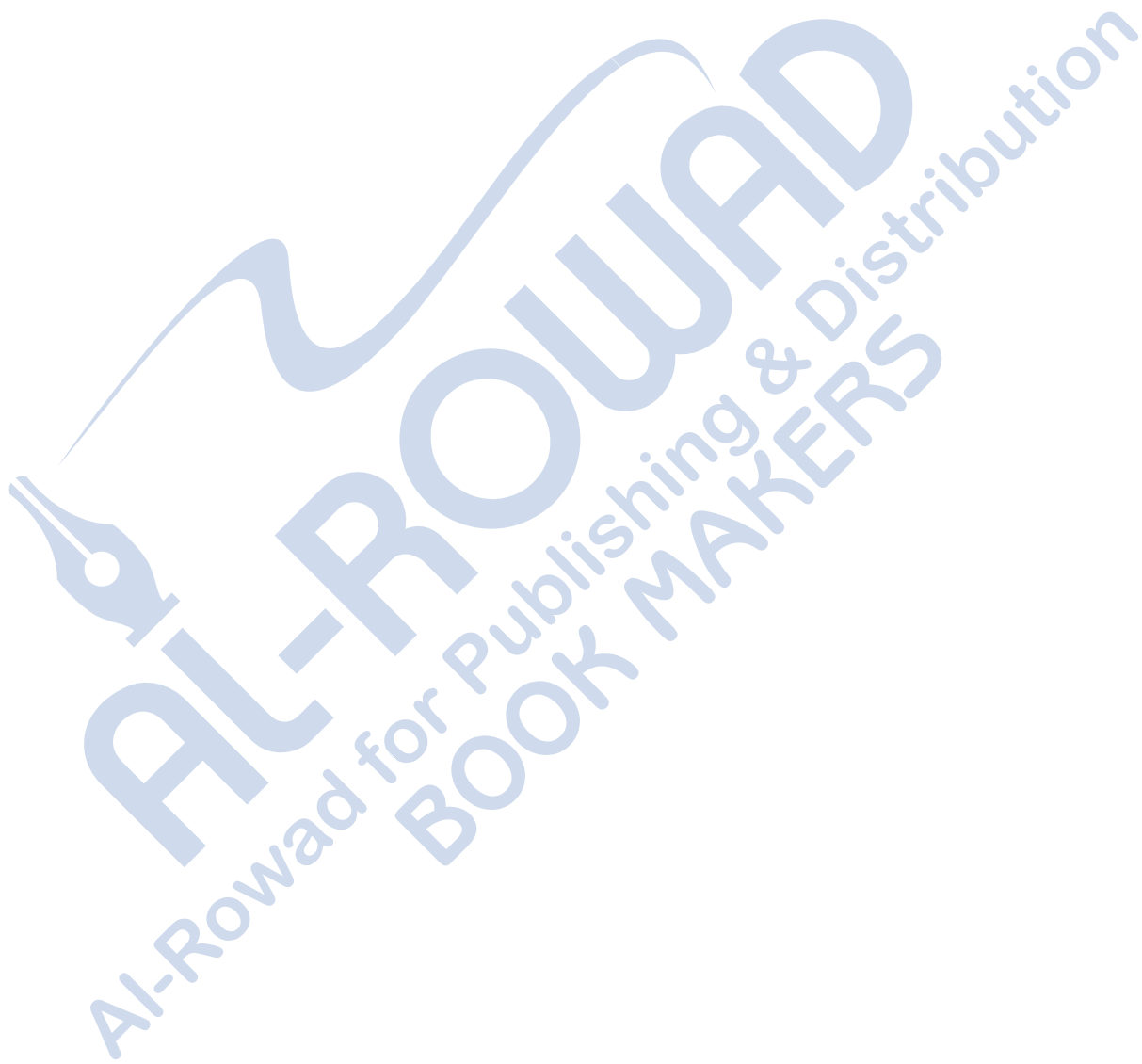


***BOOK “1”***

***My book***

**Teacher’s Book**





## **Intrroduction:**

My ABC is a course consisting of two levels for children of pre-school kindergarten age."My ABC small and small and capital letters". Through out the course, there is an emphasis on making learning english enjoyable for young children.Colourfull pictures lead the children into new language with interesting activities.The course is presented in a clear way with lots of ideas for teachers to follow.

