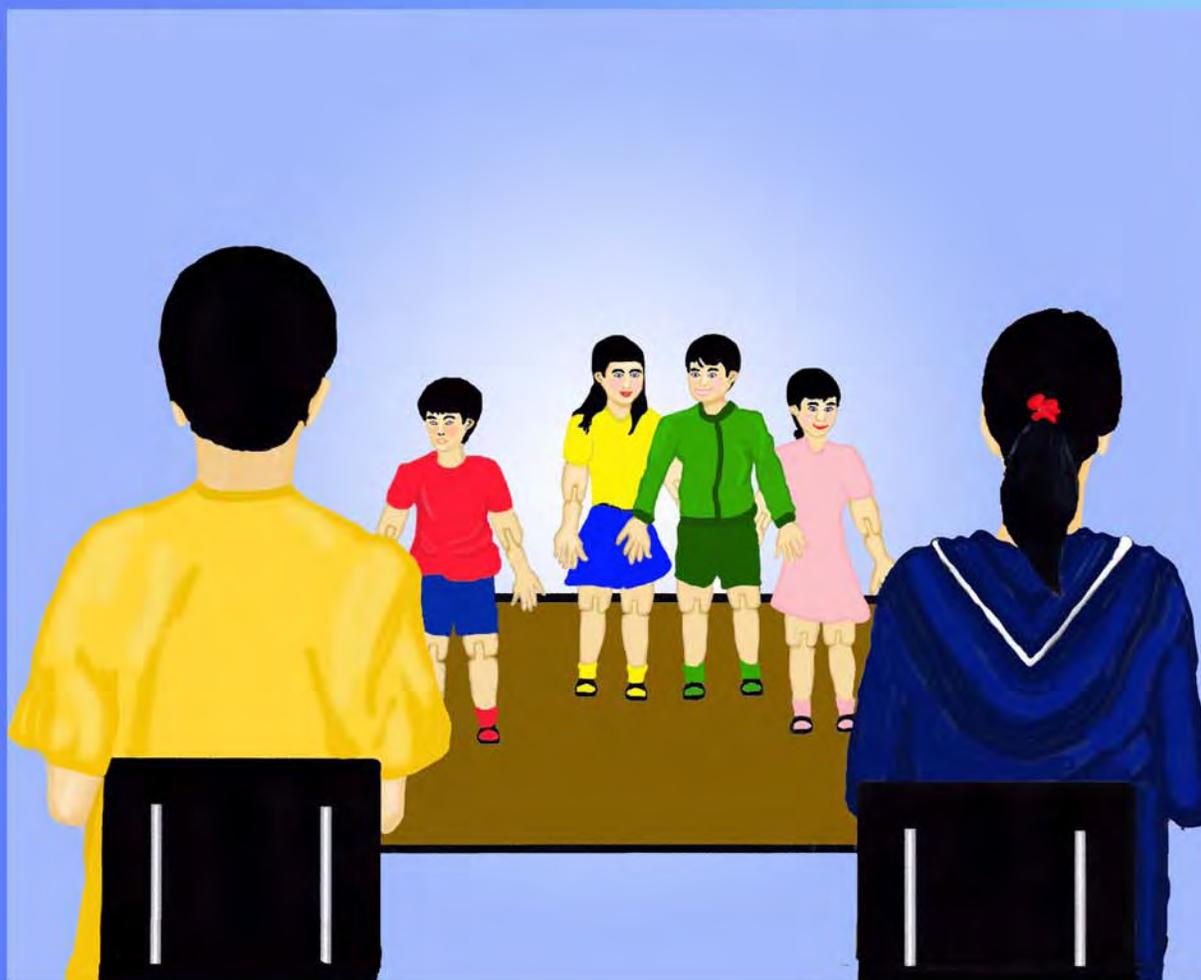


# **CHILDREN'S ESL CURRICULUM LEARNING ENGLISH WITH LAUGHTER**

**Student Book 1B From M to Z  
Second Edition in Color**



**Daisy A. Stocker B.Ed., M.Ed.  
George A. Stocker D.D.S.**

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LEARNING ENGLISH WITH LAUGHTER**

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Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

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# **LEARNING ENGLISH WITH LAUGHTER**

## **STUDENT BOOK 1B**

### **M TO Z**

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# LEARNING ENGLISH WITH LAUGHTER

## INTRODUCTION BOOK 1B

The **STUDENT BOOK** that accompanies this guide is written for children under the age of seven. The large print text containing the key words for the letter being introduced will introduce the children to reading. Reading expectations will vary according to the age of the children. Some will start to read, while many will need to participate in the activities and exercises provided. However, the sentences provided on the pages should be read to the children and repeated by the children a number of times. We suggest that the children place a marker under each sentence as they repeat it.

**Adapt the instructions for all pages to meet the needs of your students.**

Children learn their first language by listening and repeating what they hear. It is important that they have many opportunities to listen to and repeat the English sentences. Although many animals and birds are shown and used as examples of initial letter sounds, the children will not memorize the names of all of these. We suggest that during the listening exercises only, the teacher stress the first sound of each word. Explain that each letter has a name, just as they have names.

The basic teacher instructions are given in the small boxes on each page. This is efficient for the teacher and also allows the parents to understand what the child has been asked to do

It will be important to provide the students with paper markers of about 17 centimeters long and 5 centimeters wide. These are attractive if they are made of colored paper or cardboard. Having a class set of laminated markers saves time and money.

