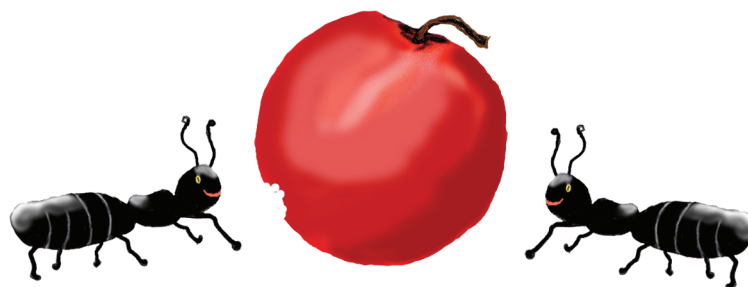


# THE ALPHABET - 1

## A - L

A a

Ants eat apples.



**STUDENT READER  
PRACTICE BOOK  
TEACHER GUIDE**

Learning English

Curriculum

Since 1999

[www.efl-esl.com](http://www.efl-esl.com)

**DAISY STOCKER M. ED.  
DR. GEORGE STOCKER D.D.S.**

Complete Test Preparation Inc. Doing Business As Learning English Curriculum  
Copyright © 2023 Complete Test Preparation Inc. ALL RIGHTS RESERVED.

You are permitted to print or photocopy as many copies as you need for your school.

Online distribution is not permitted. Please contact us if you wish to teach online.

Re-Sales is not permitted.

Notice: Complete Test Preparation Inc. makes every reasonable effort to obtain from reliable sources accurate, complete, and timely information about the tests covered in this book. Nevertheless, changes can be made in the tests or the administration of the tests at any time and Complete Test Preparation Inc. makes no representation or warranty, either expressed or implied as to the accuracy, timeliness, or completeness of the information contained in this book. Complete Test Preparation Inc. make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the information contained in this document for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

The author(s) shall not be liable for any loss incurred as a consequence of the use and application, directly or indirectly, of any information presented in this work. Sold with the understanding, the author is not engaged in rendering professional services or advice. If advice or expert assistance is required, the services of a competent professional should be sought.

Published by:  
Learning English Curriculum

Visit us online  
<https://www.efl-esl.com>

# LEARNING ENGLISH WITH CURRICLUM

## INTRODUCTION

The **STUDENT BOOK** 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 and each letter makes a sound.

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 lesson 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.

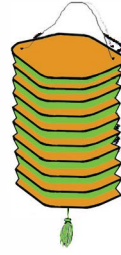
These games reinforce the lessons covered in the book. They are a very important part of the program.

**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.

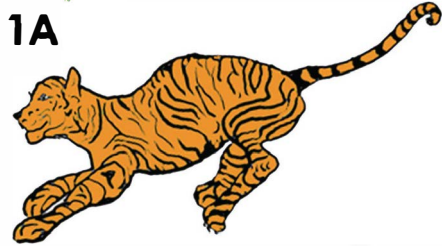


**A to L**



**STUDENT BOOK 1A**

**CONTENTS**



<b>Lesson 1</b>	<b>Aa</b>	<b>1</b>
<b>Lesson 2</b>	<b>Bb</b>	<b>5</b>
<b>Lesson 3</b>	<b>Cc</b>	<b>8</b>
<b>Lesson 4</b>	<b>Dd</b>	<b>11</b>
<b>Lesson 5</b>	<b>Ee</b>	<b>14</b>
<b>Lesson 6</b>	<b>Ff</b>	<b>17</b>
<b>Lesson 7</b>	<b>Gg</b>	<b>20</b>
<b>Lesson 8</b>	<b>Hh</b>	<b>23</b>
<b>Lesson 9</b>	<b>Ii</b>	<b>26</b>
<b>Lesson 10</b>	<b>Jj</b>	<b>29</b>
<b>Lesson 11</b>	<b>Kk</b>	<b>32</b>
<b>Lesson 12</b>	<b>Ll</b>	<b>35</b>



