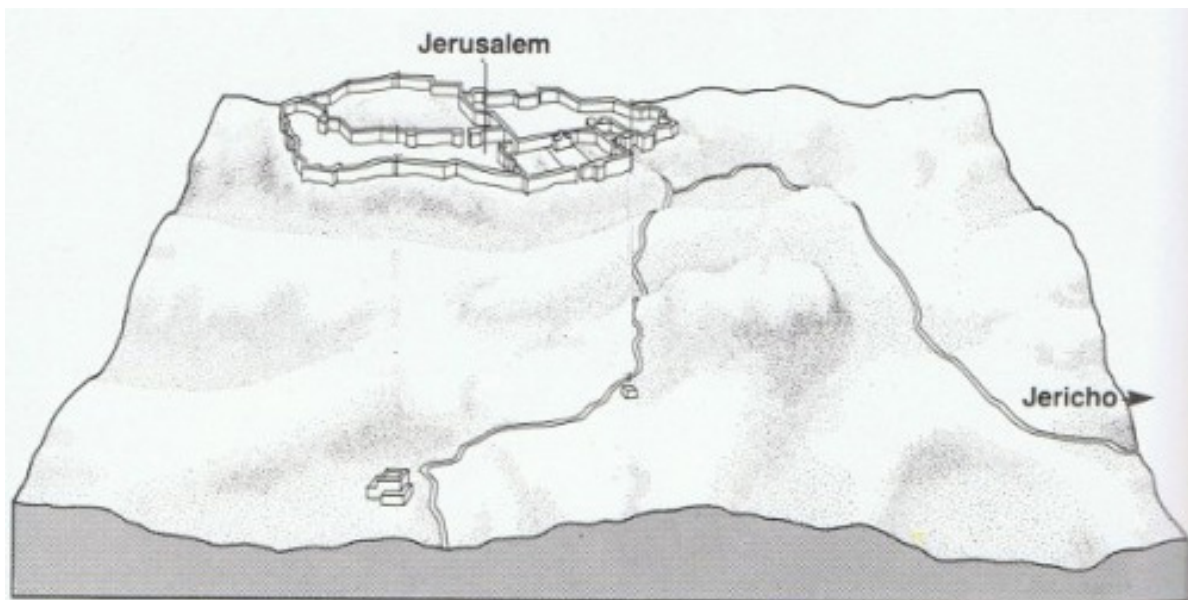
Jesus Tells a Story Worksheet/SLIDE

**Part C** (20 min) **The Trip**

1. Project the **Jewish Man SLIDE**.
  - Say: ***A Jewish man is walking from Jerusalem down to Jericho.***  
 [**Point** to the appropriate pieces of the picture and **use** body language for 'walking' and 'from Jerusalem down to Jericho']
  - Use the pictures of **Jerusalem and Jericho** to illustrate what the places looked like.
  - Repeat three times.
2. Say individual vocabulary words for the learners to point to or gesture.  
*from Jerusalem to Jericho, man, walking*
3. Ask: Where's the man? Where's Jerusalem? Where's Jericho?  
*[Use many gestures and facial expressions to indicate questioning]*
  - Ask an assistant first and then ask individuals
  - Pointing is sufficient answer
4. Say: and the learners repeat chorally three times.  
***A Jewish man is walking from Jerusalem down to Jericho.***

***Be sure to use natural stress and intonation:***  
*uhJEWish man izWALKin  
 frmJerUsalem*





Jewish Man Worksheet/ SLIDE

# Jerusalem



Jerusalem Picture



# Jericho



Jericho Picture

5. Say the text in phrases and ask the learners to repeat each phrase after you:

*A **Jewish man**// is **walking**// from  
Jerusalem//down to **Jericho**./*

*Be sure to use natural  
stress and intonation:  
uhJEWish man izWALKin  
frmJerUsalem*

- Read again but with appropriate phrasing:  
*A **Jewish man** is **walking**//from Jerusalem//down to **Jericho**./*
- Have the learners repeat each thought group chorally after you.
- Read the whole text with the appropriate thought groups and have the learners repeat chorally after you.
- Do this three times.