When the children count it helps them if that they touch the person, object or picture as they count. They should move in a left to right direction. Although most children of three and four will not be able to do this without help, it will lead them to understand the concept of a one to one relationship.

The **PRACTICE BOOK** provides independent work for the children. They will need a brief explanation of what they are to do before starting the pages that accompany each lesson. A brief review of how to form the large letters will ensure that they practice the movements correctly when using a crayon. A pencil can be used when printing between the lines.

**Adapt the instructions for all pages to meet the needs of your students.**

The **TEACHER'S GUIDE** includes games that provide essential listening and speaking experiences. We suggest that these activities and games be saved for the latter part of the class when the children are tired. It has been our experience that when the children arrive, the first thing they ask is, "Can we play a game now?" or "Can we play Bingo now"? Our answer was to tell them that there is work we need to do first, so let's get busy so we can play a game or two. We found that they developed a positive attitude towards learning English. This allowed everyone to enjoy the class time.

These games reinforce the lessons covered in the book. They are a very important part of the program.

**Note: You are the teacher – do it your way!**

We wish you success with your classes,  
Daisy Stocker B.Ed. M.Ed.     George Stocker D.D.S.  
Learning English with Laughter Ltd.

# LEARNING ENGLISH WITH LAUGHTER



**FROM - M to Z**

**STUDENT BOOK 1B**



## CONTENTS

### VERSES

<b>Lesson 13</b>	<b>Mm</b>	<b>Longlegs</b>	<b>39</b>
<b>Lesson 14</b>	<b>Nn</b>	<b>Longlegs</b>	<b>42</b>
<b>Lesson 15</b>	<b>Oo</b>	<b>Longlegs</b>	<b>45</b>
<b>Lesson 16</b>	<b>Pp</b>	<b>Longlegs</b>	<b>48</b>
<b>Lesson 17</b>	<b>Qq</b>	<b>Longlegs</b>	<b>51</b>
<b>Lesson 18</b>	<b>Rr</b>	<b>Longlegs</b>	<b>54</b>
<b>Lesson 19</b>	<b>Ss</b>	<b>Boats</b>	<b>57</b>
<b>Lesson 20</b>	<b>Tt</b>	<b>Boats</b>	<b>60</b>
<b>Lesson 21</b>	<b>Uu</b>	<b>Boats</b>	<b>63</b>
<b>Lesson 22</b>	<b>Vv</b>	<b>Boats</b>	<b>66</b>
<b>Lesson 23</b>	<b>Ww</b>	<b>Make Believe</b>	<b>69</b>
<b>Lesson 24</b>	<b>Xx</b>	<b>Make Believe</b>	<b>72</b>
<b>Lesson 25</b>	<b>Yy</b>	<b>Make Believe</b>	<b>75</b>
<b>Lesson 26</b>	<b>Zz</b>	<b>Make Believe</b>	<b>78</b>

# LEARNING ENGLISH WITH LAUGHTER

## INDEX OF PHONICS

### BOOK 1B

### FROM - M TO Z



**Saying Letter Names – 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78**

**Picture – Initial Sounds – 39, 42, 45, 48, 51, 54, 57, 60, 63, 66, 69, 72, 75, 78**

**Tracing/Printing Letters – 39, 42, 43, 45, 48, 51, 54, 57, 60, 64, 66, 69, 72, 75, 78,**

**Speaking – all pages**

**Counting – 40, 46**

**Identifying similarities and differences –40, 42, 43, 58, 70**

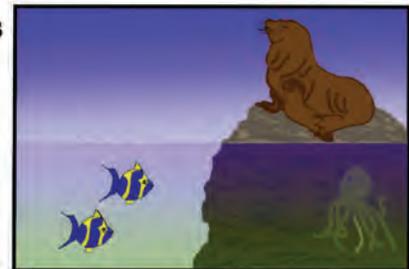
**Identifying beginning Consonants –43, 44, 50, 52, 55, 61, 64, 67, 70, 73, 76, 79**



**Following Oral Directions – all pages**

**Listening – all pages**

**Maze – 49, 74**



**Verses – 42, 44, 47, 50, 53, 56, 59, 62, 65, 68, 71, 74, 77, 80**

**Objectives – to teach:** the symbol and sound for Mm – identifying the initial Mm in words – vocabulary – sentence structure – sentence comprehension – identifying visual differences – identifying auditory differences – following oral directions – counting to ten – reading numbers to 10 – listening to a story –

Put your finger on the big “M”.

Put your finger on the little “m”.

Print big “M” with your crayon. Start at the top and go down.  
Print little “m” with your crayon.

Put your finger on the monkey. **Say:** monkey. Stress the first sound.  
Put your finger on the mushrooms.  
Do you like mushrooms?

Put your finger on the moon.

Put your finger on the moon’s nose.

Put your finger on the moon’s mouth.