## **INDEX OF PHONICS**

### **BOOK 1A**

### **A TO L**



**Saying Letter Names – 1, 5, 8, 11, 13, 14, 17, 20, 23, 26, 29, 32, 35,**

**Picture – Initial Sounds – 2, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35,**

**Tracing/Printing Letters – 1, 5, 8, 11, 14, 20, 23, 26, 29, 32, 35,**

**Speaking – all pages**

**Number Names – Tracing/Printing Numbers – 4, 6, 12, 18, 21, 22, 25, 28, 31, 34,**

**Counting – 6, 11, 16, 21, 22, 25, 28, 31, 34,**

**Identifying similarities and differences – 4, 6, 10, 15, 17, 19,**

**Identifying beginning Consonants – 7, 9, 12, 13, 24, 33,**



**Following Oral Directions – all pages**

**Listening – all pages**

**Number Song – 37**

**Maze – 3, 27,**

# **Printing this Document**

This file contains three books which are individually numbered. To print the different books individually, use the following:

Student Reader - Pages 7 - 43

Student Practice Book - Pages 44 - 68

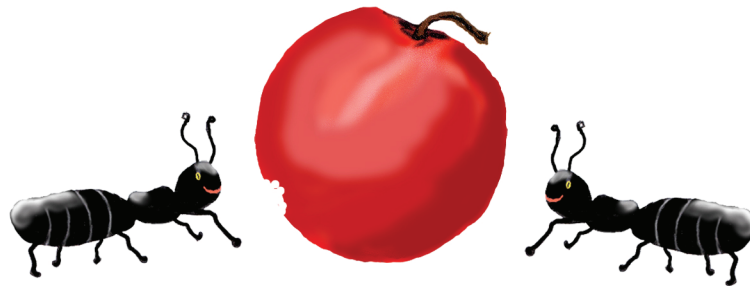
Teacher Guide - Pages - 69 - 119

# LESSON 1

**Objectives** – to teach: vocabulary - sentence structure – naming “Aa” - listening to and identifying the short “a” sound at the beginning of a word – identifying visual differences – printing Aa - fine motor skills – identifying directional differences.

A a

**Ants eat apples.**



**To the teacher:** Have the children point to the “A”. Tell them that this letter’s name is “Ā”. Ask them their names, then ask this letter’s name. Say that “A” talks like they do. It says the first sound in “ant” and “apple”. Have the children say the words several times stressing the first sound a little. Continue in this way as you introduce the letters in this book.

Have the children trace the letter with their finger starting at the top, then print it with a crayon.  
Repeat for little “ā”. **Say:** Put your finger on the ant, the apple.

Throughout the book tell the children that the letters have their alphabet names but they **say** different sounds. Explain that they have names, too, but they say many things.

Print the big “A’s”  
with your red crayon.  
Start at the top.

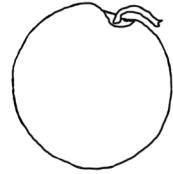
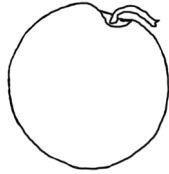
A A A A

Print the little “a’s”  
with your  
yellow crayon.  
Stay inside the  
lines.

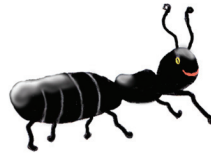
a a a a

# LESSON 1 CONTINUED

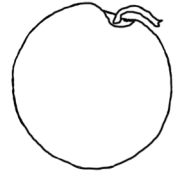
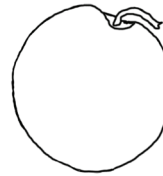
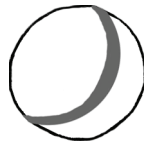
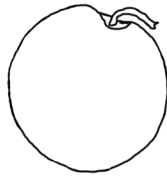
**Say:** apple, car, apple.  
Stress the first sound.  
Circle the ones that start with **ā**.



