

Step 1: The Alphabet

Our World ABC

NOTE: The lesson plans for *Our World ABC* have been divided into five steps: the alphabet, prewriting, tracing/writing letters, tracing/writing numbers 1–10, and tracing/writing words and simple sentences. You may decide to teach each step's content over more than one lesson.

Objectives

Students will

- hear and say letters of the alphabet in order.
- associate letters of the alphabet with words and pictures.

Resources

ABC Book pp. 2–3

Audio **TR: 2** (Audio CD, Website)

Materials

index cards (optional, for **Extend**)



Warm Up Greet the class and introduce yourself, saying *Hello! My name is (Ms. Lee)*. Write your last name on the board and point to each letter as you spell it. Say *These are the letters in my last name: L, e, e, Lee*. Then ask a student *What's your name?* Write the student's name on the board, saying *These are the letters in (Javier's) name: (J, a, v, i, e, r)*. Repeat with the names of several more students. Then hold up the *Our World ABC* book and say *Let's learn the English alphabet*.

NOTE: If students in your class don't use the Roman alphabet in their first language, write a form of their name using the sounds of the Roman alphabet.

The Alphabet Hold up the *Our World ABC* book open to pp. 2–3 and help students open their books to these pages. Ask *What do you see?* Have students look at the pictures and say any words they know. Then point to the letters in each box, and say *These are the letters of the English alphabet. Let's listen*. Play **TR: 2** and have students point to the letters and pictures as they listen. Say *Now let's say the alphabet*. Play **TR: 2** again

and have students repeat the letters and words. Continue playing **TR: 2** as necessary until students are saying the alphabet confidently.

Extend Continue practicing the alphabet with some or all of the following activities:

- Trace an uppercase letter in the air, for example, the letter *F*. Ask *What letter is this?* Have students trace the letter in the air with you as they name it. Then have students find and point to the letter *f* on p. 3. Say the letter and the word, and have students repeat after you.
- Say *Listen. Find and say the letter*. Say a letter at random, for example, *m*. Students point to *m* on p. 2 and say the letter aloud. For an additional challenge, ask *What do you see with m?* (moon) Have students say *m, moon* with you. Repeat with other letters.
- Reverse the above activity. Say *Listen. Find and say the word and letter*. Say a word at random. For example, say *Van*. Have students find and point to the van on p. 3 and then say the word and letter: *Van, v*.

- Write letters *Aa* to *Zz* on index cards. Give these to students in the class. Say *Listen. Come and stand in order when you hear your letter*. Say the alphabet and have students come and stand in alphabetical order at the front of the class. Then have each student hold up his or her card and have the class say the letter.

NOTE: If you have fewer than 26 students, give some students two consecutive letter cards, for example, *Aa* and *Bb*.

- If students use the Roman alphabet in their first language, ask *What letter is at the beginning of your name?* Call on volunteers to say the letter that begins their name.

Wrap Up Have students chant the alphabet rhythmically in groups of three letters. For example *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 and Z*. Repeat the chant as a class several times, going faster each time.

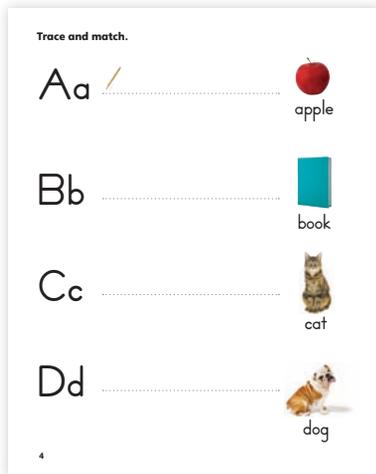
Objectives

Students will

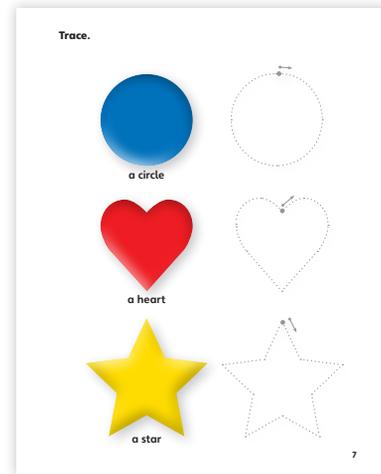
- trace lines from left to right to match letters and numbers with objects.
- trace patterns and shapes.
- draw lines to match shapes.