**The monkey sits on a mushroom under the moon.**

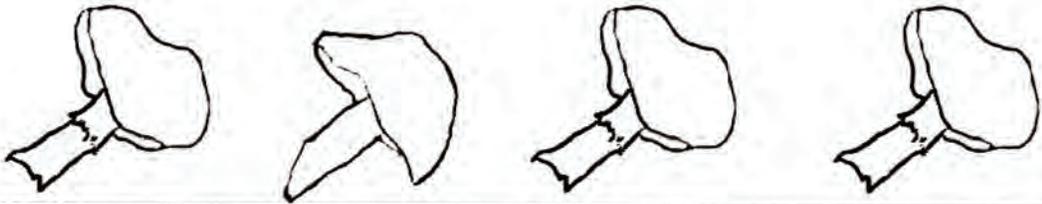
Print the big “M’s” with your crayon. Start at the top and go down.



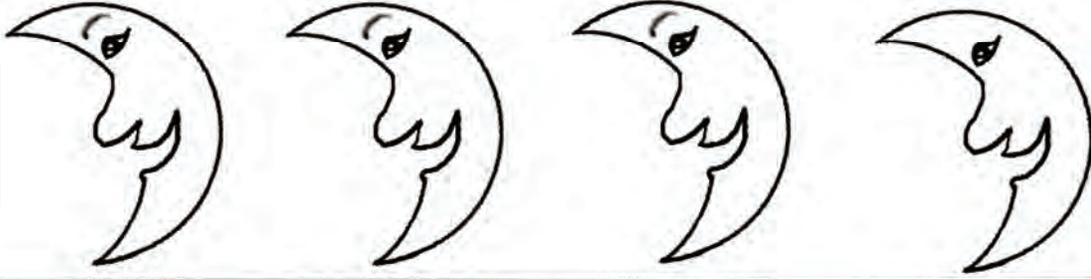
Print the little “m’s” with your crayon.



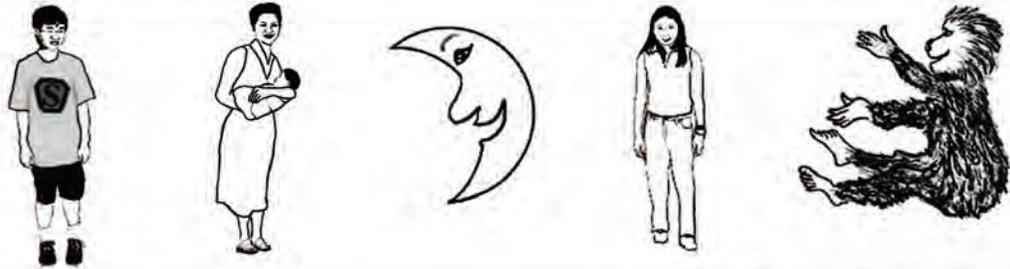
Circle the mushroom that is different.



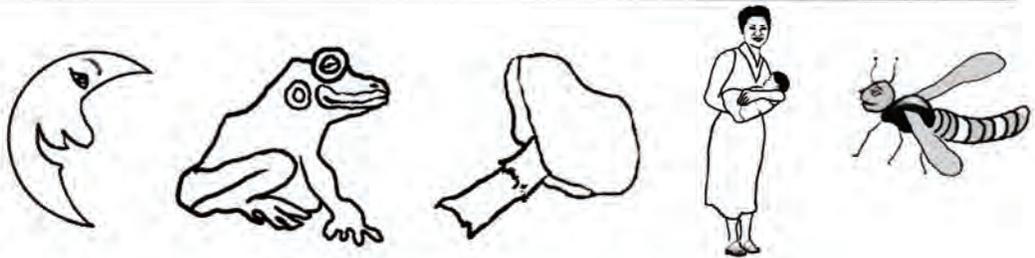
Circle the moon that is different.



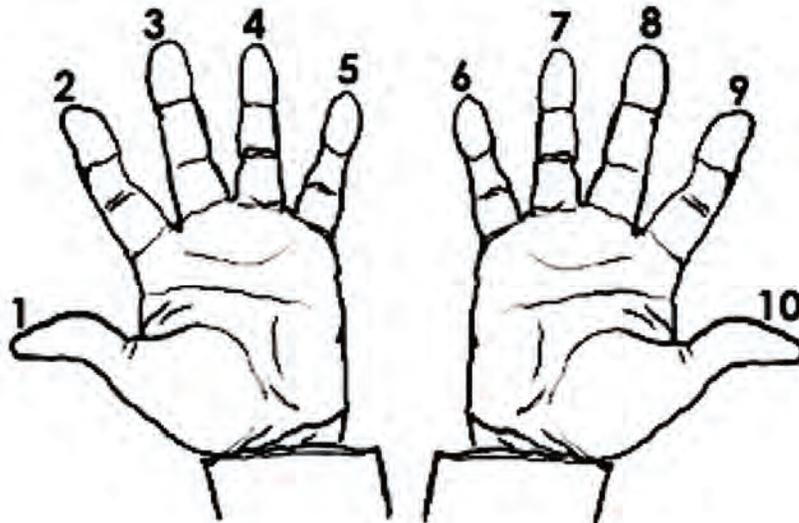
Have the children point to the pictures as you say: boy, mother, moon, girl, monkey.  
Circle the pictures that start with **Mm**.