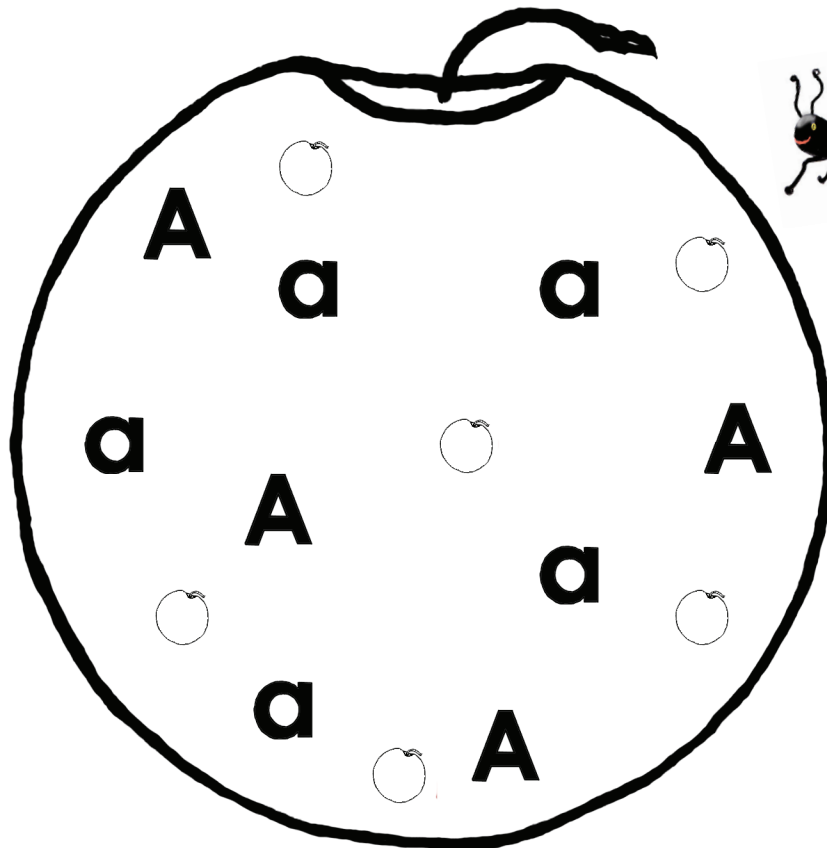
**Say:** ant, ant, duck.  
Stress the first sound.  
Circle the ones that start with **ā**.



**Say:** apple, ball, apple, apple.  
Circle the ones that start with "ā".



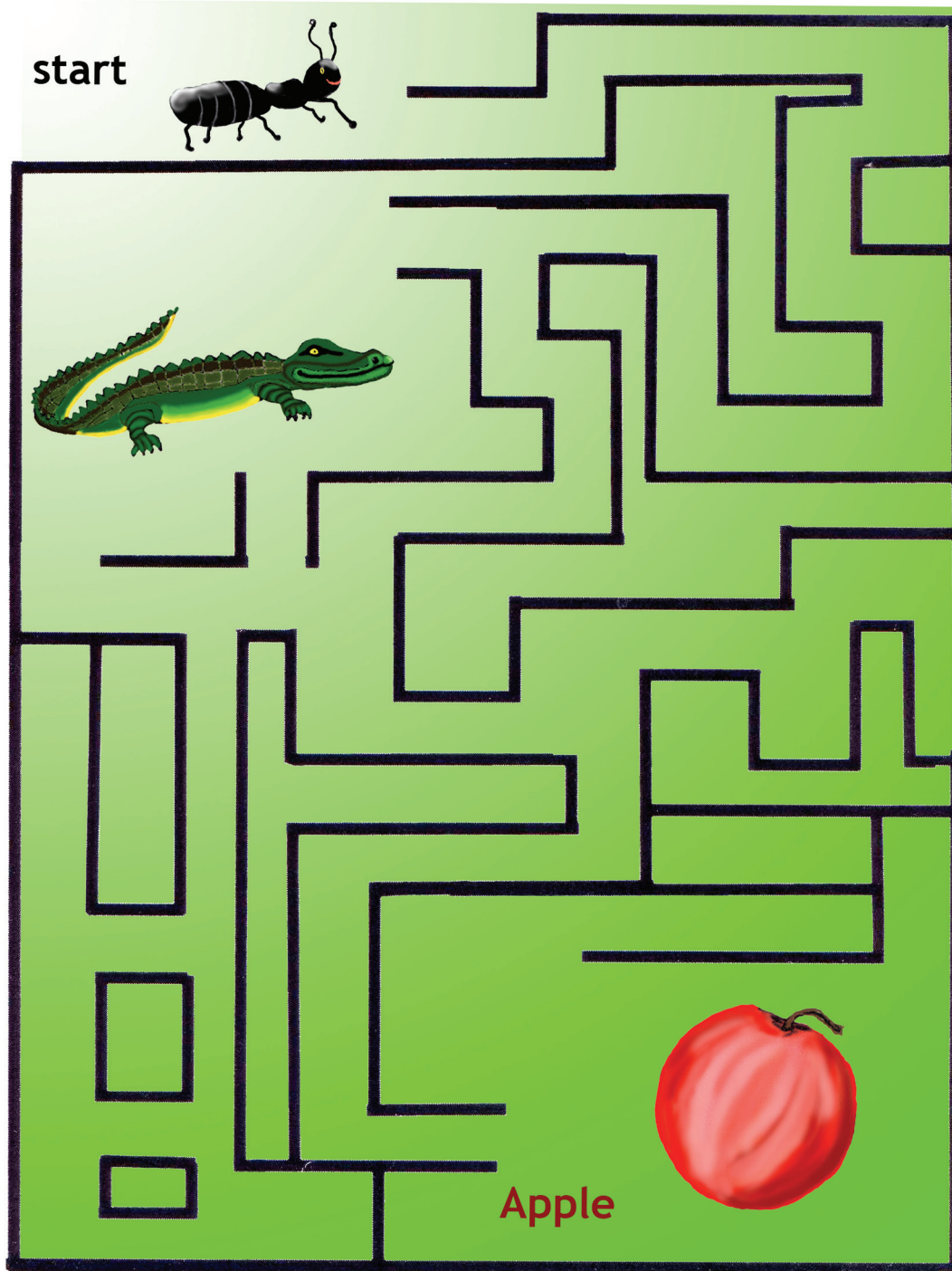
Circle every "a" and "A" with your blue crayon.





