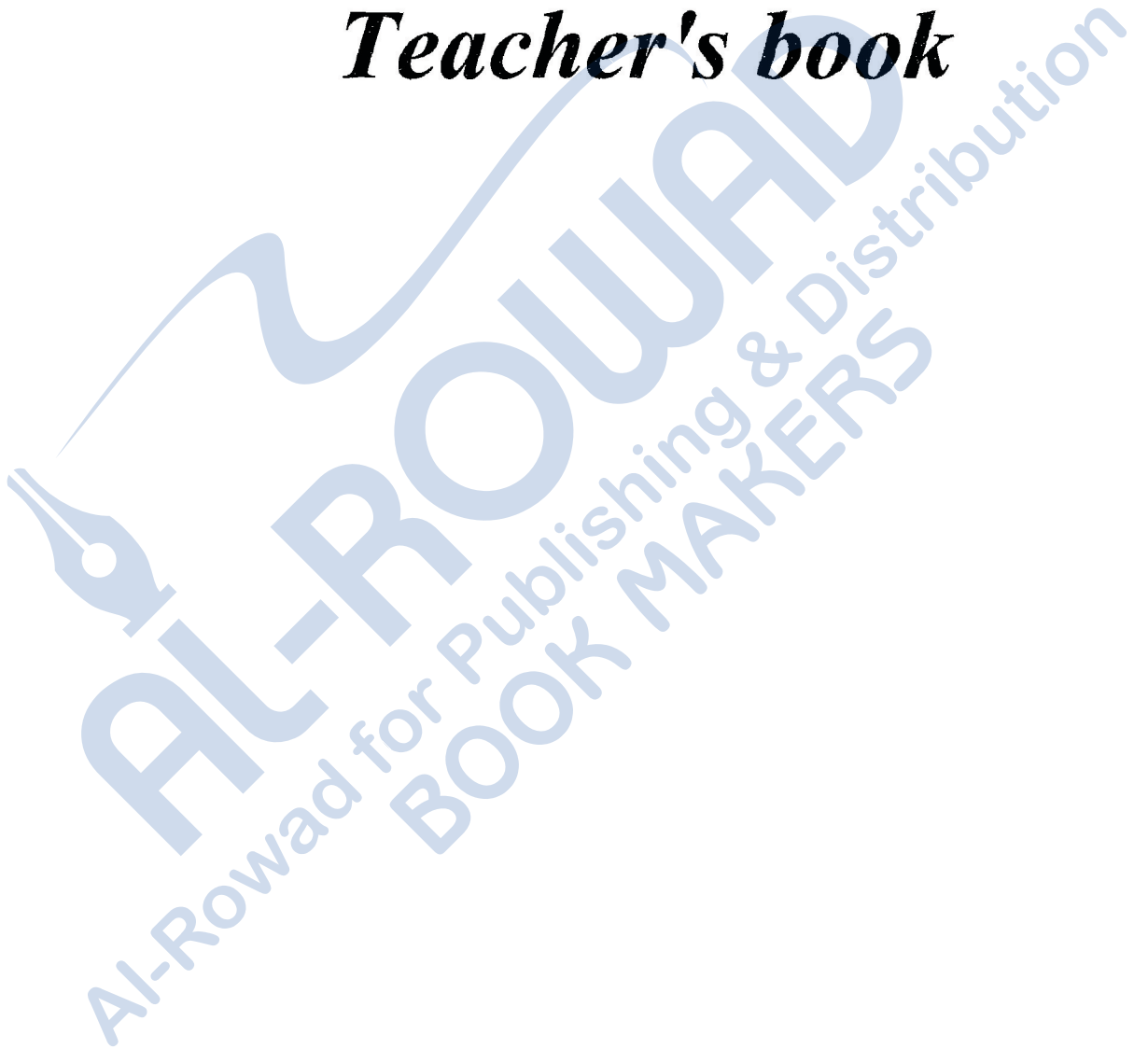


Book 2

Teacher's book



My ABC 2

Teacher's Book



Pioneers

Introduction

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. Colourful 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"
 - Imperative form
 - "To ask them to do the exercises."

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

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

- *Skills
 - Alphabets
 - Colours
 - Numbers

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 3 Recognize (student book): ask a student to stand in front of his friends in the classroom and start pointing to his organs one by one; say this is a head and point to his head, let them repeat after you and so on to all the body organs, subsequently let the students open their books on page 3 and help them to point to each part and name it.

Page 3 Recognize (student book): use flashcards to tell the students how to differentiate among colours. Say the colour first and let them repeat after you. then ask them to name something blue / green... etc around them or what is this (thing) colour?

Page 4/5 Trace (student book): Ask the student to look at their books and try to make a bond between the two pictures on both extremes. e . g the rabbit is going to eat a carrot: the fishhook is used for fishing ...etc.

Page 3 Trace “activity book”: ask the students to look at their books and try to make a relation between the two pictures on both extremes. e. g. the bird is flying towards its nest, or the bee is flying to its beehive.