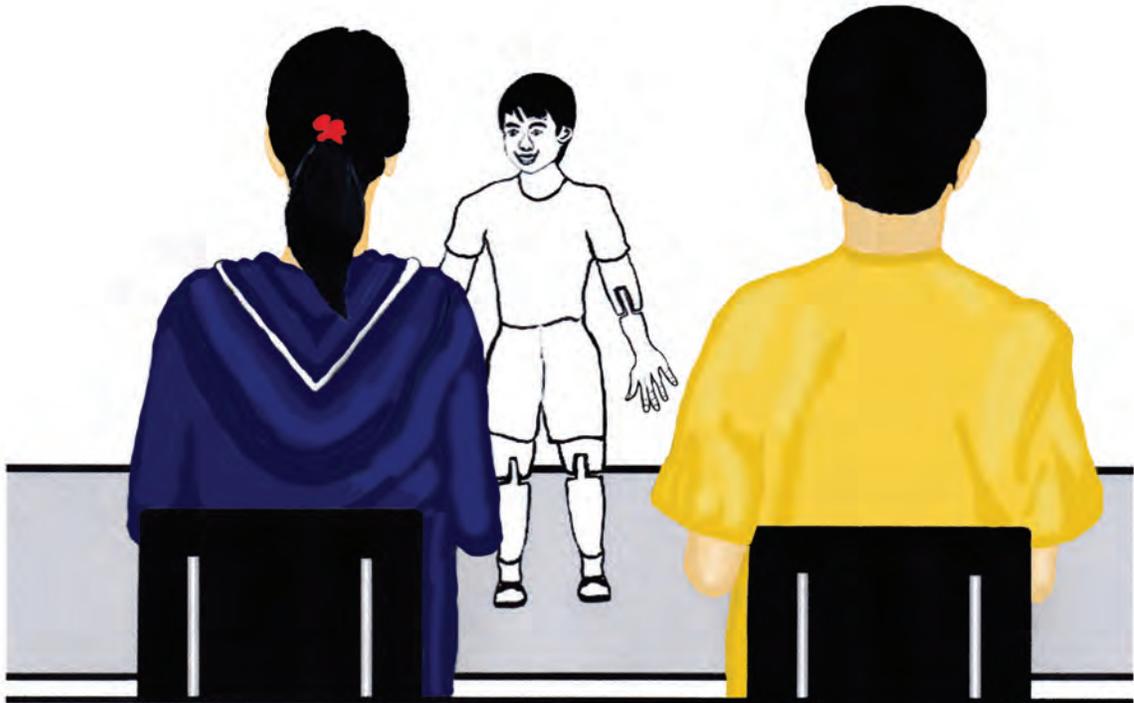


The children point to the pictures as you say: moon, frog, mushroom, mother, insect.  
Circle the pictures that begin with **Mm**.



Count the fingers in the picture. Start at "1" and put your finger on each number as you count. Numbers "1" and "10" are thumbs. Color the thumbs pink.  
Count the fingers on your friend's hands. Touch each finger as you count.





**LONGLEGS**

Once upon a time a girl and a boy  
made a puppet named Longlegs.

When Longlegs got his jacket and pants and shoes,  
he started to run.

As Longlegs ran he called:

I can run  
It's lots of fun.  
You can't catch me  
Because I'm free.



**To the teacher:**  
Read the story several times. Have the children point to Longlegs standing, Longlegs running, his jacket, pants and shoes. Have them say what Longlegs calls several times. They are not expected to memorize it, but they will learn it as it is repeated in the next verses.

Put your finger on each picture and say:  
Longlegs, boy, pony.  
Circle the ones that are running.



**Objectives** – to teach: the symbol and sound for Nn – identifying the initial Nn in words – vocabulary – sentence structure – sentence comprehension - identifying visual differences – identifying auditory differences – following oral directions – reviewing a story - understanding a story – repeating story parts.

**To the teacher:** The narwhale is a mammal that lives in the Arctic seas. Say: Put your finger on the narwhale. It lives in the cold water. Say narwhale. Print big “N”. Start at the top. Print little “n”. Color the narwhale’s fin.

Nn



The narwhale has a long nose!

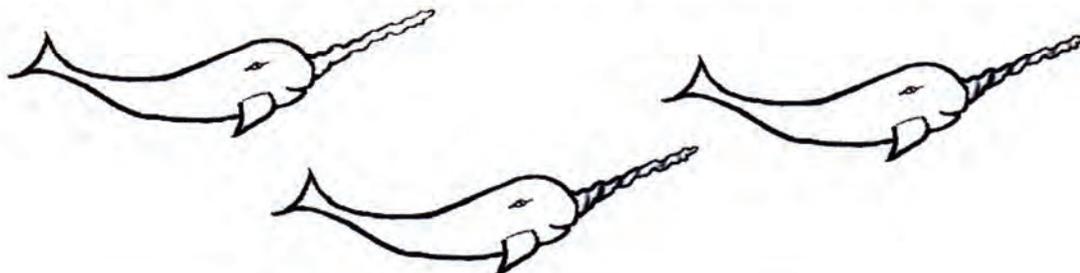
Print the big “N’s” with your yellow crayon Start at the top.

N N N N

Print the small “n’s”.

n n n n

Circle the narwhale that is different. Color all the fins.



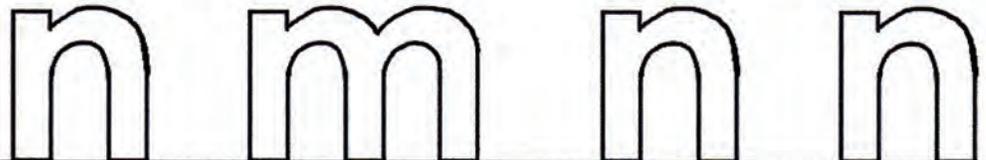
Put your finger on the nest as you say "nest". Repeat for: tree, bird, eggs.