Resources

ABC Book pp. 4–8

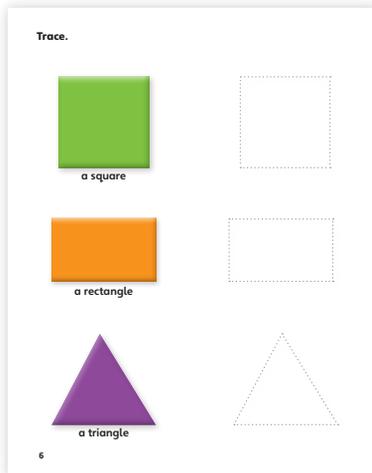


Help students turn to p. 5. Point to the number 1 and say *One*. Then point to the book and say *One book*. Then say *Let's trace from number 1 to one book*. Point to the pencil icon and say *Start here*. Model tracing the line up and down from left to right with your finger, and have students do the same. Then say *Now use a pencil to trace the line*. Walk around to provide help as students trace in pencil. Repeat the instruction for numbers 2–4.

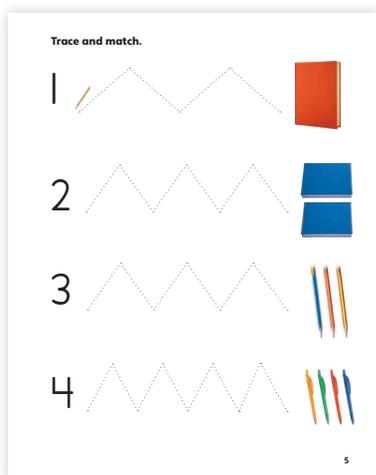


Help students open their books to p. 4. Point to *Aa* and say *Let's trace the line from a to the apple*. Model tracing from left to right with your finger, and have students do the same.

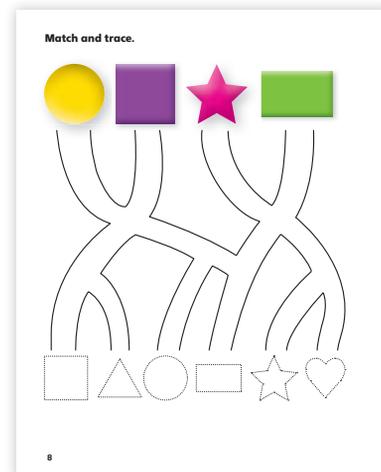
Say *Now use a pencil*. Model holding a pencil correctly. Put your pencil near the pencil icon. Say *Put your pencil here. Trace the line*. Walk around to make sure students are correctly holding their pencils and tracing. Repeat with the other letters.



Help students turn to p. 7. Use the pictures to introduce *circle*, *heart*, and *star*. Then say *Let's trace the shapes*. Start at each arrow and say *Trace this way*. Have students trace first with a finger, then in pencil.



Help students turn to p. 6. Point to the square and say *This is a square*. Have students point to the green square. Repeat with the other shapes. Then point to the shapes in dotted outline and say *Let's trace*. Model tracing with your finger, and have students do the same. Place your finger at the top left corner of each shape (the top point of the triangle) and trace in a clockwise direction. Then have students trace the shapes with their pencils. Walk around to provide help as needed.



Help students turn to p. 8. Review the shape names. Say *Let's draw a line to match the two circles*. Have students trace the correct path with a finger first, then in pencil. Then say *Now trace the circle*. Have students match and trace the other shapes.

Step 3: Tracing and writing letters

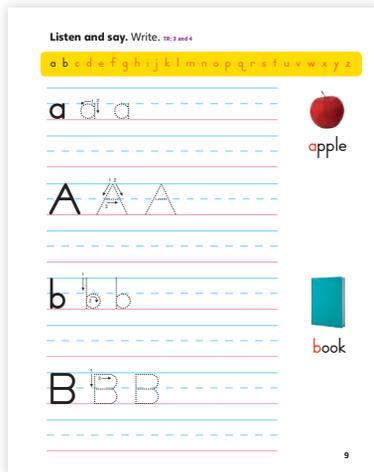
Objectives

- Students will
- trace and write letters of the alphabet.

Resources

- ABC Book pp. 9–21
Audio **TR: 3–28** (Audio CD, Website)
ABC Worksheets (optional, for **Extend**) (Website)

Warm Up Write the alphabet on the board, using upper- and lowercase letters: *Aa, Bb, Cc*, etc. Point to the letters and have students say them aloud. Then say *Close your eyes*. Model closing your eyes if necessary as you say this. Erase the letters *Aa* and *Bb*, then say *Now open your eyes. What's missing?* Students guess the missing letters (*Aa* and *Bb*).