Page 4 Circle “activity book”: ask the students to look at their books and ask them about the picture in the box on the left; then ask them to find the identical picture. On the right series of pictures.

Page 6 learn and trace “student book”: 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 (A) using their fingers on the air, then to trace the letter on the box.

Page 6 Colour the letter (A) “student book”: using elaborating pictures or real materials, tell the students this is an arm or an axe and ask them to repeat after you. Then ask them to demonstrate the (A) in capital letter in the word and to choose a colour and paint it.

The teacher should warn the student that the letter in this book are both capital and small letter.

Page 7 learn and trace” student book”: let the students look at the picture and ask them what is this .say the word and let them repeat after you. Then ask them to demonstrate the (a) in small letter in the word and to choose a colour and paint it.

Page 7 circle the letter “student book”: Make a general rounding-up or an identification if the students do not know the vocabularies. say them and tell them to repeat after you then to circle the (a)_s in small letter in the word.

Page 8 learn and trace “student book”:” Capital letter” 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 (B) by their fingers on the air. Then to trace the letter in the box.

Page 8 colour the letter” student book”:” Capital letter” using elaborating pictures or real materials tell the students this is a bear or a bird and ask them to repeat after you. Then ask them to

demonstrate the (B) in capital letter in the word and to choose a colour and paint it.

Page 9 learn and trace “student book”: “Small letter” 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 (b) by their fingers on the air. Then to trace the letter in the box.

Page 9 circle the letter (b) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (b)s.

Page 10 learn and trace “student book”: Capital letter; 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 by their fingers on the air. Then to trace the letter in the box.

Page 10 Colour the letter (C) “student book” capital letter; using elaborating pictures or real materials tell the students this is a cup or a cow and ask them to repeat after you. Then ask them to demonstrate the (C) in capital letter in the word and to choose a colour and paint it.

Page 11 learn and trace (c) “student book”: small letter; 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 (c) by their fingers on the air, then to trace the letter in the box.

Page 11 circle the letter (c) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle it.

Page 12 Trace “student book” Tell the students to read the letters and ask them to trace them or read the letter on your self first then ask them to write them.

Page 13 Match and complete the word:” student book”. Let the student look at the picture in the middle of the page ask them about it. remind them if they forget, repeat the word and let them repeat after you. When they say (Bag) for example tell them where is the (B) in the left side of the picture, then tell them match them to each other then ask them to write the B on the right side of the picture to complete the word... and so on.

Page 13 Complete:” student book”: Ask the students who can read the words Bag and Cat. Read them for the students if they can not. Let them go too far in the crossed square and help them to read the crossed letters and complete the words.

Page 14 choose the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 14 colour funny letters “student book” Let the student look at the coloured letters then ask them to read them and to tell the colour of each, then tell them to paint the letters as the coloured ones.

Page 15 Complete the letters “student book”: Explain for the students that each three letter is a series and there is missing letter on each, let them remember the alphabets and write the suitable letter.

Page 15 Trace and match the letter “ student book”; Ask the students to look deeply to the page to refresh their memories with the alphabets order “till the letters they reach”. Subsequently using their pencils tell them to join the dots with each other according to the alphabetical order. Ask about the shape that appeared.

Page 5 Circle the suitable letter ‘activity book’: let the students look at the exercise and help them to recognize the picture. Then let them choose the suitable letter for each picture. And for the words below; let the student circle each capital or small letter of (a, b, or c) in the words. Then let them trace the centipede.

Page 6 Tick under the picture begin a, b, c ”activity book”: let the students look at the pictures and depending on their memory let them recognize the word they had learned before and write its letter under it.

Page 7 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 7 colour the picture begins with “A” “a”: Activity book;” Let the student look at the book and ask them pointing to the first picture what is this. Then ask them to circle the one that starts with a or A.

Page 8 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 8 colour the picture begins with “B” “b”: Activity book;
” Let the student look at the book and ask them pointing to the first picture what is this. Then ask them to circle the one that start with B or b.

Page 9 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 9 colour the picture begins with “C” “c”: Activity book;
” Let the student look at the book and ask them pointing to the first picture what is this. Then ask them to circle the one that start with C or c

Page 10 Match “Activity book” Let the student look at the page and ask them what is this picture ? Then ask them to match each one to its alike picture. And so on.

Page 10 Match “Activity book” Let the student read the letters then look at the picture. Ask them what is this “about picture” and after they reply tell them to match.

Page 16 Recognize “student book”: let the students look at the picture on their book page and ask them; what can you see in the picture? And help them to answer your questions.

Page 17 Count and learn “student book”: let the students look at the page and tell them how many ice cream are there. let them repeat each number one by one then how many boys are they? let them repeat and so on until you reach 10. Then ask them to count from 1 – 10.

Page 11 colour “activity book”: Ask the students what is this number, let them count from 1 to 3 then to colour them.