How many eggs do you see?

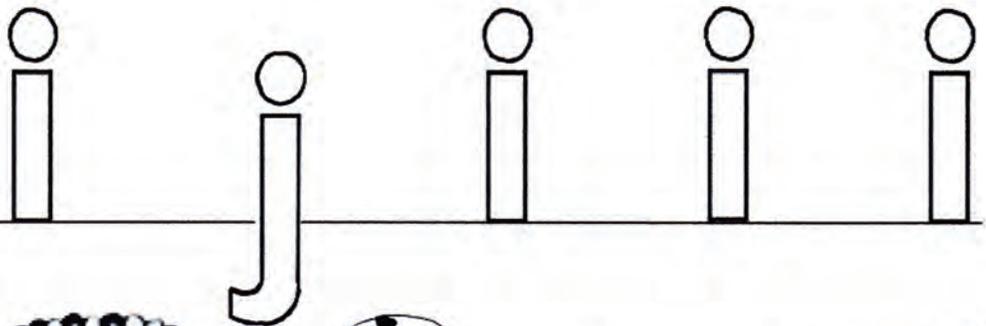


The bird has a nest in the tree.

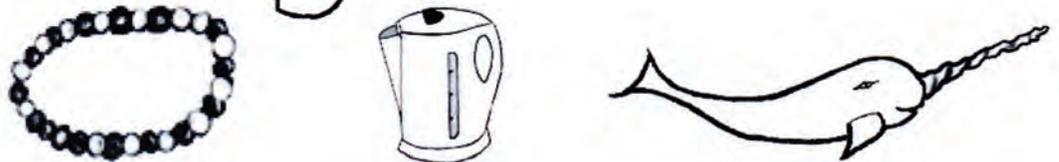
Put your finger on each letter as you say its name. Circle the letter that is different.



Put your finger on each letter and say its name. Circle the letter that is different.



Put your finger on: necklace, kettle, narwhale. Circle the pictures that start with "Nn".



Put your finger on: fish, nest, monkey, necklace. Circle the pictures that start with "Nn".



**To the teacher:** Read the story from Page 41 and have the children say Longlegs' verse with you before reading this page. Have the children put their fingers on the clown, his hat, his shoes and his arms. Then, on Longlegs' pants, jacket, arms, mouth and knees.

**Ask:** Do you like to run? Are Longlegs' knees like yours? Will the clown catch Longlegs.



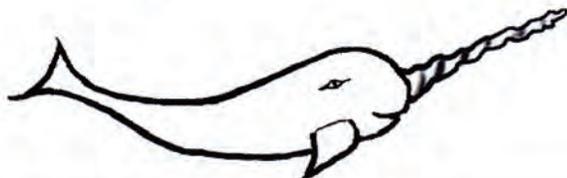
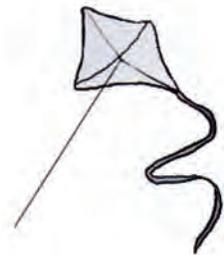
**Longlegs ran and ran until a funny clown tried to catch him.**

**As Longlegs ran he called:**

**“I can run  
It's lots of fun.  
You can't catch me  
Because I'm free.”**

Put your finger on each picture and say: nest, lantern, kite, mushrooms, narwhale, necklace.

Draw a line to the “Nn” from each picture that starts with **Nn**.



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M m

monkey



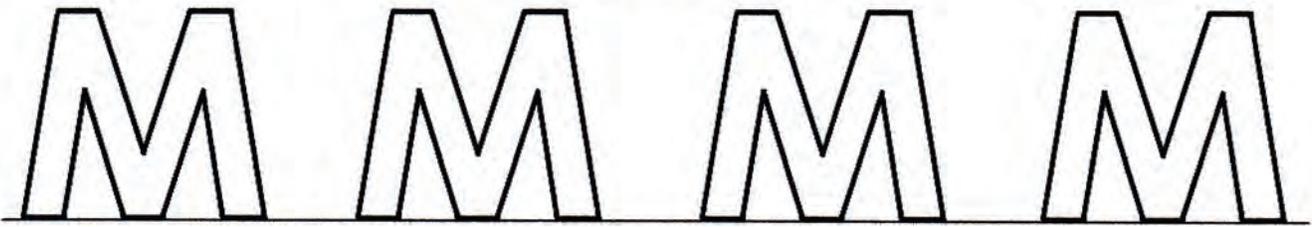
M

m

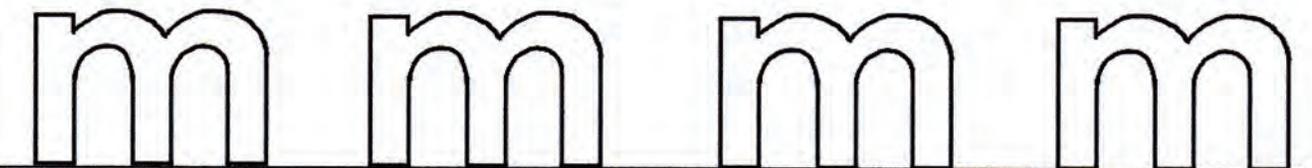
moon



moon



Draw yourself with  
a moon.



