

# Unit One Introductions

## Lesson 1-4

### A. Let's Begin (5 min)

Greet formally – opening the class time

- **Good Morning, How are you?**
- Greet your assistant, **Good morning**, \_\_\_\_\_ **How are you?** Ask him/her to respond, **Fine, thanks.**
- Have the class repeat, **Fine, thanks** after you three times
- Do the two phrases back to back, three times:
  - **Good Morning, How are you?**
  - **Fine, Thanks.**

*Use contractions, natural stress & intonation  
GUDMORning; HOWrYU?*

*Say and repeat if they don't say it accurately*

### B. Let's Listen & Understand (10 min)

1. Introduce yourself:

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

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

2. Show the **World Map (Picture #1)** 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].



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

3. **I'm from London in Canada. London.**

Where in **Ethiopia** are you from? (Picture #2)

[Use gestures and body language.]

- Ask each child, **repeating the question each time.**

*Expect them only to answer: e.g. Arba Minch [their town] – not a full sentence.*



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### C. Let's Listen & Do (10 min)



#### Total Physical Response

Do a series of 5 commands at a time.

- *the first time through, say and demonstrate the commands (the children just listen)*
- *the second time say and demonstrate with the assistant(s) (the children just listen)*
- *the third time say and demonstrate the commands with everyone (the children do the actions with you)*
- *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*

Lead a TPR (Total Physical Response) activity to demonstrate listening and doing. **Do not have the children say the words- they must just listen and do.**

**Lesson 1.** Give the following commands as directed in TPR note.

**Stand up**  
**Sit down**  
**Stand up**  
**Raise your hands**  
**Sit down.**

**Lesson 2.** Fix a spot in the room (e.g. window or door) and give commands as directed in TPR note.

**Stand up**  
**Raise your hands**  
**Point to the door.**  
**Point to the window**  
**Sit down**

**Lesson 3.** Give the following commands in the same routine as in previous lessons:

**Stand up**  
**Raise your hands**  
**Point to the desk**  
**Shake hands**  
**Sit down**

**Lesson 4:** Give the following commands following the same routine.

**Stand up**  
**Raise one hand**  
**Point to the desk**  
**Sit down**

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### D. Let's Sing (10 min)

Introduce the letter names in the alphabet by singing the ABC song, using the **Picture #3** of the alphabet.

- Sing two (2) 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 /i/ glide,  
red for the /ε/ short unglided sound  
grey for the /e/ glide  
gold for the /ow/ glide  
white for the /ay/*

### ABC

#### **A, B, C, D, E, F, G...**

(/ey biy: siy: diy: iy: ef dʒiy:/)

#### **H, I, J, K, L, M, N, O, P...**

(/eɪtʃ aɪ dʒey key ɛləmənəu piy:/; ("L, M, N, O" spoken twice as quickly as rest of rhyme)

#### **Q, R, S.../ T, U, V...**

(/kjuw: a:r ɛs | tiy: juw: viy:/; (pause between S and T, though in some variants, "and" is inserted)

#### **W... X.../ Y and Z.**

(/'dʌbəl.juw: ɛks | way ænd ziy:/; (pause between X and Y, and W and X last for two beats)

#### **Now, I know my ABCs.**

(/naʊ aɪnoʊwmay ey biy: siy:z/)

#### **Next time, won't you sing with me?**

(/nɛkst taɪm wəʊnt ju: sɪŋ wið mi:/)

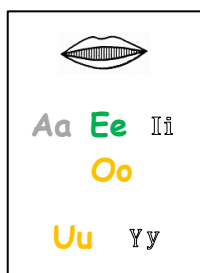
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### E. Let's Read & Spell (10 min)

#### Lesson 1: Alphabet Letter Names

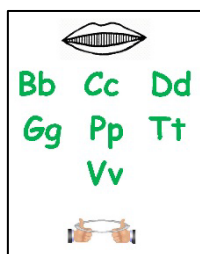
Say the names and point to the **vowel letters** on the chart (A E I O U Y)



- Review the vowel letter names being sure to stretch the vowel sound into /i<sup>y</sup>/ or /ow/
- 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 /i<sup>y</sup>/ and /ow/ and /ay/
- Do it chorally three times

*Do not confuse the exercise by talking about the sounds 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.*

#### Lesson 2: Review the vowel letter names



- Point and say the **consonant letters that end in /i<sup>y</sup>/** (green colour) being sure to stretch the vowel sound into /i<sup>y</sup>/
- Stretch a rubber band to show how we stretch our mouth muscles into it.
- Let them say them and stretch rubber bands too

*Remember we are not teaching the learners to memorize the letters: we are practicing making the /i<sup>y</sup>/ sound and helping to see what the letters look like.*

#### Lesson 3: Review the vowel letter names and the 'green' consonant letter names.



- Point and say the consonant letters that have the sound stretched into the /e<sup>y</sup>/ sound. (coloured grey)
- Stretch the rubber band as you say the /e<sup>y</sup>/ part of the name of the letter.

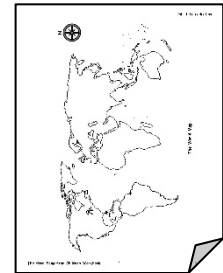
#### Lesson 4: Review the previous letters by pointing to letters at random and having them respond chorally.

**All lessons:** Review saying letters of the Alphabet using rubber bands, singing the ABC song.

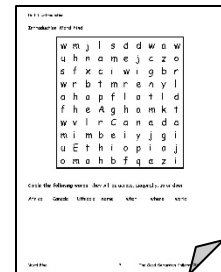
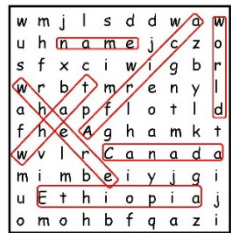
- Drill over and over while stretching the rubber bands to encourage them to tense up the muscles in their mouths.

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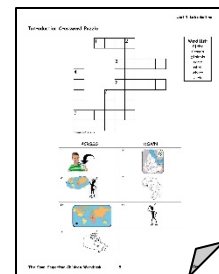
## F. Let's Read & Write (10 min) (There is a colouring page in **Workbook Page 1**)



### Lesson 1: Demonstrate Word Find with Picture #4, Workbook Page 2.



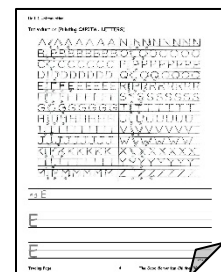
### Lesson 2: Demonstrate Crossword puzzle with Picture #5, Workbook Page 3.



### Lesson 3:

1. Have the learners look at the first letter of their first name.
2. Help each one to pronounce the name of the letter.
3. Show the **Printing Capital Letters Sheet, Workbook Page 4** to the learners

- Have them find the letter that is the first letter of their first name (e.g. Eyasu)
- Have them trace and then form that letter (only that one letter - E)
- Show the **Trace Sheets** to the learners. Have them practice making the one letter.



### Lesson 4:

1. Have the learners practice the letters of the rest of their first name.
2. Help each one to pronounce the name of the letters (spell).

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**G. Let's Sing** (5 min) 

**Yes, Jesus loves me**

**Yes, Jesus loves me**

**Yes, Jesus loves me**

**The Bible tells me so**