

READING READINESS

My First English Adventure | DR. YAEL BEJARANO

Teacher's Guide



English Adventure
Easy to teach, fun to learn!

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W E L C O M E ♦ T O READING READINESS

Reading Readiness is a supplementary material to be used in addition to the first stage in your English Language Program, the Aura/Oral Stage.

You may choose to spend up to 15 minutes of each class on Reading Readiness activities.

While the course is divided into lessons, each lesson may be taught over several class periods.

Objectives of Reading Readiness

1. Prepare students for reading and writing.
2. Teach students to write the capital and small letters of the English alphabet.
3. Teach the names of the letters of the English alphabet.
4. Teach the sounds of the letters of the English alphabet.
5. Recognize names as sight words.

1. Reading and Writing Preparation – Start Right

Attention must be given to the following so that students may learn to write correctly, clearly, and comfortably:

- The sitting position
- Holding the pencil
- Drawing the basic shapes used in producing English letters
- Practicing reading and writing English from left to right

The habits that students learn when they are young can last a lifetime. It is important that they learn the proper way to sit, hold a pencil, and draw the letters correctly at this stage. It is much harder to later change one's way of doing things.

Give a lot of praise and encouragement as students learn, but don't neglect to correct errors before they become bad habits.

Lesson 3

Objectives

- Review sitting position.
- Review how to hold a pencil.
- Review left to right directionality.
- Develop shape awareness.

Do you remember?



Sing songs with students and do the actions.

- **Left to Right** (track 4)

Lesson Procedure



Game: Simon Says

- Tell students that they are going to play a game called 'Simon Says'.
- Tell students that they will hear instructions for actions, e.g. 'sit down', 'stand up', etc.
- Tell students that if you say: 'Simon Says' BEFORE an action they must do the action. E.g. 'Simon says, left hand up'. Students must raise their hand.
- If you do NOT say: 'Simon Says' before the action, then students must NOT do the action.
- If a student does the wrong action or does the action without hearing 'Simon Says' then he/she is out of the game and must sit down.
- After students have the idea of the game, a student may be chosen to be 'Simon' and give the instructions to the class.
- The last student to remain standing is the winner.
- Following are some examples for instructions:
 - (Simon says) stand up.
 - (Simon says) sit down.
 - (Simon says) left hand up/down.
 - (Simon says) right hand up/down.
 - (Simon says) left foot up/down.
 - (Simon says) right foot up/down.



Sing songs with students and do the actions.

- **Feet on the Floor** (track 1).
- **The Pencil Song** (track 3).



Workbook (page 6)

- Open the Workbook to page 6.
- Have students find the arrows in each activity.
- Ask students to trace over the broken lines from the arrow toward the right as follows:
 - Activity 1 – the teeth of the saw
 - Activity 2 – the ping pong ball
 - Activity 3 – the train rails
 - Activity 4 – the garden fence

The icon for Lesson 6 features the word "Lesson" in a yellow, curved banner above a blue circle containing the number "6".

Objectives

- Recognize and draw the shapes used in forming English letters.

Materials

- Shape Cards

Lesson Procedure



Game: Shapes

- Have students sit in pairs and take out their Shape Cards to play the following games.

Circle

- Ask students to stand up.
- Have them swing one arm all the way around in a circle.
- Ask: *What shape are you making?* (circle) Say: *Circle.*
- Draw a circle on the board.
- Have students sit down and take out their Shape Cards. Say: *Show me your circle card.*
- Now, tell them to make circle shapes with their arms or fingers.
- Two students may join together to make large shapes.

V Shape

- Draw a 'V' shape on the board. Ask: *What shapes make this shape?* (Two lines) Say: *This is a 'V' shape.*
- Say: *Show me your 'V' card.*
- Tell students to make V shapes with their fingers, arms and legs. They may do this sitting on the floor or standing.

T Shape

- Draw a 'T' shape on the board.
- Ask: *What shapes make this shape?* (two lines)
- Say: *This is a 'T'.*
- Say: *Show me your 'T' card.*
- Tell students to make 'T' shapes with their fingers and arms. They may do this sitting or standing.

S Shape

- Draw an 'S' shape on the board.
- Ask: *What shapes make an 'S'?* (2 part circles)
- Say: *This is an 'S'.*
- Say: *Show me your 'S' card.*
- Tell students to make 'S' shapes with their fingers. They may do this by making part circles with their hands and touching their fingers together.



Workbook (page 9)

Open the Workbook to page 9.

Activity 1

- Tell students to draw shapes as shown at the start of each row.

Activity 2

- Now, tell students to find the hidden shapes in the pictures and trace the **circle**, **V**, **T** and **S** with a crayon.