Nn

necklace



N

Handwriting practice lines for the uppercase letter N. The first line shows the letter N on a set of three horizontal lines. Below it are several more sets of three horizontal lines for practice.

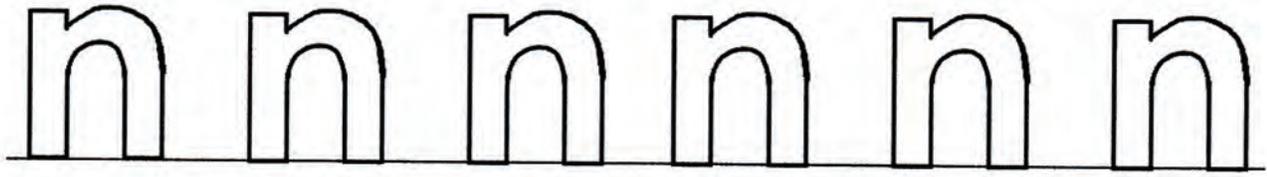
n

nest

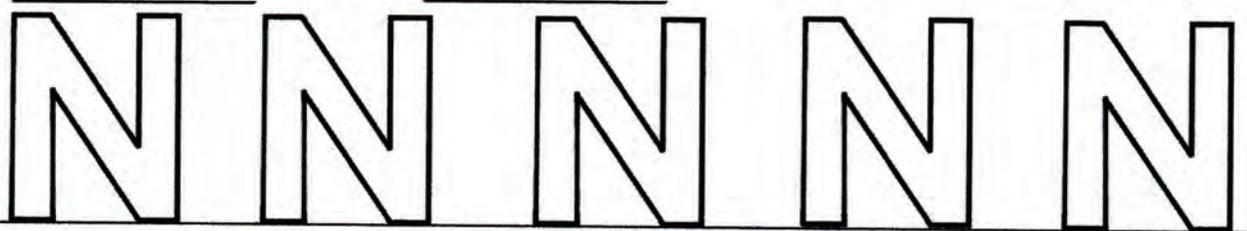
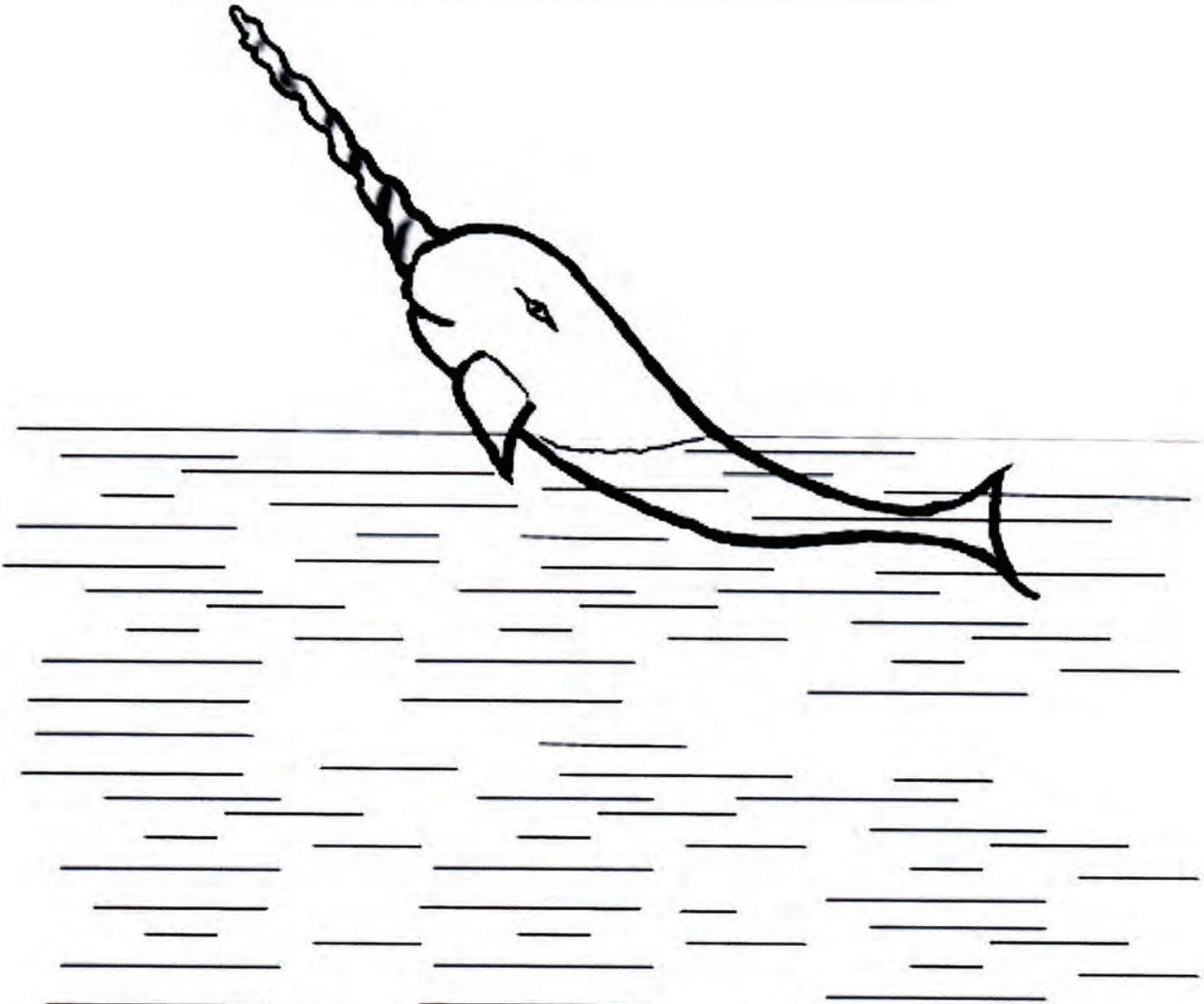