Page 11 Trace and circle” activity book”: let the student read the numbers and then to trace them all. Then let them look at the picture and count how many girls and circle the correct number and so on.

Page 18 learn and trace “student book”: Capital letter; 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 by their fingers on the air. Then to trace the letter in the box.

Page 18 Colour the letter (D) “student book” capital letter; using elaborating pictures or real materials tell the students this is a dress and a dear and ask them to repeat after you. Then ask them to demonstrate the (D) in capital letter in the word and to choose a colour and paint it.

Page 19 learn and trace “student book”: small letter; 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 by their fingers on the air, then to trace the letter in the box.

Page 11 circle the letter (d) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (d)s.

Page 20 learn and trace “student book”: Capital letter; 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 by their fingers on the air. Then to trace the letter in the box.

Page 20 Colour the letter (E) “student book” capital letter; using elaborating pictures or real materials tell the students this is an elephant or an eagle and ask them to repeat after you. Then ask them to demonstrate the (E) in capital letter in the word and to choose a colour and paint it.

Page 21 learn and trace “student book”: small letter; 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 by their fingers on the air, then to trace the letter in the box.

Page 21 circle the letter (e) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (e)s.

Page 22 learn and trace “student book”: Capital letter; 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 by their fingers on the air. Then to trace the letter in the box.

Page 22 Colour the letter (F) “student book” capital letter; using elaborating pictures or real materials tell the students this is a fish or a frog and ask them to repeat after you. Then ask them to demonstrate the (F) in capital letter in the word and to choose a colour and paint it.

Page 23 learn and trace “student book”: small letter; 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 by their fingers on the air, then to trace the letter in the box.

Page 23 circle the letter (f) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (f)s.

Page 24 Trace “student book” Tell the students read the letters and ask them to trace them or read the letter on your self first then ask them to write them.

Page 25 Match and complete the word:” student book”. Let the student look at the picture in the middle of the page ask them what is this picture, remind them if they forget, repeat the word and let them repeat after you. When they say (fork) tell them where is the (f) in the left side of the picture, then tell them match them to each other then ask them to write the F on the right side of the picture to complete the word.

Page 25 Complete:” student book”: Ask the students who can read the words van, doll, fox and ear. Read them for the students if they can not. Let them go too far in the crossed square and help them to read the crossed letters and complete the words.

Page 26 chooses the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 26 colour funny letters “student book” Let the student look at the coloured letters and say the colour of each. Then tell them to paint the letters that is same of the given example.

Page 27 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each, let them remember the alphabets and write the missing letter.

Page 27 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “tell the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 12 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture, and for the words below let the student circle each capital or small of (d, e, f) in the words, then let them trace the d (or a ball and a stick).

Page 13 tick under the begin (d, e, f) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write its letter under it.

Page 14 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 14 Colour the picture begin with “D” ,“d” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “D” or “d”.

Page 15 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 15 Colour the picture begin with “E” , “e” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “E” or “e”.

Page 16 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 15 Colour the picture begin with “F” , “f” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “F” or “f”.

Page 17 Match “Activity book”: Let the student look at the page and read the letters. Then ask them what is this picture, when they say the word tell them to match to the first letter.

Page 17 Match “Activity book”: Let the students look at the page and ask them what is this? Then ask them to match each one to its alike picture. And so on.

Page 28 Recognize “student book”: let the students look at the picture on their book page and ask them; what can you see in the picture? And help them to answer your questions.

Page 18 colour “activity book”: Ask the students what is this number, let them count 4/5/6 then colour them.

Page 18 trace and circle, activity book: let the students read the numbers and then trace them all, then look at the picture and count how many things are they in the box and circle the correct numbers and so on.

Page 20 say Hello ... say good-bye, student book: let the student look at their books and read what the boy tell the girl and vica versa, Try to exaggerate the way of telling the salutation ‘ Hello “and act it with your self then choose a couple of children and let them do it.

Page 30 learn and trace student book: capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 31 Colour the letter (G) “student book” capital letter; using elaborating pictures or real materials tell the students this is a dress and a dear and ask them to repeat after you. Then ask them to demonstrate the (g) in capital letter in the word and to choose a colour and paint it.

Page 31 learn and trace student book: small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 31 circle the letter (g) “student book” small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student repeat then to circle the (g)s.

Page 32 learn and trace H student book: 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 by their fingers on the air then to trace the letter in the box.

Page 32 Colour the letter (H) “student book”; using elaborating pictures or real materials tell the students this is a hen and a hammer and ask them to repeat after you. Then ask them to demonstrate the (H) in capital letter in the word and to choose a colour and paint it.

Page 33 learn and trace student book: 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 by their fingers on the air then to trace the letter in the box.

Page 33 circle the letter (h) “student book”: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (h)s.

Page 34 learn and trace I student book: 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 by their fingers on the air then to trace the letter in the box.