The logo for Lesson 18 features the word "Lesson" in a blue arc above a large white number "18" inside a blue circle.

The Letters 'Aa'

Objectives

- Recognize the letters 'A' and 'a'.
- Recognize and say the sound of /ă/.
- Distinguish between the letters 'Cc' and 'Aa'.
- Write the letters 'A' and 'a'.

Materials

- ABC poster
- Mural Piece - 'Aa'
- Letter House poster
- Letter Cards - 'Aa', 'Vv', 'Cc'
- Max the puppet
- An apple
- Plasticine/pipe cleaners

Before the Lesson

Prepare Name Cards for students whose names begin with 'A'.

Lesson Procedure

Small 'a', Action and Chant

- Show the class an apple. Ask them what it is. (an apple)
- Ask them what sound they hear at the beginning of 'apple.' (/a/ short vowel sound)
- Tell students that you must open your mouth wide to eat the apple. Say: /a/ /a/ /a/ *apple* with your mouth open wide.
- Have students repeat: /a/ /a/ /a/ *apple* with wide open mouths as if they are going to bite into an apple. **Note:** This action assists students in saying /ă/ instead of /ă/.
- Hold up Max the puppet. Say: *Who is this?* (Max)
- Ask if they can hear the /a/ sound in the name 'Max'?
- 'Give' Max the apple to hold. Say: *Max has an apple.* Students repeat.
- Draw a small 'a' on the board. Chant with the class (track 19): *The letter is 'A'. The sound is /a/. The word is 'apple'.*
- Have students repeat after you. Remind them to open their mouths as if biting into an apple and as they say 'Max'.
- Now ask students what shapes make an 'a'. (a 'c' and a line or a part-circle and a line)
- Write: *Max has an apple* on the board. Have students come up and underline the 'a's and chant the 'A' Chant.

Big 'A'

- Draw a big 'A' on the board. Tell students that this is big 'A'.
- Ask them what shapes make a big 'A'. (3 lines)
- Ask: *Does big 'A' look like small 'a'?* (no) *What is the same and what is different?* (One is big, one is small. Big 'A' has three straight lines and no circles. Small 'a' has a part-circle and one line)

Name Cards Activity

If there are any students in the class whose names begin with 'A', follow the instructions for the Name Cards Activity in Lesson 8, on page 21.

Ask: *Does a name begin with a big 'A' or a small 'a'?* (*big*) Look at the other Name Cards that students have. Note that they all begin with a big letter.

Letter Cards

- Open the Workbook to pages 41 and 43.
- Have students carefully remove the 'A' and 'a' Letter Cards.
- Tell students to take out their Letter Cards for 'V', 'v' and 'C', 'c' and chant the letter chants with them.



Game: What is the letter?

- Tell students to take out their Letter Cards for 'A', 'a', 'V', 'v' and 'C', 'c'.
- Have students sit in pairs, mix up their Letter Cards, and put them in a pile in front of them.
- Tell player #1 to show one card to player #2 and say: *What letter is this?*
- Player #2 must say both the letter name, the sound it makes and the word. If player #2 is correct, he takes the card. If not, player #1 puts the card back at the bottom of his pile.
- When player #1 has shown all six Letter Cards the game is over. Students now switch roles and play the game again.

ABC Poster, Mural and Song

- Point to the letters 'Aa' on the poster.
- Chant: *The letter is 'A'. The sound is /a/. The word is 'apple'.* Do the 'apple' action.
- Hold up the mural piece for 'Aa'.
- Ask students where they think the 'Aa' goes. (at the beginning of the alphabet)
- Hang up the mural piece.
- Sing the ABC Song (track 7). Do the actions for the letters that they have learned.



Workbook (page 23)

Open the Workbook to page 23.

Activity 1

- Have students take out their plasticine. Have them roll small logs to cover the 'A's at the top of the page.
- Have students color the letters at the top of the page, following the direction of the arrows.

Activity 2

- Draw a small 'a' on the Letter House poster. First draw the circle part and then the line.
- Ask: *Where does small 'a' live?* (in the middle of the house)
- Draw a big 'A' on the Letter House poster. Draw one line from top to bottom. Lift the marker and draw the second line from top to bottom. Then draw the 'bar' from left to right.
- Ask: *Where does big 'A' live?* (on the top floor and in the middle of the house)
- Have students write rows of 'Aa's. As they write each letter, students can chant the 'A' Chant.

Activity 3 - Max Has an Apple

- Ask students what they see in the pictures. (Max, apple)
- Read the sentence: *Max has an apple.* Be sure students understand the sentence. Have everyone repeat the sentence together.
- Draw students' attention to the sentence below the pictures. Ask them what letters are missing. ('a', 'x' and 'l') and have them fill in the missing letters.