Handwriting practice lines for the lowercase letter n. The first line shows the letter n on a set of three horizontal lines. Below it are several more sets of three horizontal lines for practice.

narwhale



Draw a narwhale in the water.



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# BOOK 1B TEACHER'S GUIDE

**BOOK 1B: GAME 1.** Use between Lessons 1 and 14. Only use the pictures that have been used in the lessons to date. Photocopy the pages and cut out the pictures. Give each student a small piece of paper. The teacher holds up one picture, and the students who can say the one word name, of the item on the card, gets a stamp on their paper. This game is best played with a small group.

**GAME 2.** For this game the teacher distributes the cut out pictures. The teacher then calls out the captions to be found beneath the pictures on the page below. The student(s) who has (have) the corresponding picture is to hold up their picture.



This is an apple.



The clown has a hat.



The fish swims in the water.



The goat can run fast.



The dinosaur stands on two legs.



The elephant has a long trunk.



The Indian has feathers in his hat.



The jacket has a zipper.



The kite is flying.



It's a lantern.



The octopus swims in the sea.



The panda sits in a tree.



The monkey is running.



It's a necklace.



The queen has a crown.



The rabbit sits in the grass.



It's a pair of scissors.



The tiger runs fast.



It's a woodpecker in the tree.



It's a xylophone.



It's an umbrella.



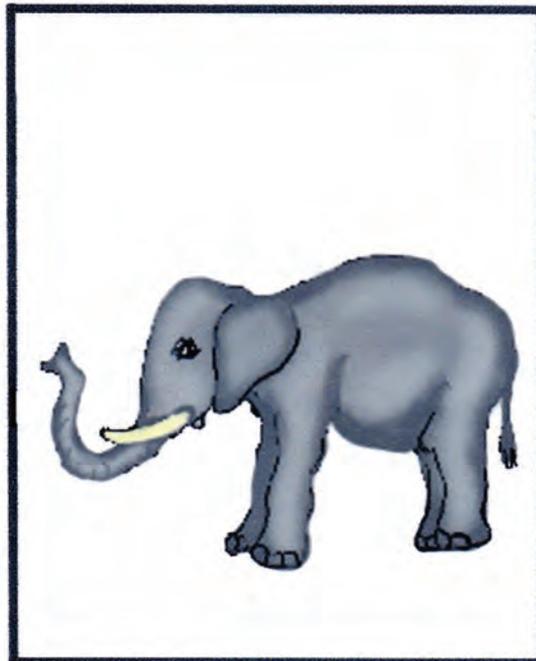
It says: "I love you."



They are sitting on the yak.



It's a zebra.



## **BOOK 1B      GAME 3    MODIFIED BINGO**

Give each student one Bingo card from pages 59 to 68.

Most of the pictures and the captions are taken straight from the lessons.

Several of the captions will contain a new word.

The students are not expected to know all the captions on the first or second time through the game. Rather, it is a learning process, so that after a few games, the students will be able to respond quickly and accurately.

Help the students at first, and encourage them to help each other.

### **Bingo Captions**

**These are shown with the corresponding pictures on Page 57.**

The monkey sits on the mushroom under the moon.

The narwhale has a long nose.

The octopus lives in the sea.

The pandas live in the trees.

The queen is feeding the ducks.

Cock-a-doodle-doo! Good morning to you.

The spider made a web in the tree.

Will the turtle catch the tiger?

Umbrellas in the rain.

### **Enrichment Captions**

**Use these when the children are successful with the captions above.**

**These are shown with the corresponding pictures on Page 58.**

The black and white bear is in the tree.

The spider spun a web.

The monkey is looking at the moon.

The ducks like to eat.

The animals have umbrellas.

The tiger and the turtle run.

The narwhale is in the water.

The rooster says, "Good morning".

The octopus has many legs.

Teacher's Copy

<p>The pandas live in the trees.</p> 	<p>The spider made a web in the tree.</p> 	<p>The monkey sits on the mushroom under the moon.</p> 
<p>The queen is feeding the ducks.</p> <p>Quack quack</p> <p>Quack quack</p> 	<p>Umbrellas in the rain.</p> 	<p>Will the turtle catch the tiger?</p> 
<p>The narwhale has a long nose.</p> 	<p>Cock-a-doodle-doo! Good morning to you.</p> 	<p>The octopus lives in the sea.</p> 

Enrichment Copy

The black and white bear is in the tree.



The spider spun a web.



The monkey is looking at the moon.



The ducks like to eat.



The animals have umbrellas.



The tiger and the turtle run.



The narwhale is in the water.