Page 34 Colour the letter (I) “student book”; using elaborating pictures or real materials tell the students this is a dress and a deer and ask them to repeat after you. Then ask them to demonstrate the (I) in capital letter in the word and to choose a colour and paint it.

Page 35 learn and trace student book: 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 by their fingers on the air then to trace the letter in the box.

Page 35 circle the letter (I) “student book”: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (I)s.

Page 36 Trace “student book” Tell the students read the letters and ask them to trace them or read the letter on your self first then ask them to write them.

Page 37 Match and complete the word:” student book”. Let the student look at the picture in the middle of the page ask them what is this picture, remind them if they forget, repeat the word and let them repeat after you. When they say (gift) tell them where is the (G) in the left side of the picture, then tell them to match .ask them to write the G on the right side of the picture

Page 37 Complete:” student book”: Ask the students who can read the words girl and book. Read them for the students if they can not. Let them go too far in the crossed square and help them to read the crossed letters and complete the words.

Page 38 chooses the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 38 colour funny letters “student book” Let the student look at the coloured letters and say the colour of each. Then tell them to paint the letters which is the same of the given examples.

Page 39 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each, let them remember the alphabets and write the missing.

Page 39 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “till the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 19 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture. and to the words below—let the student circle each capital or small letter of (g , h , I) in the words, then let them trace the (g)_s.

Page 20 tick under the picture begin (g, h, I) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write its letter under it.

Page 21 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 21 Colour the picture begin with “ G” “g” “activity book”: let the student look at the book and ask them pointing to the first picture what is this and so on to the other picture, then ask them to circle the one that starts with “G” or “g”.

Page 22 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 22 Colour the picture begin with “ H” “ h” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “H” or “h”.

Page 23 Trace and write “activity book” Ask the student what is this letter. Then ask them to trace over the first line. After that to write the two lines underneath.

Page 23 Colour the picture begin with “ I” “i” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “I” or “i”.

Page 24 Match “Activity book”: Let the student look at the page and ask them what is this? Then ask them to match each one to its alike picture. And so on.

Page 24 Match “Activity book”: Let the student read the letter then looks at the picture. Ask them what is this picture then ask them to match.

Page 40 Recognize “student book”: let the students look at the picture on their book page and ask them; what can you see in the picture? help them to answer your questions.

Page 41 Join the numbers to suitable group “student book “: let the student look at the page and ask them to read the numbers they know then to count how many carrots/ rabbits / mice are they in the picture then let them join the picture to the number.

Page 25 colour “activity book”: Ask the students what is this number, let them count 7/8/9 then to colour them.

Page 25 trace and colour “activity book: let the students read the numbers then let them look at the picture and count how many things are they in the box. circle the correct numbers and so on.

Page 42 learn and trace student book, capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 42 Colour the letter (J) “student book”; using elaborating pictures or real materials tell the students this is a jug and a jewel and ask them to repeat after you. Then ask them to demonstrate the (j) in capital letter in the word and to choose a colour and paint it.

Page 43 learn and trace student book: 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 by their fingers on the air then to trace the letter in the box.

Page 43 circle the letter (J) “student book”: small letter Make a general rounding-up or an identification if the students do not know the word, say them and tell the student to repeat then to circle the (j)s.

Page 44 learn and trace K “student book” capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 44 Colour the letter (K) “student book” capital letter; using elaborating pictures or real materials tell the students this is a kite or a king and ask them to repeat after you. Then ask them to demonstrate the (K) in capital letter in the word and to choose a colour and paint it.

Page 45 learn and trace “student book”, small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 45 circle the letter “student book”, small letter: Make a general rounding-up or an identification if the students do not know the vocabularies say them and tell the student to repeat then to circle the (k)s.

Page 46 learn and trace “student book”, capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 46 Colour the letter (L) “student book” capital letter; using elaborating pictures or real materials tell the students this is a lemon or a ladder and ask them to repeat after you. Then ask them to demonstrate the (L) in capital letter in the word and to choose a colour and paint it.

Page 47 learn and trace (l) “student book”, small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 47 circle the letter “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say them and tell the student to repeat then to circle the (l)s.

Page 48 Trace “student book” Tell the students read the letters and ask them to trace them or read the letter on your self first then ask them to trace.

Page 49 Match and complete the word:” student book”. Let the student look at the picture in the middle of the page ask them what is this picture, remind them if they forget, repeat the word and let them repeat after you. When they say jewel tell them where is the (J) in the left side of the picture, then match the picture to the word and write the missing letter in space.

Page 49 Complete:” student book”: Ask the students who can read the words Jewel /kite and Lion. Read them for the students if they cannot. Let them go too far in the crossed square and help them to read the crossed letters and complete the words and help them to go vertically or horizontally with the letters to make words.

Page 50 choose the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 50 colour funny letters “student book” Let the student look at the coloured letters and say the colour of each. then tell them paint the letters which is the same of the given examples.