## **Course objective**

On this course the following lexical areas and skills are taught.

- \*structure
  - present simple
    - "if you want to make a sentence"
  - Imparative form
    - "to ask them to do the exersices."

*Note:* "no emphasis in this book on the structure and verbs tenses"

- \*skills
  - Alphabets
  - Colours
  - Numbers
  - Action verbs / action activities

- \*Lexical areas
  - Animals
  - Toys
  - Fruit and vegetables

The children learn the skills of literacy and matching, storing and going through the first stages of letter, number format. There are many interesting activities which will no doubt a muse the young active learner. This book is easy and fun to use and will give the teacher a clear idea of how each child is progressing on an individual basis.

BOOK 1 -

**Page 1 Trace** Try to make a link between the two pictures” on the left and the right” to urge the students to make the trace between the two pictures. For example tell them there is a monkey who wants to eat a banana help him to do so and etc- to the other pictures.

The cat to the mouse

The flower to the butterfly

The Key to the door

- Try to clarify the relation between these two elements of (pictures) by asking the student to combine these pictures in a way.

**Page 2 Trace** Ask the students to trace over patterns on this page.

**Page 3 Recognize** Using a colourful flash cards, introduce the colours for the children one by one by showing the colour and asking them to repeat after you . and ask them at the end about the colours that you hold in your hand using the flash cards to check that they do know them all.

**Page 3 Recognize and colour** first introduce the pics to the student by telling them the name of each or by asking them if they know it or not. Then ask them about the colour of each and tell them to start painting after they recognize the colour .

**Page 4 learn & trace** : let the students look at the picture & ask them what is this , say the word & let them repeat after you several times . then let them make trace over the big red letter using their fingers on the air . then to trace the letter in the box.

**Page 4 colour the letter (a)** : using elaborating pictures or real materials . tell the students this is an axe / arm/ and ant .

Say the word several times and ask the students to repeat after you , then ask them to demonstrate the (a) in the word and to choose a colour and paint it .

**Page 5 join the buttons** : ask the students who can guess what are these dots form . ( tell them if they don't know) then ask them to join the dots .

**Page 5 circle the letter (a)** : make a general rounding-up or an identification if the picture is new to what the students know . say the words and tell the students to repeat then to circle the (a) s .

**Page 5 trace and write** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 6 learn and trace** : let the students look at the picture and ask them what is this . say the word and let them repeat after you several times . then let them make a trace over the big red letter using their fingers on the air , then to trace the letter in the box .

**Page 6 colour the letter** : using elaborating pictures or real materials tell the students this is a bus / boy / and a book and ask them to repeat after you . then ask them to demonstrate the (b) in the word and to choose a colour and paint it .

**Page 7 join the buttons** : ask the student who can guess what are these dots form .(tell them if they don't know) then ask them to join the dots .

**Page 7 circle the letter (b)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (b)<sub>s</sub> .

**Page 7 trace and write** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 8 learn and trace** : let the students look at the picture and ask them what is this .say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air , then to trace the letter in the box.

**Page 8 colour the letter (c )** : using elaborating pictures or real materials tell the students this is a cow/ crown and a car . then ask them to demonstrate the (c) in the word and to choose a colour and paint it .

**Page 9 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page9 circle the letter (c)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (c)<sub>s</sub> .

**Page 9 trace and write :** ask the students what is this letter; then ask them to trace over the first line . after that to write the two lines underneath .

**Page 10 join the letters to the suitable word :** Review the words of ( a , b , c ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 10 trace and colour :** Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them to join the dots with each other according to the alphabetical order . ask them about the shape that appeared.

**Page 11 trace and write :** make a general revision for the letters ( a , b , c ) then remind the students with the words they know on these letters , after that tell them to hold their pencils and start tracing and writing the letters.