Help students open their books to p. 9. Then point to *a* and *A* and ask *What letter is this?* Play **TR: 3** and have students repeat the letter *a*. Say *Now let's write the letter a. We'll start with the lowercase a.* Model writing *a* on the board. Trace the letter with your finger. Say *Now trace the a on page 9.* Have students first trace over the letter with their finger. Model using the arrows to trace the letter. Say *Let's write the letter a. Put your*

pencil at the start of arrow 1. Hold up your book and point to arrow 1. Then say *Move your pencil in that direction.* After students complete the first line, say *Now put your pencil at the start of arrow 2. Move your pencil down in the direction of the arrow. Keep your pencil on the dotted lines.* Students then trace the third *a* in the same way. Then say *Now write more a's to complete the line. Remember to write along the line from left to right.* Stand facing the same direction as your students and move your hand from left to right as you say this so that students know what direction to write in. As students write, walk around the room to check that they're holding their pencils correctly, forming the letters properly, and filling the entire line. Have students write a second line of lowercase *a*'s.

Repeat this instruction for the uppercase *A*'s. Have students trace, copy, and write two lines of uppercase *A*'s. Point out how the uppercase *A* extends to the top blue line. When students finish, say *Find and circle the a in the word apple.* Students circle the *a* at the beginning of the word.

Follow the same procedure for *b* and *B*. Play **TR: 4** and have students repeat the letter *b*. Then model and have students trace and write *b* and *B*. Point out how the line in the lowercase *b* extends to the top line.



Follow the same procedure for letters *c* to *z* on pp. 10–21. Use **TR: 5–28** and have students repeat each letter. Then have students trace and write the letters. When tracing lowercase letters *g, j, p, q,* and *y*, explain that these letters extend below the bottom red line. You may also want to point out the dot above the letters *i* and *j*.

Extend Use the **ABC Worksheets** for additional writing practice of each letter. Students can complete the worksheets in class or at home.

Wrap Up Choose a letter you have practiced in class. Trace the letter in the air. Students stand up if it's an uppercase letter and sit down if it's a lowercase letter. Have students then say the letter and trace it in the air.

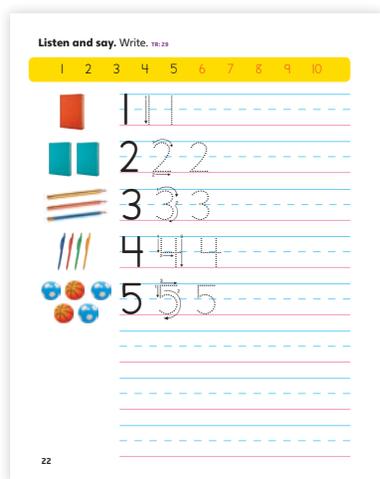
Objectives

- Students will
- count from 1–10.
 - trace and write numbers 1–10.

Resources

- ABC Book pp. 22–23
 Audio **TR: 29–30** (Audio CD, Website)

Warm Up Count from 1–10 on your fingers, and have students do the same. Chant the numbers 1–10 together as a class several times until students are comfortable counting. Then call out a number at random. For example, say *Eight*. Have students hold up the correct number of fingers.

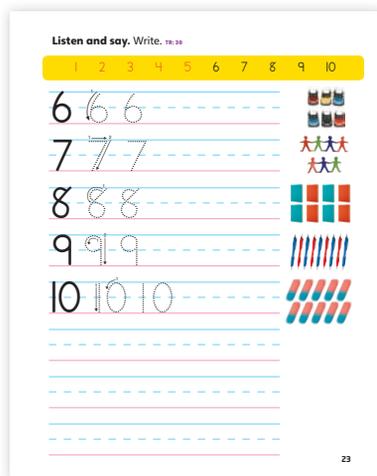


Help students open their books to p. 22. Point to the black numbers in the yellow box at the top of the page. Say *Let's count*. Point to and say each number and have students repeat: *1, 2, 3, 4, 5*. Then say *Listen and say*. Play **TR: 29** and have students point to the numbers and objects as they listen. Play **TR: 29** again and have students repeat the numbers and words.

TR: 29 1. one book 2. two books
 3. three pencils 4. four pens
 5. five balls

Point to number 1 and ask *What number is this?* Then say *Let's write number 1*. Model writing 1 on the

board. Trace the number with your finger, then trace the number in the air and have students copy you. Say *Now trace the 1 on page 22*. Students trace the first 1 with their finger. They then use a pencil to trace over the dotted outline to form the second 1. Point out that numbers extend from the top solid line to the bottom red line, just like uppercase letters. Students then trace the third 1 in the same way. Then say *Now write more 1's to complete the line*. As students write, check that they're forming the numbers correctly and writing the letters on the lines provided. Follow the same procedure for numbers 2–5.