Page 51 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each, let them remember the alphabets and write the suitable letters on the dots.

Page 51 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “ till the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared .

Page 26 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture , and for the words below let the student circle each capital or small of (J,K,L) in the words , then let them trace the j.

Page 27 tick under the picture begin (J,K,L) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write its letter under it.

Page 28 Trace and write “activity book” 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 28 Colour the picture begin with “ J” “ j” “activity book”: let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “J” or “j”.

Page 29 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line.after that to write the two lines underneath.

Page 29 Colour the picture begin with “ K” “ k” “activity book”: let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “K” or “k”.

Page 30 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 30 Colour the picture begin with “ L” “ l” “activity book”: let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “L” or “l”.

Page 31 Match “Activity book:” Let the student look at the page and ask them what is this ? Then ask them to match each one to its alike picture. And so on.

Page 31 Match “Activity book”: Let the student read the letter then look at the picture. ask them what is this picture then ask them to match.

Page 52 Recognize “student book”: let the students read the letter then look at the picture. ask them what is this about ,and after they reply ask them to match.

Page 53 Learn ”student book”: let the students look at the page and tell them how many ... are they? When they answer (or you do it) ask them to repeat it twice. Then ask them to count from 1 to 10 as a revision then to 15.

Page 32 colour ”activity book”: Ask the students what are these number. Let them count 10/11/12 then to colour them.

Page 32 Trace and circle ”activity book”: let the students trace the numbers then tell them look at the picture and count how many things are they in the box and circle the correct numbers and so on.

page 54 learn and trace “student book”, capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 54 Colour the letter (M) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a mouth or a mosque 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 55 learn and trace(m) “student book”, small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 55 circle the letter (m) “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (m)_s.

page 56 learn and trace(N) “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 56 Colour the letter (N) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a nurse or a nail 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 57 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 57 circle the letter(n) “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (n).

page 58 learn and trace “student book” capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 58 Colour the letter (O) “student book” capital letter ; using elaborating pictures or real materials tell the students this is an orange or an olive 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 59 learn and trace (o) “student book”, small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 59 circle the letter (o) “student book” small letter: Make a general rounding-up or an identification if the students do not know the words say them and tell the student to repeat then to circle the (o)s.

Page 60 Trace “student book” Tell the students read the letters and ask them to trace the letters. or read the letter on your self first then ask them to trace.

Page 61 Match and complete the word: ”student book” . Let the student look at the picture in the middle of the page ask them what is this picture , remind them if they forget, repeat the word and let them repeat after you . when they say nest tell them where is the (N) in the left side then ask them to match the word to the picture, then let them write the missing letter on the dots .

Page 61 Complete:”student book”:Ask the students who can read the words moon/net and an owl. Read them for the students if they cannot. Let them go too far in the crossed square and help

them to read the crossed letters and complete the words and help them to go vertically or horizontally with the letters to make words.

Page 61 choose the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 61 colour the funny letters “student book” Let the student look at the coloured letters and give the colour of each , then tell them to paint the letters as the examples.

Page 62 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each, let them remember the alphabets and tell them to write the missing letters.

Page 62 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “ till the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 33 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture , and for the words below let the student circle each capital or small letter of (m,n,o) in the words , then let them trace the m.

Page 34 tick under the picture begin (m,n,o) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 35 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 35 Colour the picture begin with “ M” “ m” “activity book” : let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “M” or “m”.

Page 35 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 35 Colour the picture begin with “ N” “ n” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “N” or “n”.

Page 36 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 37 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 37 Colour the picture begin with “ O” “ o” “activity book” : let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “O” or “o”.

Page 38 Match “activity book”: Let the student look at the book and ask them what is this ? Then ask them to match each one to its alike picture . And so on.

Page 38 Match “activity book”: Let the student read the letter then look at the picture . ask them what is this picture about and after they reply tell them to match the letter to the picture.

Page 64 Recognize “student book” let the student look at the picture on their book and ask them what can you see in the picture? And let them answer you or ask them what is this? And help them to answer your question.

Page 65 Learn ”student book”: let the students look at the page and tell them how many ... are they? let them repeat the answer one by one until they reach the number 20 .then ask them to count from 1 to 20.

Page 39 colour ”activity book”:Ask the students what are these numbers. Let them count 13/14/15 then ask them to colour the numbers .

Page 39 Trace and circle “activity book” let the students trace the numbers then tell them to look at the picture and count how many things are they in the box then ask them to circle the suitable number and so on .

page 66 learn and trace “student book” capital letter: 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 by their fingers on the air then to trace the letter in the box.

Page 66 Colour the letter (P) “student book” capital letter: using elaborating pictures or real materials tell the students this is a plane or 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 67 learn and trace (p) “student book” :small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 67 circle the letter “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (p)s.

page 68 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 68 Colour the letter (Q) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a quill or queen 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 69 learn and trace “student book”, small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 69 circle the letter (q) “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say them and tell the student to repeat then to circle the (q)s.

page 70 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 70 Colour the letter (R) “student book” capital letter: using elaborating pictures or real materials tell the students this is a radio or rabbit 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 71 learn and trace “student book”, small letter: 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 by their fingers on the air then to trace the letter in the box.