**Page 11 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 12 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 8 colour the letter ( d ) :** using elaborating pictures or real materials tell the students this is a duck / door and a dog and ask



them to repeat after you . then ask them to demonstrate the (d) in the word and to choose a colour and paint it .

**Page 13 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 13 circle the letter (d) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (d)<sub>s</sub> .

**Page 13 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 14 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 14 colour the letter (e) :** using elaborating pictures or real materials tell the students this is an egg / eye and an eagle and ask them to repeat after you . then ask them to demonstrate the (e) in the word and to choose a colour and paint it .

**Page 15 circle the letter (e) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (e)<sub>s</sub> .

**Page 15 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 16 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 16 colour the letter (f ) :** using elaborating pictures or real materials tell the students this is a fingers frog and a flower and ask them to repeat after you . then ask them to demonstrate the (f) in the word and to choose a colour and paint it .

**Page 17 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 17 circle the letter (f) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (f)<sub>s</sub> .

**Page 17 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 18 join the letters to the suitable word :** Review the words of (d , e , f ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 18 trace and colour :** Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them to join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 19 trace and write :** make a general revision for the letters (d ,e ,f ) then remind the students with the words they know on these letters , after that tell them to hold their pencils and start tracing and writing the letters.

**Page19 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 20 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 20 colour the letter (g) :** using elaborating pictures or real materials tell the students this is a goat , green and a girl and ask them to repeat after you . then ask them to demonstrate the (g) in the word and to choose a colour and paint it .

**Page 21 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .



**Page 21 circle the letter (g) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students repeat then circle the (g)<sub>s</sub> .

**Page 21 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 22 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 22 colour the letter (h) :** using elaborating pictures or real materials tell the students this is a hand ,hat and a house and ask them to repeat after you . then ask them to demonstrate the (h) in the word and to choose a colour and paint it .

**Page 23 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 23 circle the letter (h) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (h)<sub>s</sub> .

**Page 23 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 24 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 24 colour the letter (i) :** using elaborating pictures or real materials tell the students this is an iron , island and an insect and ask them to repeat after you . then ask them to demonstrate the (i) in the word and to choose a colour and paint it .

**Page 25 join the dots :** ask the student who can guess what are these dots shape .”tell them if they don’t know” ask them to join the dots .

**Page 25 circle the letter (i) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (i)<sub>s</sub> .

**Page 26 join the letters to the suitable word :** Review the words of (g , h , I ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 26 trace and colour :** Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 27 trace and write :** make a general revision for the letters(g , h , i ) then remind the students with the words they know on these letters , after that tell them to hold their pencils and start tracing and writing the letters.

**Page 27 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 28 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 28 colour the letter (j) :** using elaborating pictures or real materials tell the students this is a jug , jewel and juice and ask them to repeat after you . then ask them to demonstrate the (j) in the word and to choose a colour and paint it .

**Page 29 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 29 circle the letter (j) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (j)s .

**Page 29 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 30 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 30 colour the letter (k) :** using elaborating pictures or real materials tell the students this is a key, kangaroo and ask them to repeat after you . then ask them to demonstrate the (k) in the word and to choose a colour and paint it .

**Page 31 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 31 circle the letter (k) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students repeat then circle the (k)<sub>s</sub> .

**Page 31 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 32 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 32 colour the letter (L) :** using elaborating pictures or real materials tell the students this is a lemon / leg and lamp and ask them to repeat after you . then ask them to demonstrate the (l) in the word and to choose a colour and paint it .



**Page 33 join the buttons** : ask the student who can guess what is these dots form .tell them if they don't know ask them to join the dots .

**Page 33 circle the letter (L)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (l)<sub>s</sub> .

**Page 33 trace and write** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 34 join the letters to the suitable word** : Review the words of (j ,k ,l ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 34 trace and colour** : Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 35 trace and write** : make a general revision for the letters( j , k , l ) then remind the students with the words they know on these letters , after that tell them hold their pencils and start tracing and writing the letters.

**Page 35 complete the letters** : Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group

. then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 36 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 36 colour the letter (m) :** using elaborating pictures or real materials tell the students this is a monkey / moon and a man and ask them to repeat after you . then ask them to demonstrate the (m) in the word and to choose a colour and paint it .