## LESSON 1 CONTINUED

Help the ant find the apple.  
Don't let you!



# LESSON 1 CONTINUED

Print the "1"  
with your  
blue crayon.  
Color the  
clown's hat  
orange.

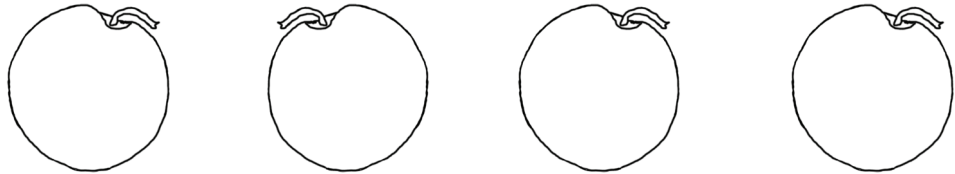
1



Print the "1's"  
with your green  
crayon.  
Stay inside the  
lines.



Circle the apples  
that are the same,  
with your red  
crayon.



Draw one apple on  
the clown's head.  
Color his hands  
pink.  
Color his feet blue.

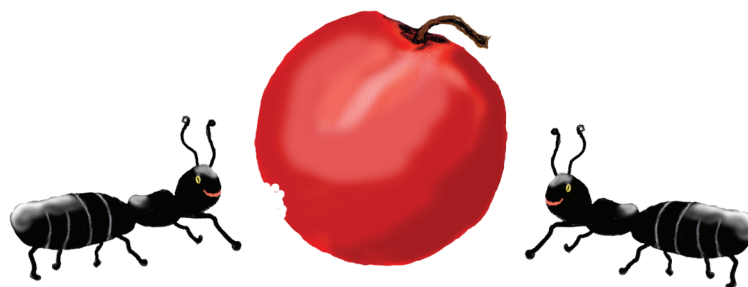


# THE ALPHABET - 1

## A - L

A a

Ants eat apples.



**PRACTICE BOOK**

Learning English

Curriculum

Since 1999

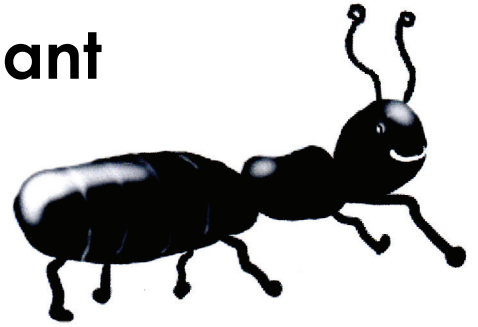
[www.efl-esl.com](http://www.efl-esl.com)