Page 71 circle the letter (r) “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (r)s.

Page 72 Trace “student book” Tell the students read the letters and ask them to trace . or read the letter on your self first then ask them to trace.

Page 73 Match and complete the word:”student book” . Let the students look at the picture in the middle of the page ask them what is this picture , remind them if they forget, repeat the word and let them repeat after you . when they say quill for example let them pinpoint the (q) in the left column and match it to the picture, then to write the letter on the right column on the dots.

Page 73 Complete:”student book”: Ask the students who can read the words Palm / Quill and Ring. Read them for the students if they cannot. Let them go too far in the crossed square and help them to read the crossed letters and complete the words. help them to go vertically or horizontally with the letters to make words.

Page 74 choose the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 74 colour the funny letters “student book” Let the student look at the coloured letters and give the colour of each. then tell them to paint the letters as the given examples.

Page 75 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each series then let them remember the alphabets and write the missing letters.

Page 75 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “till the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 40 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture, and for the words below let the student circle each capital or small letter of (p, q, r) in the words, then let them trace the (p)s.

Page 41 tick under the picture begin (p, r, q) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 42 Trace and write “activity book” Ask the student what is this letter, then ask them to trace over the first line, after that to write the two lines underneath.

Page 42 Colour the picture begin with “P” “p” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “P” or “p”.

Page 43 Trace and write “activity book” Ask the student what is this letter, then ask them to trace over the first line, after that to write the two lines underneath.

Page 43 Colour the picture begin with “O” “o” “activity book”: let the student look at the book and ask them pointing to the first picture what is this, then ask them to circle the one that starts with “O” or “o”.

Page 44 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 44 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 44 Colour the picture begin with “ R” “ r” “activity book” : let the student look at the book and ask them pointing to the first picture what is this , then ask them to circle the one that starts with “R” or “r”.

Page 45 Match “activity book”: Let the student look at the book and ask them what is this ? Then ask them to match each one to its alike picture . And so on.

Page 45 Match “activity book”: Let the student read the letter then look at the picture . ask them what is this picture about and after they reply tell them to match the letter to the picture.

Page 46 colour ”activity book”: Ask the students what are these numbers. Let them count 1 -15 then tell them 16/17 and ask them to repeat then to colour them .

Page 46 Trace and circle “activity book” let the students trace the numbers then tell them to look at the picture and count how many things are they in the box then ask them to circle the suitable number and so on .

Page 76 Recognize “student book” let the student look at the picture on their book page and ask them what can you see in the picture? And let them answer you or ask them what is this? And help them to answer your question.

Page 77 Good morning “student book” when you enter the class room say “good morning and let the student reply you good morning again and ask them how are you and tell them what the reply suppose to be (I’m fine thank you) and let them repeat .choose a couple of student and let them ask and answer each other introduce the words father / mother brother and sister in a context.

page 78 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 78 Colour the letter (S) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a sun or saw 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 79 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 79 circle the letter (s) “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (s)s .

page 80 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 80 Colour the letter (T) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a tent or tomato 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 81 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 82 circle the letter (t) “student book” small letter : Make a general rounding-up or an identification, if the students do not know the word say it and tell the student to repeat then to circle the (t)s .

page 83 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 83 circle the letter (u) “student book” small letter: Make a general rounding-up or an identification, if the students do not know the word say it and tell the student to repeat then to circle the (u)s .

Page 84 Trace “student book” Ask the students to read the letters and ask them to trace or read the letter on your self first then ask them to trace.

Page 85 Match and complete the word: ”student book” . Let the student look at the picture in the middle of the page ask them what is this picture , remind them if they forget, repeat the word and let them repeat after you . when they say umbrella tell them pinpoint the suitable letter for the picture from the left column and to match it to the picture then to write the missing letter in the space.

Page 85 Complete: ”student book”: Ask the students who can read the words star / turtle and umbrella. Read them for the students if they cannot. Let them go too far in the crossed square and help them to read the crossed letters and complete the words and help them to go vertically or horizontally with the letters to make words.

Page 86 choose the suitable word “student book”: this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 86 colour the funny letters “student book” Let the student look at the coloured letters and give the colour of each . then tell them to paint the letters as the given examples.

Page 87 Complete the letters “student book”: Explain for the students that each three letter is a series and there is a missing letter on each series then let them remember the alphabets and write the missing letters.

Page 87 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “till the letter they reach” subsequently, using their pencils, tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 47 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture , and for the words below let the student circle each capital or small letter of (s ,t ,u) in the words , then let them trace the (s)s.