**Part D** (20 min) **Walk To and From**

1. Lead a TPR (Total Physical Response) activity to demonstrate listening and doing.
2. It is suggested that you fix a point in the room (*e.g. window or door*) and give commands.

**Stand up**  
**Walk to the door**  
**Walk from the door to the table**  
**Sit down**

**Total Physical Response**

- *the first time through, say and demonstrate the commands*
- *the second time do it with the assistant(s)*
- *the third time do the commands with everyone*
- *the fourth time command only with no demonstration by you or the assistants and only the learners do it together*
- *ask various learners to do individual commands*
- *If some of your learners would like to give commands ask them to do so.*

3. Give the following commands in the same routine as above:

**Stand up**  
**Walk to Jerusalem**  
**Walk from Jerusalem to Jericho**  
**Walk to the table**  
**Sit down**

*Put the Jerusalem Picture on one side of the room and the Jericho Picture on the other side.*

## **Part E** (20 min) Alphabet Letter Names

1. Introduce the letter names in the alphabet by singing the ABC song.
  - Sing two times. Pointing to the letters, left to right

*This is for hearing and forming the sounds of the names of the letters NOT for the learners to memorize them or to 'read' them per se; it is a mouth exercise for making the vowel sounds of English*

*Please note that this list is colour coded:  
green for the /iː/ glide,  
red for the /ɛ/ short unglided sound  
grey for the /e/ glide  
gold for the /ow/ glide  
white for the /ay/*



A B C D E F G

H I J K

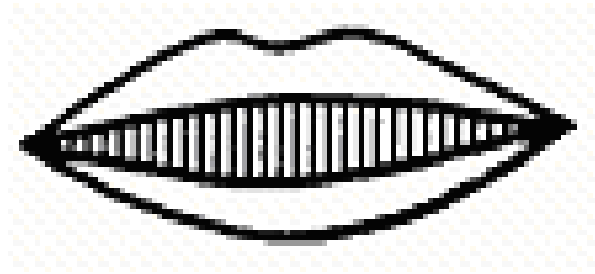
L M N O P

Q R S T U V

W X Y Z

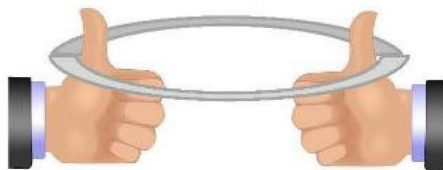
2. Say the vowel letter names being sure to stretch the vowel sound into /iː/

- Stretch a rubber band to show how we stretch our mouth muscles into it
- Have the learners stretch rubber bands to 'feel' the movement into the /iː/ and /w/ and /ay/
- Do it chorally three times



Aa Ee Ii Oo

Uu Yy

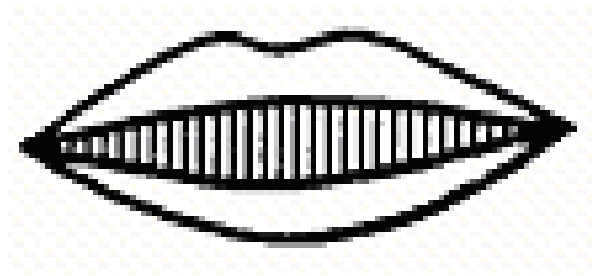


3. Say the consonants that end in /iʏ/ being sure to stretch the vowel sound into /iʏ/:

- Stretch a rubber band to show how we stretch our mouth muscles into it.
- Let them stretch rubber bands too

*Remember we are not teaching the learners to memorize the letters; we are practicing making the /iʏ/ sound and helping to see what the letters look like.*