**Page 37 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 37 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 38 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 38 colour the letter (n) :** using elaborating pictures or real materials tell the students this is a nose /neck and a nest and ask them to repeat after you . then ask them to demonstrate the (n) in the word and to choose a colour and paint it .

**Page 39 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 39 circle the letter (n) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (n)<sub>s</sub> .

**Page 39 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 40 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 40 colour the letter (o) :** using elaborating pictures or real materials tell the students this is an olives /ox and a octopus and ask them to repeat after you . then ask them to demonstrate the (o) in the word and to choose a colour and paint it .

**Page 41 join the buttons :** ask the student who can guess what is these dots form .tell them if they don't know ask them to join the dots .

**Page 41 circle the letter (o) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students repeat then circle the (o)<sub>s</sub> .

**Page 41 trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 42 join the letters to the suitable word :** Review the words of (m , n , o ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 42 trace and colour :** Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 42 trace and write :** make a general revision for the letters( m , n , o ) then remind the students with the words they know on these letters , after that tell them to hold their pencils and start tracing and writing the letters.

**Page 43 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish. the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 44 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over red big red letter using their fingers on the air . then to trace the letter in the box .

**Page 44 colour the letter (p) :** using elaborating pictures or real materials tell the students this is a plane / palm and a pencil and ask them to repeat after you . then ask them to demonstrate the (p) in the word and to choose a colour and paint it .



**Page 45 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 45 circle the letter (p)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (p)<sub>s</sub> .

**Page 45 trace and write** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 46 learn and trace** : let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 46 colour the letter (q)** : using elaborating pictures or real materials tell the students this is a queen /quill and a quilt and ask them to repeat after you . then ask them to demonstrate the (q) in the word and to choose a colour and paint it .

**Page 47 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 47 circle the letter (q)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (q)<sub>s</sub> .

**Page 48 learn and trace** : let the students look at the picture and ask them what is this . say the word and let them repeat after you

several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 48 colour the letter (r)** : using elaborating pictures or real materials tell the students this is a rabbit /red and a radio and ask them to repeat after you . then ask them to demonstrate the (r) in the word and to choose a colour and paint it .

**Page 49 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 49 circle the letter (r)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (r)<sub>s</sub> .

**Page 49 trace and write** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 50 join the letters to the suitable word** : Review the words of (p,q,r) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 50 trace and colour** : Ask the students to look deeply to the page , then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 51 trace and write :** make a general revision for the letters(p , q , r ) then remind the students with the words they know on these letters , after that tell them to hold their pencils and start tracing and writing the letters.

**Page 51 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 52 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 52 colour the letter (s) :** using elaborating pictures or real materials tell the students this is a star /sun and a socks and ask them to repeat after you . then ask them to demonstrate the (s) in the word and to choose a colour and paint it .

**Page 53 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 54 circle the letter (s) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (s)<sub>s</sub> .

**Page 53 write and trace :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 54 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 54 colour the letter (t) :** using elaborating pictures or real materials tell the students this is a train /table and a tent and ask them to repeat after you . then ask them to demonstrate the (t) in the word and to choose a colour and paint it .

**Page 55 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 55 circle the letter (t) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (t)<sub>s</sub> .

**Page 55 write and trace :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 56 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 56 colour the letter (u) :** using elaborating pictures or real materials tell the students this is a uniform / and an umbrella and ask them to repeat after you . then ask them to demonstrate the (u) in the word and to choose a colour and paint it .



**Page 57 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 57 circle the letter (u)** : make a general rounding – up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students repeat then circle the (u)<sub>s</sub> .

**Page 57 write and trace** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 58 join the letters to the suitable word** : Review the words of (s , t , u ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 58 trace and colour** : Ask the students to look deeply to the page then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them to join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 59 trace and write** : make a general revision for the letters(s,t,u ) then remind the students with the words they know on these letters after that tell them hold their pencils and start tracing and writing the letters.

**Page 59 complete the letters** : Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then

give each group another rectangle to enable the three groups to write the three missing letters.