Page 48 tick under the picture begin (s ,t ,u) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 49 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 49 Colour the picture begin with “ S” “ s” “activity book” : let the student look at the book and ask them pointing to the first picture what is this and so on , then ask them to circle the one that starts with “S” or “s”.

Page 50 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 50 Colour the picture begin with “ T” “ t” “activity book” : let the student look at the book and ask them pointing to the first picture what is this and so on , then ask them to circle the one that starts with “T” or “t”.

Page 51 learn and write “activity book” Ask the student what is this letter then ask them to trace over the first line. After that to write the two lines underneath.

Page 51 Colour the picture begin with “ U” “ u” “activity book” : let the student look at the book and ask them pointing to the first picture what is this and so on , then ask them to circle the one that starts with “U” or “u”.

Page 52 Match “activity book”: Let the student look at the book and ask them what is this ? Then ask them to match each one to its alike picture . And so on.

Page 52 Match “activity book”: Let the student read the letter then look at the picture . ask them what is the picture about then tell them to match.

Page 53 colour ”activity book”: Ask the students what are these number. Let them count 1 -18 then tell them 19/20 and ask them to repeat after you then colour the numbers .

Page 53 Trace and circle “activity book” let the students trace the numbers then let them look at the picture and count how many things are they in the box then to circle the suitable number under the picture.

Page 88 Recognize “student book” let the student look at the picture on their book and ask them what can you see in the picture? And let them answer you or ask them what is this? And help them to answer your question.

Page 89 Recognize “student book” Make a brief revision for the colours by using flash cards or real materials.

Page 89 what is the colour? “student book” let the student look at the pictures and ask them of what they can see tell them if they do not know.

page 90 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 90 Colour the letter (V) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a vase or vegetable and ask them to repeat after you . then ask them to demonstrate the (V) in the word and to choose a colour and paint it.

page 91 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 91 circle the letter “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (v)s.

page 92 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 92 Colour the letter (W) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a watch or wolf and ask them to repeat after you . then ask them to demonstrate the (W) in the word and to choose a colour and paint it.

page 93 learn and trace “student book”: small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 93 circle the letter (w) “student book” small letter: Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (w)s.

Page 94 Trace “student book” Tell the students read the letters and ask them to trace or read the letter on your self first then ask them to trace.

Page 94 Learn "student book" :let the students look at the book and ask them about each picture what is this. tell them if they do not know.

Page 95 Match and complete the word: "student book". Let the student look at the picture in the middle of the page ask them what is this picture, remind them if they forget, repeat the word and let them repeat after you .when they say window for example ask them to find the (w) in the left column then write the missing letter in the right column.

Page 95 Complete: "student book": Ask the students who can read the words watch and vase. Read them for the students if they can not. Let them go too far in the crossed square and help them to read the crossed letters and complete the words. help them to go vertically or horizontally with the picture.

Page 96 choose the suitable word "student book": this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 96 colour the funny letters "student book" Let the student look at the coloured letters and give the colour of each . then tell them to paint the letters as the given examples.

Page 97 Complete the letters "student book": Explain for the students that each three letter is a series and there is a missing letter on each series then remind them with the alphabets and write the suitable letters.

Page 97 match the letter “student book”: ask the student to look deeply to the page then refresh their memories with the alphabets order “ tell the letter they reach” subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 54 circle the suitable letter “activity book”: let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture , and for the words below let the student circle each capital or small letter of (v , w) in the words , then let them trace the (v)s.

Page 55 tick under the picture begin (v , w) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 56 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 56 Colour the picture begin with “ V” “ v” “activity book” : let the student look at the book and ask them pointing to the first picture what is this and so on , then ask them to circle the one that starts with “V” or “v”.

Page 57 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 57 Colour the picture begin with “ W” “ w” “activity book”: let the student look at the book and ask them pointing to the first picture what is this and so on , then ask them to circle the one that starts with “W” or “w”.

Page 58 Match “activity book”: Let the student look at the book and ask them what is this ? Then ask them to match each one to its alike picture.

Page 58 Match “activity book”: Let the student read the letter then look at the picture . ask them what is the picture about then tell them to match.

Page 59 colour ”activity book”: Ask the students what are these number. Let them count 1 -20 then tell them 21/22 and ask them to repeat then to colour them.

Page 59 Trace and circle “activity book” let the students look at the picture on their book and ask them what can you see in the picture? help them to answer your question.

Page 98 Recognize “student book” let the student look at the picture on their book and ask them what can you see in the picture? help them to answer your question.

Page 99 what is she doing “student book” this exercise is focusing on the action words. say the word and its meaning and let them see the picture and ask them question by question.

page 100 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 100 Colour the letter (X) “student book” capital letter; using elaborating pictures or real materials tell the students this is

a xylophone or 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 101 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 101 circle the letter (x) “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (x)s.

page 102 learn and trace “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 102 Colour the letter (Y) “student book” capital letter; using elaborating pictures or real materials tell the students this is yellow or yacht 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 103 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 103 circle the letter (y) “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (y)s.

page 104 learn and trace (Z) “student book” capital letter : 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 by their fingers on the air then to trace the letter in the box.