**Bb**

**Cc**

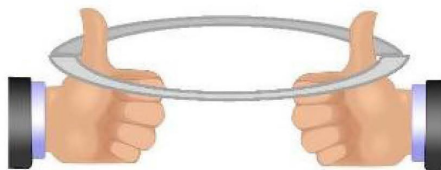
**Dd**

**Gg**

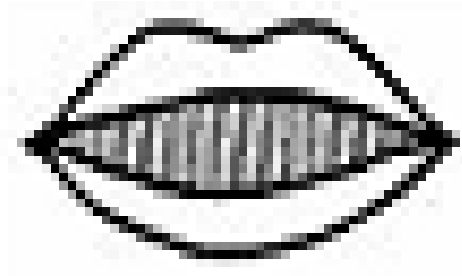
**Pp**

**Tt**

**Vv**



4. Say these letters but do not stretch the rubber band: these letters start with an /ε/ sound.



**Ff Ll Mm**

**Nn Ss Xx**

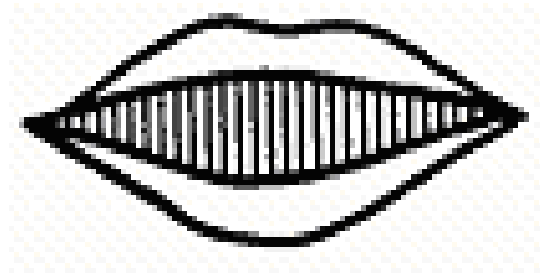
**Zz**

5. These sounds have the stretched /e<sup>y</sup>/ sound.

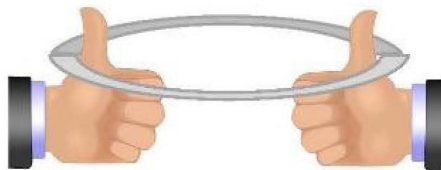
Stretch the rubber band as you say the /e<sup>y</sup>/ part of the name of the letter.

*Do not confuse the exercise by talking about the sound that the letter makes – we are introducing the learners to the names of the letters that we use in spelling to help them with the vowel sounds in English.*

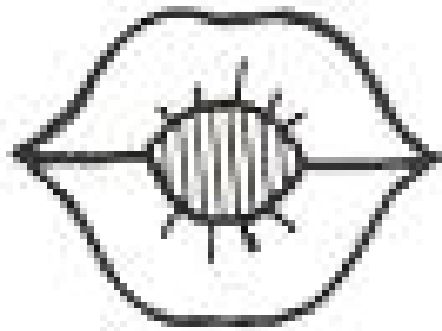




Hh Jj Kk

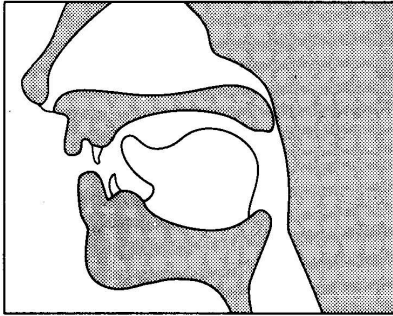


6. These two letters move into rounded lips.



Qq Ww

7. The letter 'r' curls into the /r/ sound.



Rr

8. Review saying letters of the Alphabet using rubber bands, singing the ABC song.
  - Drill over and over while stretching the rubber bands to encourage them to tense up the muscles in their mouths.

*Remember we are **not** teaching the learners to memorize the letters: we are practicing making the tense vowels (gliding into the /y/ and /w/ sound) and helping to see what the letters look like.*

A B C D E F G

H I J K

L M N O P

Q R S T U V

W X Y Z



**Part F** (20 min) **Printing an alphabet letter**

1. Have the learners look at the first letter of their first name.
2. Help each one say the name of the letter.
3. Practice printing the first letter of their name.
  - Show the **Printing Capital Letters Sheet** to the learners
  - Have them find the letter that is the first letter of their first name.
  - Have them trace and then form that letter (only that one letter)
  - Show the **Trace Sheets** to the learners. Have them practice making the one letter.

