

## Lessons 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.**

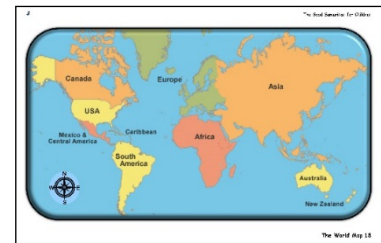
*Use contractions, natural stress & intonation  
GUDMORNING; HOWrYU?*

*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 #5.)

[*Use gestures and body language.*]

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

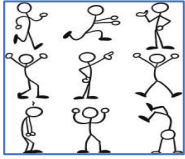


*Expect them only to answer: e.g. Arba Minch [their town] – not a full sentence.*

# Unit 1

## Introductions

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



#### Total Physical Response

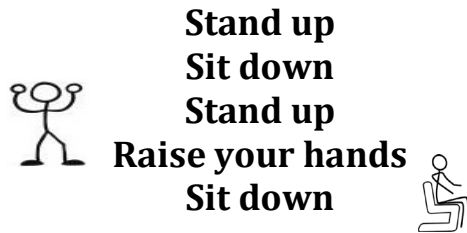
Do a series of 5 commands at a time.

- 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

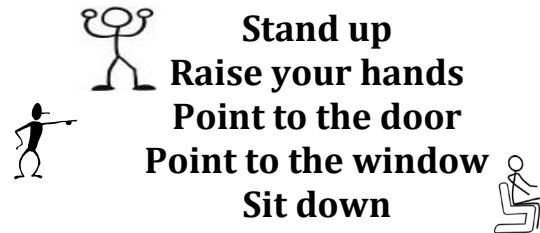
Lead a TPR (Total Physical Response) activity to demonstrate listening and doing. **Do not have the children say the words - they must just listen and do.**

Give the following commands as directed in TPR note.

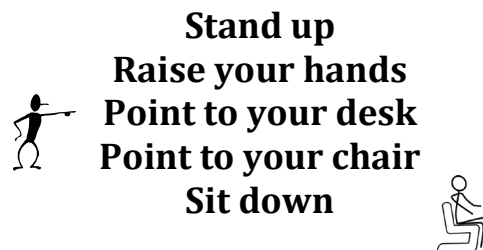
#### Lesson 1:



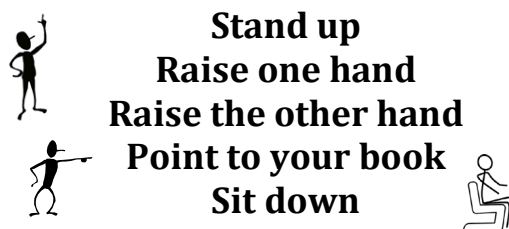
#### Lesson 2: Add these actions



#### Lesson 3 Add these actions:



#### Lesson 4: Add these actions



# Unit 1

## Introductions

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

Review the letter names in the alphabet by singing the **ABC Jesus** song, using **Picture #2** 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 /ī/ glide,  
red for the /ɛ/ short unglided sound  
grey for the /ē/ glide  
gold for the /ow/ glide  
white for the /ay/*

ABC Jesus 

**A-B-C-D-E-F-G,**  
**Jesus died for you and me** *(use gestures)*  
**H-I-J-K-L-M-N,**  
**Jesus died for sinful men, amen!**  
**O-P-Q-R-S-T-U**  
**I believe God's word is true,**  
**U V-W,**  
**God has promised you**  
**X - Y - Z**  
**New life instead**

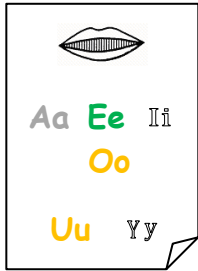
# Unit 1

## Introductions

### 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)

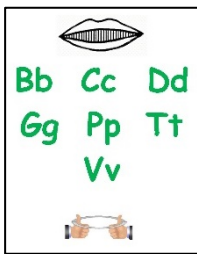


- Review the vowel letter names being sure to stretch the vowel sound into /iː/ or /oʊ/
- Stretch a rubber band to show how we stretch our mouth muscles into it
- Have the learners stretch rubber bands to 'feel' the movement into the /iː/ and /oʊ/ and /aɪ/
- Do it chorally three times

*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.*

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

#### Lesson 2:



- Point and say the **consonant letters that end in /iː/** (green colour) being sure to stretch the vowel sound into /iː/
- Stretch a rubber band to show how we stretch our mouth muscles into it.

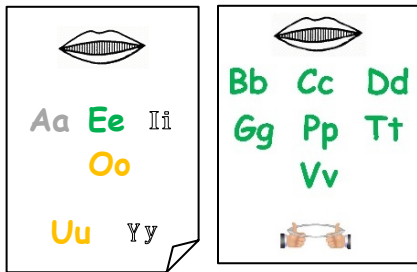


- Let them say them and stretch rubber bands too
- Drill over and over while stretching the rubber bands to encourage them to tense up the muscles in their mouths.

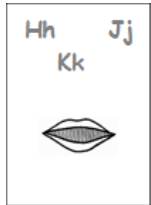
# Unit 1

## Introductions

### Lesson 3:



- Review the vowel letter names and the 'green' consonant letter names.