**Page 60 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 60 colour the letter (v) :** using elaborating pictures or real materials tell the students this is a vase /vegetable and a violin and ask them to repeat after you . then ask them to demonstrate the (v)<sub>s</sub> in the word and to choose a colour and paint it .

**Page 61 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 61 circle the letter (v) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (v)<sub>s</sub> .

**Page 61 Trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 62 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 62 colour the letter (w) :** using elaborating pictures or real materials tell the students this is a water /watch and a window and ask them to repeat after you . then ask them to demonstrate the (w)<sub>s</sub> in the word and to choose a colour and paint it .

**Page 63 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 63 circle the letter (w) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (w)<sub>s</sub> .

**Page 63 write and trace :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 64 join the letters to the suitable word :** Review the words of (v , w ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 64 trace and colour :** Ask the students to look deeply to the page then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 65 trace and write :** make a general revision for the letters(v , w) then remind the students with the words they know on these letters after that tell them to hold their pencils and start tracing and writing the letters.

**Page 65 complete the letters :** Divide the students into three groups and specify for each one a rectangle of letters . use a timer to tell them when to start and finish . the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 66 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 66 colour the letter (x) :** using elaborating pictures or real materials tell the students this is a xylophone or a x-ray and ask them to repeat after you . then ask them to demonstrate the (x) in the word and to choose a colour and paint it .

**Page 67 join the buttons :** ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 67 circle the letter (x) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (x) .

**Page 67 Trace and write :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath .

**Page 68 learn and trace :** let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .



**Page 68 colour the letter (y)** : using elaborating pictures or real materials tell the students this is a yacht and a yellow and ask them to repeat after you . then ask them to demonstrate the (y) in the word and to choose a colour and paint it .

**Page 69 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 69 circle the letter (y)** : make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (y)s .

**Page 69 write and trace** : ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath

**Page 70 learn and trace** : let the students look at the picture and ask them what is this . say the word and let them repeat after you several times , then let them make a trace over the big red letter using their fingers on the air . then to trace the letter in the box .

**Page 70 colour the letter (z)** : using elaborating pictures or real materials tell the students this is a zoo and a zero and ask them to repeat after you . then ask them to demonstrate the (z) in the word and to choose a colour and paint it .

**Page 71 join the buttons** : ask the student who can guess what are these dots form .tell them if they don't know ask them to join the dots .

**Page 71 circle the letter (z) :** make a general rounding-up or an identification “ if the picture is not familiar to what the students know . say the word and tell the students to repeat then to circle the (z)<sub>s</sub> .

**Page 71 write and trace :** ask the students what is this letter then ask them to trace over the first line . after that to write the two lines underneath

**Page 72 join the letters to the suitable word :** Review the words of (x , y , z ) letters , subsequently ask the students to read the two columns without order , then ask them to join the letter to the word .

**page 72 trace and colour :** Ask the students to look deeply to the page then refresh their memory with the alphabets order “ till they reach “ subsequently using their pencils tell them to join the dots with each other according to the alphabetical order . ask them about the shape that appeared .

**Page 73 trace and write :** make a general revision for the letters(x , y , z) then remind the students with the words they know on these letters after that tell them to hold their pencils and start tracing and writing the letters.

**Page 73 complete the letters :** Divide the students into three groups and give each one a rectangle of letters . use a timer to tell them when to start and finish. the first group that guess the missing letter and write it correctly is the winner group . then give each group another rectangle to enable the three groups to write the three missing letters.

**Page 74/5/6 Complete the word :** using a flashcards remind the student with the vocabularies they learned and let them look at their books after they memories the alphabets and start writing the missing letter .

**Page 77 Complete the letter:** Remind the student with the alphabets sing the song of alphabets twice for them to then let them to write the missing letters.

**NOTE 1:** the book contains a CD, which includes the exercises in the book and its answers you .have to give the students some hints on how to answer these questions and how to do these exercises one by one at the classroom before you ask them to do the homework at home using their computers.

**NOTE 2:** This book is aiming basically at the small letter shape it give the students the ability to write, trace, colour and identify the letter in small shape which is much more integral for the children in the primary stage.