Page 104 Colour the letter (Z) “student book” capital letter ; using elaborating pictures or real materials tell the students this is a zero or zebra 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 105 learn and trace “student book” :small letter : 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 by their fingers on the air then to trace the letter in the box.

Page 105 circle the letter (z) “student book” small letter : Make a general rounding-up or an identification if the students do not know the word say it and tell the student to repeat then to circle the (z)s.

Page 106 Trace “student book” ask the student to read the letters Then to trace them.

Page 107 Match and complete the word: ”student book”. Let the student look at the picture in the middle of the page ask them what is this picture, remind them if they forget, repeat the word

and let them repeat after you . when they say yacht for example let them to pinpoint to the (y) on the left column and match it to the picture then to write the missing letter in the right side.

Page 107 Complete: "student book": Ask the students who can read the words watch and vase. Read them for the students if they can not. Let them go too far in the crossed square and help them to read the crossed letters and complete the words and help them to go vertically or horizontally with the letter to make the words.

Page 108 choose the suitable word "student book": this exercise is aiming at giving the students the ability to divide between the capital and the small letter. Read the words and remind them with the vocabularies of the capital and small letters, then ask them to choose the suitable one for each letter.

Page 108 colour the funny letters "student book" Let the student look at the coloured letters and give the colour of each . then tell them to paint the letters as the given examples.

Page 109 Complete the letters "student book": Explain for the students that each three letter is a series and there is a missing letter on each series then remind them with the alphabets and let them write the suitable letters on the space.

Page 109 match the letter "student book": Ask the student to look deeply to the page then refresh their memories with the alphabets order "till the letter they reach" subsequently using their pencils tell them to join the dots with each other according to the alphabetical order ask about the shape that appeared.

Page 60 circle the suitable letter "activity book": let the students look at the exercise and help them to recognize the pictures then let them choose suitable letter for each picture , and

for the words below let the student circle each capital or small letter of (x , y, z) in the words , then let them trace the (x)s.

Page 61 tick under the picture begin (x ,y ,z) “activity book”: let the students look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 62 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 62 Colour the picture begin with “ X” “ x” “activity book”: let the student look at the picture and depending on their memory let them recognize the words they had learned before and write the letter under the picture.

Page 63 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 63 Colour the picture begin with “ Y” “ y” “activity book”: let the picture and depending on their memory let them recognize the words they had learned before and write the letter under its picture.

Page 64 Trace and write “activity book” Ask the student what is this letter .then ask them to trace over the first line .after that to write the two lines underneath.

Page 64 Colour the picture begin with “ Z” “ z” “activity book” : let the student look at the book and ask them pointing to the first picture what is this and so on, then ask them to circle the one that starts with “W” or “w”.

Page 65 Match “Activity book”: Let the student look at the book and ask them what is this ? Then ask them to match each one to its alike picture and so on.

Page 65 Match “Activity book”: Let the student read the letter then look at the picture . ask them what is the picture about then tell them to match.

Page 66 colour ”activity book”: Ask the students what are these numbers. Let them count 1 -22 then tell them 23/24/25 and ask them to repeat after you then to colour the numbers.

Page 66 Trace and circle “activity book” let the students trace the number then let them look at the picture and count how many things are they in the box then to circle the suitable number under each picture.

Page 110 Recognize “student book” let the student look at the picture on their book and ask them what can you see in the picture? then let them answer you or ask them what is this? And help them to answer your question.

Page 111 what is she doing “student book” this exercise is focusing on action words. say the word and its meaning and let them see the picture then ask the questions one by one.

Page 67/68 read and colour “activity book“ let the students read the words or read them in your self if they could not ask them to recognize the pictures and ask them on what they see then let them colour the shapes.

Page 69 read and match “activity book” let the student read the words and repeat them twice or thrice then ask them to pinpoint to their body organs and the picture in their books.

Page 70 read and colour ”activity book” ask the student what is this tell them if they do not know let them read the colours then to colour the rainbow and the other pictures below.

Page 71 Trace and colour “activity book” Ask the student to look deeply to the page then refresh their memory with the alphabets order subsequently using their pencils tell them to join the dots with each other according to the alphabetical order . Ask about the shape that appeared.

Page 71 Complete “activity book” Let the students look at the book and ask them to write the missing letter in the gray square.

Page 46 colour ”activity book”: Teach them the salutation“ good bye” let them repeat and use it in a context then ask them to colour the picture.

NOTE 1: This book has a compact disk inside it which has all the exercises and its answers. so before you ask the students to do the exercise give them general hints on how to do them at home.

NOTE 2: This book has the capital and small letter, it illustrates both shapes in a balanced manner so the emphasis on this book is on both, so your effort should be directed to teach the students how to write, recognize and identify both.