**Part G** (15 min) **Learning Reflection**

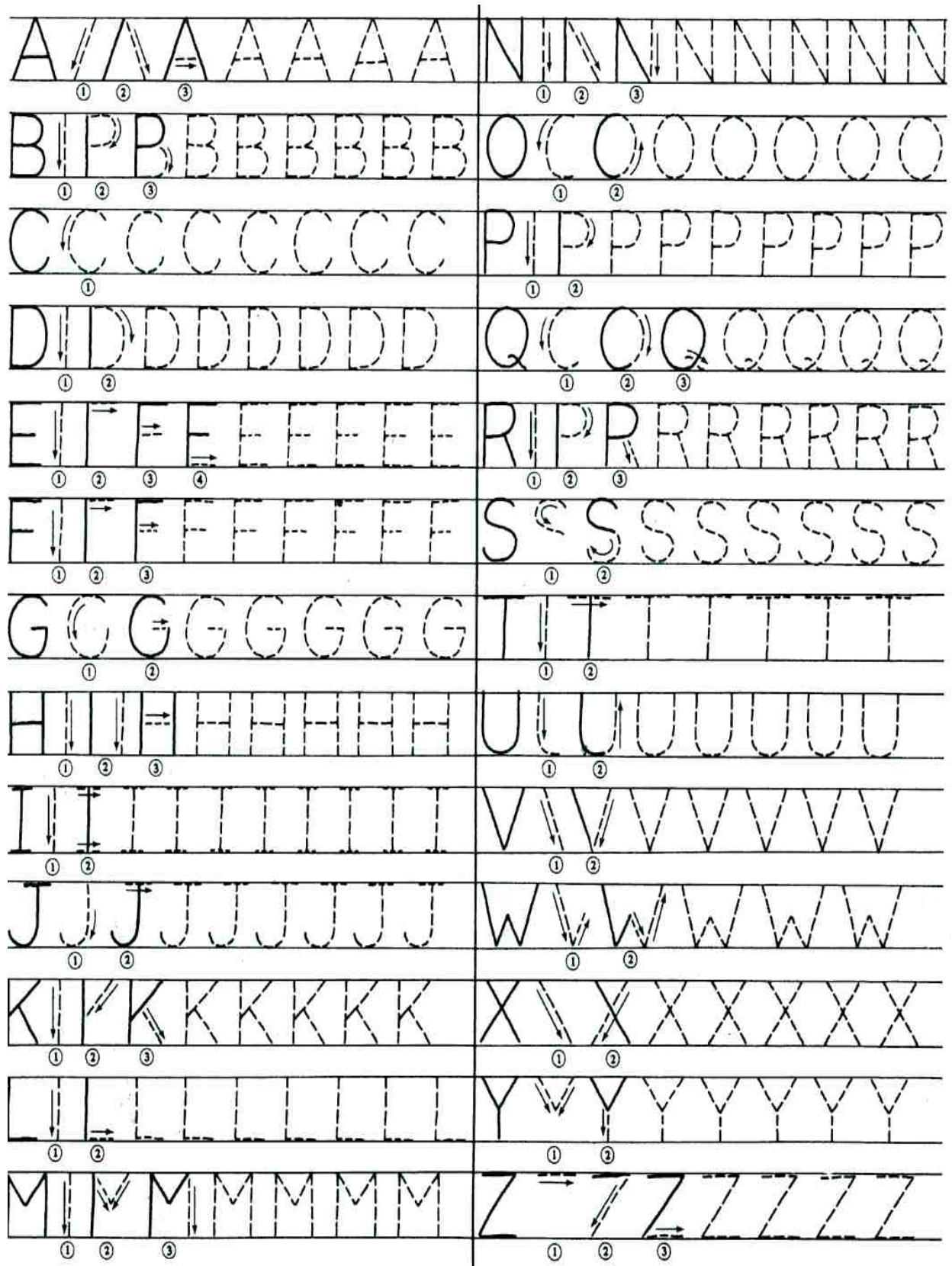
- Overview of what they learned

*What's your name?  
Where are you from?  
Jesus tells a story.  
A man is walking.  
Walk from  
Walk to  
Alphabet letters  
Writing first initial*

***This is a good learning  
strategy:  
Reflect on what you have  
learned.***

- *Come back to learn what happened to man.  
Good Bye, see you next week.*

## Printing Upper-Case Letters (CAPITAL LETTERS)



Tracing lines for handwriting practice.

Tracing Sheet