Help students turn to p. 23. Point to the red numbers in the yellow box. Say *Let's count*. Have students point as they count numbers 1–5. Then point and say each number in black, and have students repeat: *6, 7, 8, 9, 10*. Play **TR: 30** and have students point to the numbers and objects as they listen. Play **TR: 30** again and have students repeat the numbers

and words. Then have students trace and write the numbers on the lines provided.

TR: 30 6. six cars 7. seven dolls
 8. eight books 9. nine pens
 10. ten erasers

Extend Continue practicing writing numbers 1–10 with any of the following activities:

- Students may write additional numbers in the extra handwriting lines provided at the bottom of pp. 22–23. They write 1–5 in order on the lines on p. 22 and 6–10 on the lines on p. 23.
- Write a number line on the board, leaving out two to three numbers. For example, write 1_3_5 6 7_9 10. Call on volunteers to come to the board and fill in the missing numbers. Repeat, leaving out different numbers each time.
- Say *Listen. Write the phone number*. Dictate a made-up phone number. Students listen and write the numbers on a piece of paper. Repeat several times, using different made-up phone numbers each time.

Wrap Up Clap your hands a number of times (choosing between 1–10). Have students say the number of claps they hear. Then have a volunteer come and write that number on the board. Repeat with different numbers as time allows.

Step 5: Tracing words and sentences

Objectives

- Students will
 - say, trace, and write words.
 - identify, trace, and write punctuation marks.
 - trace and write short sentences.
 - say an alphabet chant.

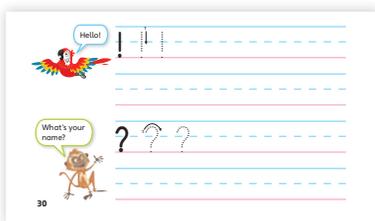
Resources

- ABC Book pp. 24–32
- Audio **TR: 31–39** (Audio CD, Website)



Help students open their books to p. 24. Play **TR: 31**. Have students point to and repeat each word. Then point to the apple and ask *What's this?* Then say *Let's write apple*. Model writing the word on the board. Then say *Now trace the word apple*. Students trace the word with their finger first, then with a pencil. Check that students write each word within the lines provided. Have students write the word *apple* on the blank line below the word they traced. Follow the same procedure for *book*, *cat*, and *dog*.

Repeat this process for the words on pp. 25–30. Use **TR: 32–37** to have students point to and repeat each word. Students then trace and write the words.



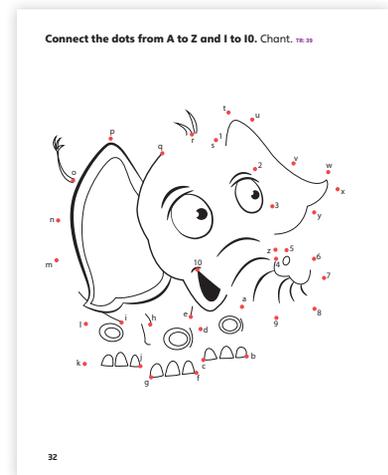
Point to the parrot and monkey mascots at the bottom of p. 30. Read each speech bubble aloud. Then write *Hello!* and *What's your name?* on the board. Underline the *H* and *W* and remind students that uppercase letters are used at the beginning of a sentence. Underline the exclamation mark and say *This is an exclamation mark. Use it after Hello!* Repeat with the question mark and say *We use a question mark after What's your name?* Then say *Let's trace the exclamation and question marks*. Model writing these punctuation marks on the board. Students then trace and write them on p. 30.



Help students turn to p. 31. Read each speech bubble aloud. Then point to the sentences at the top of the page. Play **TR: 38**, pausing for students to repeat. Then say to a student *Hello! What's your name?* Have him or her respond using *My name is (Mei)*. Have students practice this conversation in pairs.

Say *Let's write Hello! and What's your name?* Students trace and write these two sentences. Point out the use of uppercase letters and the punctuation marks. Write a student's name on the board, underlining the uppercase letter. Point out that the first letter of a name is always uppercase. Then point to the sentence *My name is . . .* on p. 31. Say *Now trace and write the sentence. Add your name*. Have students use a period at the end of this sentence. Provide help as necessary.

NOTE: Help students who don't use the Roman alphabet to identify the best letters to use in their names.



Help students turn to p. 32. Say *Find the letters a and b*. When students do so, say *Draw a line from a to b*. Then ask *What letter comes next?* (c) *Draw a line from b to c*. Have students complete the picture, first connecting letters *a* to *z*, and then numbers *1*–*10*. Then play **TR: 39** and have students chant the alphabet.