**DAISY STOCKER M. ED.**  
**DR. GEORGE STOCKER D.D.S.**

LESSON 1

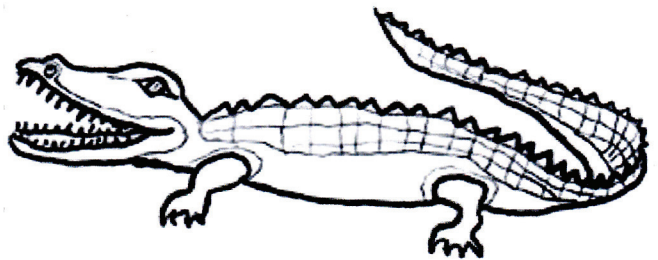
A a

ant



A

alligator



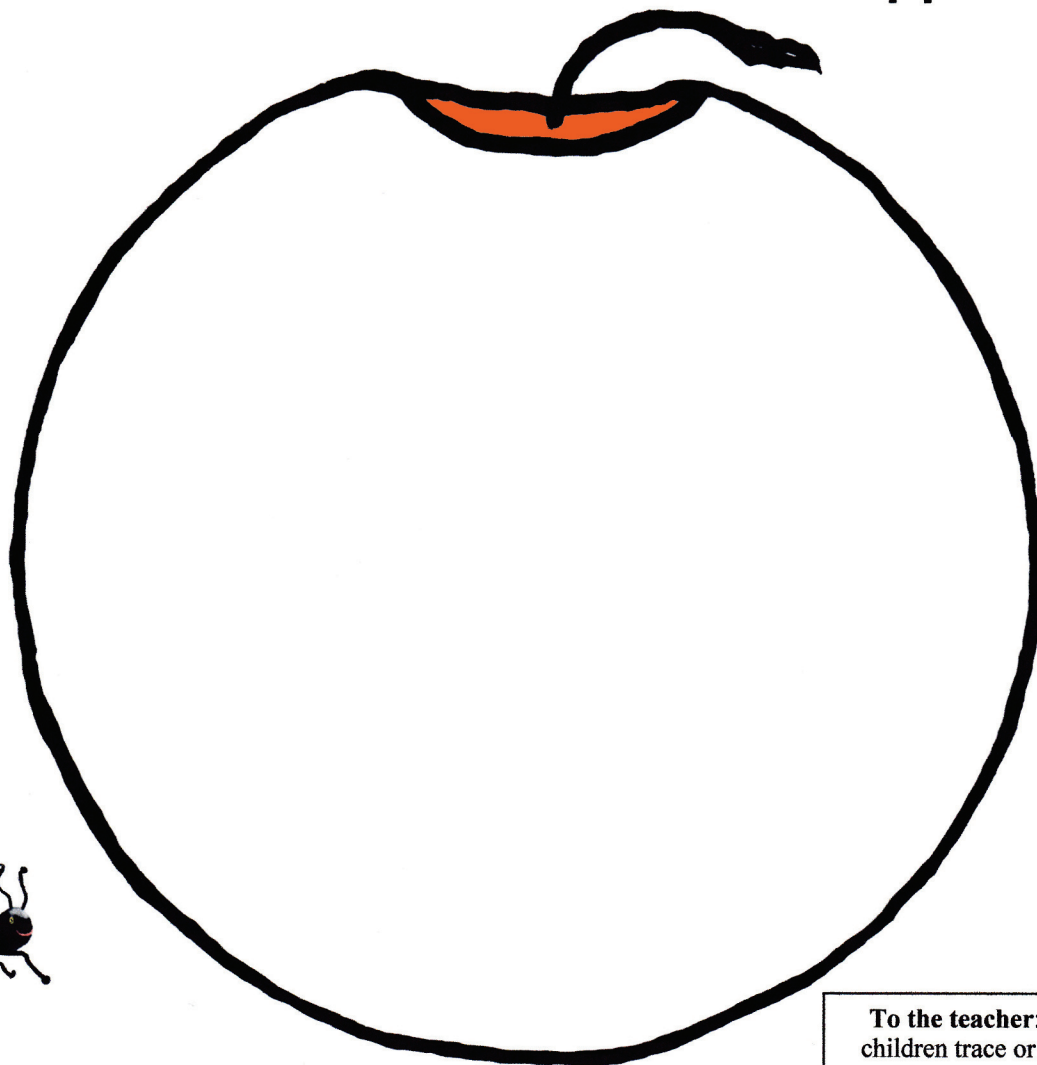
a

## LESSON 1 CONTINUED

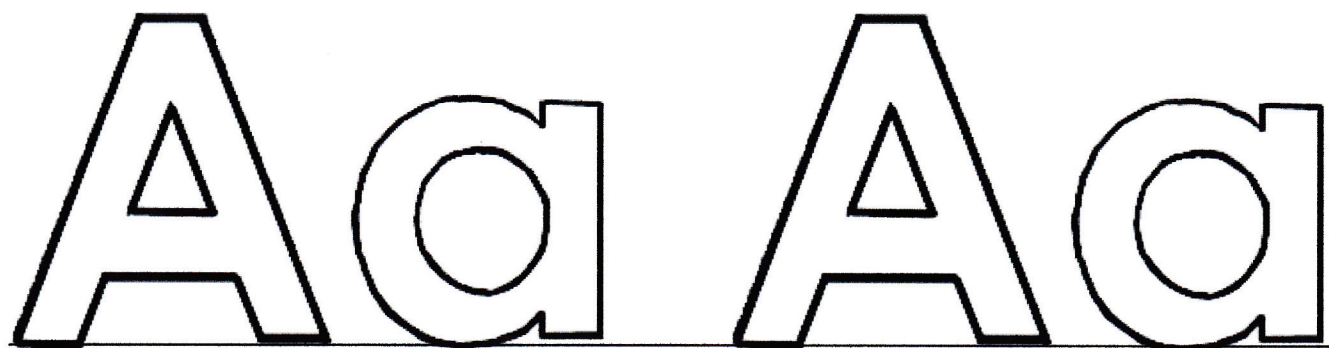
**Draw 1  
ant.**

**apple**

**Color the  
apple red.**



**To the teacher:** The children trace or color the letters as you direct them.

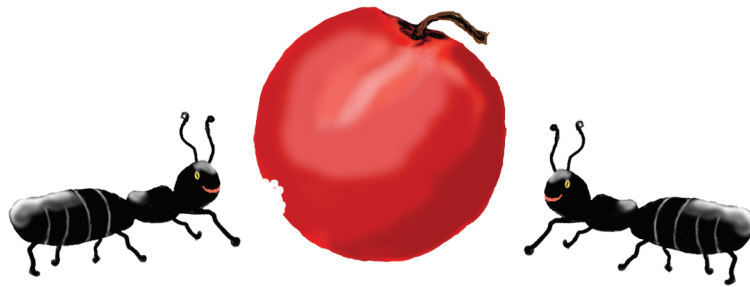


# THE ALPHABET - 1

## A - L

A a

Ants eat apples.



### TEACHER GUIDE

Learning English  
Curriculum

Since 1999

[www.efl-esl.com](http://www.efl-esl.com)

**DAISY STOCKER M. ED.**  
**DR. GEORGE STOCKER D.D.S.**

Hi, I'm a  
clown!



## LESSONS 1 TO 3

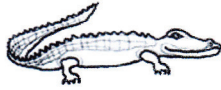

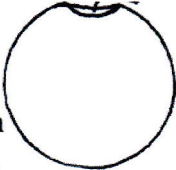




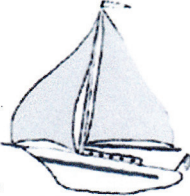









### ACTIVITY INSTRUCTIONS FOR USE AFTER LESSON 3

**Game 1:** Photocopy the pictures on pages 3, 4, 5, 6, 7 and 8 so that the teacher has one of each.  
The teacher is to hold up the picture and ask:  
“What is this?”

The student who can name it gets a reward of a sticker or a star drawn on the back of his or her book.

**Game 2:** Give each student two pictures.  
The teacher reads the captions written below. The student who has the appropriate picture holds it up.

Give the student a reward of whatever is appropriate.

<b>Catch them doing it right!</b>		 <b>It is an alligator.</b>	 <b>It is an ant.</b>
 <b>It is an apple.</b>	 <b>It is a car.</b>	 <b>It's a duck.</b>	 <b>It's a clown.</b>
 <b>He is a boy.</b>	 <b>It is a boat.</b>	 <b>This is a ball.</b>	<b>Bb</b> <b>This is a B.</b>
<b>Aa</b> <b>It's an A.</b>	<b>Cc</b> <b>This is a C.</b>	 <b>It's a hat.</b>	 <b>It's a big building.</b>
<b>1</b> <b>It's a one.</b>	 <b>She's a doll.</b>	 <b>It's a bicycle.</b>	 <b>It's a black cat.</b>
 <b>It's a bus.</b>	 <b>This is a crayon.</b>	 <b>She is a mother.</b>	<b>2</b> <b>It's a two.</b>