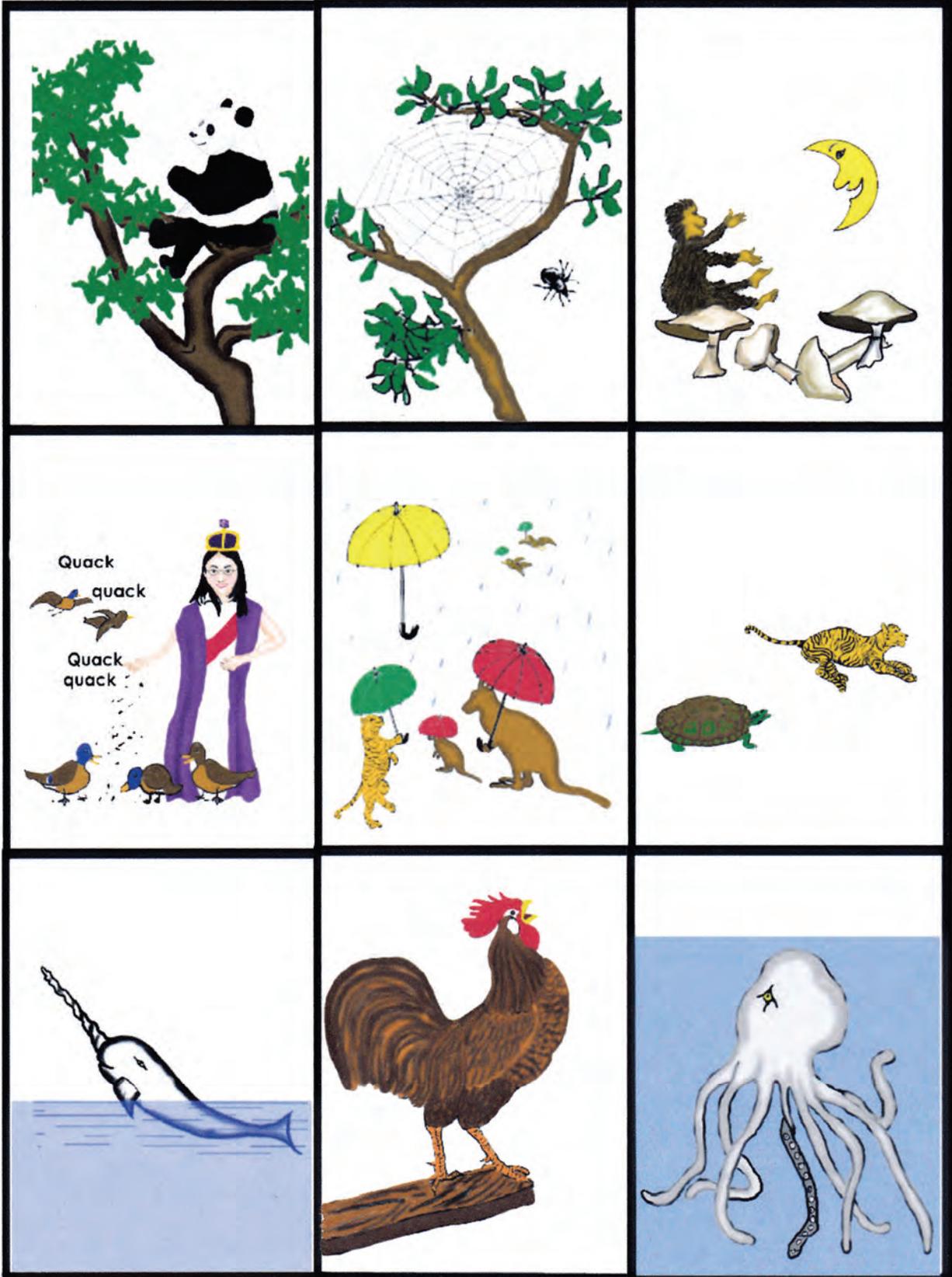
The rooster says, "Good morning".



The octopus has many legs.



Card 1



**Part 1:** Say the name of each picture as the children draw the line to match the letter to the initial sound. : spider, monkey, turtle, queen, umbrella, zebra, valentine, rabbit. **Marks:** Part1: 8 Part 2: 8 Part 3: 4 Total: 20 marks

Uu



Ss



Mm



Vv



Tt

Qq



Zz



Rr



## CHILDREN'S BOOK 1B      GLOSSARY

<b>Aa</b>	<b>Hh</b>
above	help
all	here
along	hers
always	him
animal	home
another	horn
arm	<b>Ii</b>
as	if
<b>Bb</b>	I've
because	<b>Jj</b>
bed	jacket
beside	juggler
biggest	jump
bird	junk
boat	<b>Kk</b>
boot	keep
brother	knee
bunk	<b>Ll</b>
but	leads
<b>Cc</b>	let
can't	long
chasing	lots
cock-a-doodle-doo	love
come	<b>Mm</b>
could	made
<b>Dd</b>	make
each	me
eat	might
eating	missing
elbow	monkey
everywhere	moon
<b>Ee</b>	morning
feeding	mushroom
fin	my
friend	myself
from	<b>Nn</b>
fun	name
funny	narwhale
fuzzy	necklace
<b>Gg</b>	nest
gown	<b>Oo</b>
grass	octopus
<b>Hh</b>	of
hair	once
hang	one