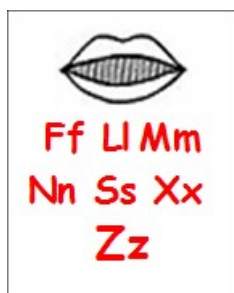
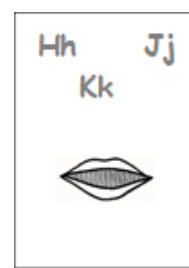
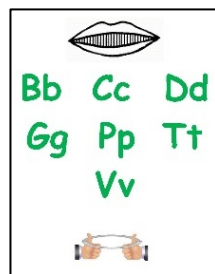
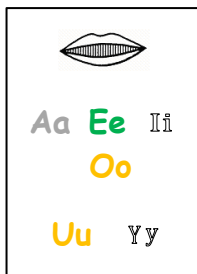
- Point and say the consonant letters that have the sound stretched into the /eʏ/ sound. (coloured grey)
- Stretch the rubber band as you say the /eʏ/ part of the name of the letter.



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

### Lesson 4:

- Review the previous letters by pointing to letters at random and having them respond chorally.



- Point and say these letters but DO NOT stretch the rubber band; these letter names start with an /z / sound (*in the middle of zed*). Have the learners repeat after you 3 times and point to the letter.

- Help each one to spell (pronounce the names of the letters), their name and town

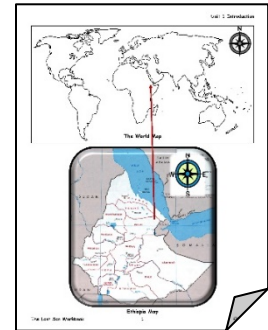
# Unit 1

## Introductions

### F. Let's Read & Write (Workbook) (10 min)

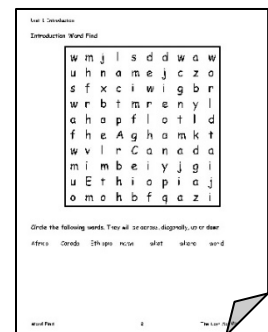
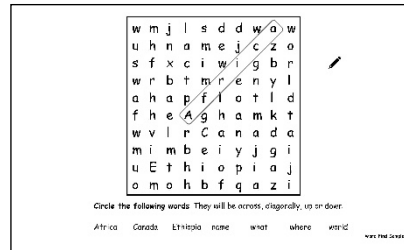
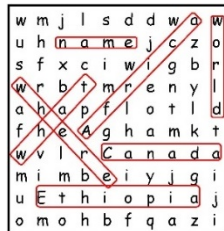
#### Lesson 1:

- There is a colouring page in **Workbook Page 1**.



- Word Find: Demonstrate **Word Find with Picture** #7, **Workbook Page 2**.

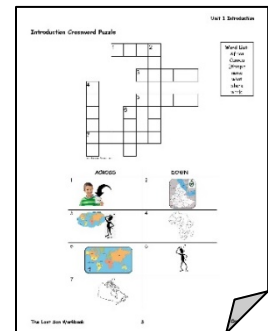
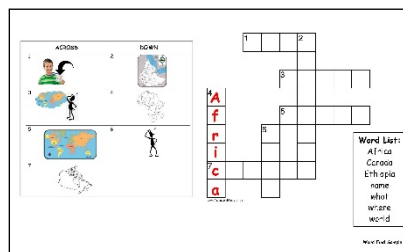
*Answer Key*



#### Lesson 2:

- Crossword Puzzle: Demonstrate **Crossword Puzzle** with **Picture #8**, **Workbook Page 3**.

*Answer Key*

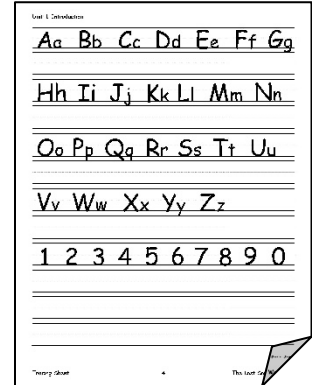


# Unit 1

## Introductions

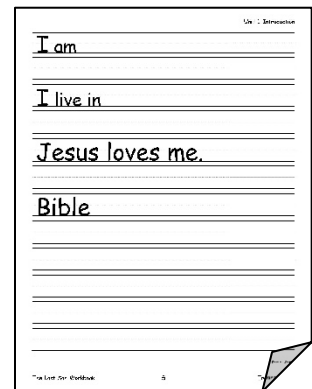
### Lesson 3:

1. Show the **English Letters & Tracing Sheets, Workbook page 4** to the learners.
2. Have the learners trace the alphabet letters and numbers and then write them in the lines below each one.



### Lesson 4:

- On the writing pages, **Workbook page 5 & 6** have the learners trace the words and write in their name and town:
1. I am\_\_\_\_\_. (name)
  2. I live in \_\_\_\_\_ (town). Ethiopia
  3. Jesus loves me.
  4. Bible
- Ask the learners to copy the complete sentences into the appropriate spaces.



## Unit 1

### *Introductions*

G. Let's Sing: Jesus Loves Me & The B-I-B-L-E (5 min)



**Yes, Jesus loves me  
Yes, Jesus loves me  
Yes, Jesus loves me  
The Bible tells me so**

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**The B-I-B-L-E  
Yes, that's the book for me  
I stand alone on the Word of God  
The B-I-B-L-E**

**The B-I-B-L-E  
Yes, that's the book for me  
I read and pray, trust and obey  
The B-I-B-L-E**