



Kids' Time



Letters

Teacher's Guide

1&2



Introduction

This Teacher's Guide is written in tandem with Kids' Time Letters Readers and Activity Books to help children build a strong foundation in the English language skills.

Integrating familiar situations, fun songs, rhymes and riddles, the activities in this Teacher's Guide will not only inject fun into the children's learning, but also enable them to learn essential language skills. This Guide aims to put children on the road to mastering the English language.

Teaching Suggestions for Kids' Time Letters Reader 1 and Activity Book 1

Topics	Letter a Letter b
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters a and b, picture cards with the pictures of ant, ankle, bird and banana
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters a and b, and ask the children to name the letters. • Show picture cards of things that begin with a and b (e.g. ant, ankle, bird, banana). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in singing the song about ants on page 2. Include fun actions like using the fingers to imitate the action of ants crawling up the ankle, and using the fingers to point at their ankles. • Show the children how to grip and move their pencils when they trace and colour the pictures on page 3. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the activities on pages 3 and 4. 	

Topics	Letter c Letter d
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters c and d, picture cards with the pictures of cake, candle, drum and donkey
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters c and d, and ask the children to name the letters. • Show picture cards of things that begin with c and d (e.g. cake, candle, drum, donkey). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Get the children to talk about the picture on page 4 of the Reader. Ask them to describe the things they do at a birthday party. Then, let the children complete the activity. • Ask the children questions, e.g. "Do you own a toy drum? How many legs does a donkey have?" • Get the children to describe the pictures and complete the activity on page 5 of the Reader. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 5 and 6. 	

Topics	Letter e Letter f
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters e and f, picture cards with the pictures of egg, elephant, frog and fly
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters e and f, and ask the children to name the letters. • Show picture cards of things that begin with e and f (e.g. egg, elephant, frog, fly). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Get the children to talk about the picture on page 6. Ask questions like "What is the elephant carrying? Which part of its body does it use to carry things?" • Guide the children in comparing and contrasting the pictures on page 7. Relate this activity to actual experiences by asking the children to name similar things which have differences, e.g. long and short rulers, thick and thin books, bright and dark rooms, etc. This activity can develop the children's observation ability. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 7 and 8. 	

Topics	Revision (letter a to f) Letter g
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about favourite things and activities. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash card for the letter g, picture cards with the pictures of ant, cake, banana, frog, elephant, drum, goose and guitar, word cards for the words: ant, cake, banana, frog, elephant and drum

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Prepare picture cards and word cards for ant, cake, banana, frog, elephant and drum. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words on page 8. • Show a flash card for the letter g, and ask the children to name the letter. • Show picture cards of things that begin with g (e.g. goose, guitar). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Get the children to talk about the picture on page 9. Ask questions like “Where are the lady and children? What do you think they are doing? How can we care for our ponds, lakes, rivers and seas?” 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 9 and 10. 	

Topics	Letter h Letter i
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Read simple sentences. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters h and i, picture cards with the pictures of horse, hammer, ink and iguana

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters h and i, and ask the children to name the letters. • Show picture cards of things that begin with h and i (e.g. horse, hammer, ink, iguana). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in singing the song on page 10. Get them to mimic the action of hammering nails on wood. Ask them to name the place that horses live in. (stable) • Guide the children in reading and solving the riddle on page 11. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 11 and 12. 	

Topics	Letter j Letter k
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Listen to and recite poems and rhymes. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases.

Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters j and k, picture cards with the pictures of jet, jelly, kite and kangaroo
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters j and k, and ask the children to name the letters. • Show picture cards of things that begin with j and k (e.g. jet, jelly, kite, kangaroo). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in reading the sentences on page 12. Ask them to read out loud the words in the sentences that begin with j. • Guide the children in singing the song on page 13. Let them have fun hopping and pretending to be a kangaroo. Ask them to stretch out their arms to pretend to be a flying jet. Get them to say out loud the words in the song that begin with k. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 13 and 14. 	

Topics	Letter l Revision (Letters g to l)
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash card for the letter l, picture cards with the pictures of lamb, leaf, guitar, hammer, iguana, jelly, and kangaroo, word cards for the words: guitar, hammer, iguana, jelly, kangaroo and leaf

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show a flash card for the letter l, and ask the children to name the letter. • Show picture cards of things that begin with l (e.g. lamb, leaf). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in tracing the path on page 14 to help Little Lamb find its food. • Prepare picture cards and word cards with the pictures and words for guitar, hammer, iguana, jelly, kangaroo and leaf. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words on page 15. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 15 and 16. 	

Topics	Letter m Letter n
Content Standards	<ul style="list-style-type: none"> • Reading • Writing

Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters m and n, picture cards with the pictures of mouse, mango, net and nest
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters m and n, and ask the children to name the letters. • Show picture cards of things that begin with m and n (e.g. mouse, mango, net, nest). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in completing the matching exercise on page 16, and completing the words on page 17. Let the children repeat sounding the words to improve their pronunciation skill. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 17 and 18. 	

Topics	Letter o Letter p
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Read simple sentences. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters o and p, picture cards with the pictures of olive, orange, pot and pumpkin
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters o and p, and ask the children to name the letters. • Show picture cards of things that begin with o and p (e.g. olive, orange, pot, pumpkin). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in reading and solving the riddle on page 18. Demonstrate the process of cooking pumpkin soup in class, so that the children can relate the steps to the story on page 19. Get the children to take turns to describe each step of the cooking process. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 19 and 20. 	

Topics	Letter q Letter r
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing

Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters q and r, picture cards with the pictures of quail, quilt, rose and rainbow
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters q and r, and ask the children to name the letters. • Show picture cards of things that begin with q and r (e.g. quail, quilt, rose, rainbow). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in answering the question about the quail on page 20. Draw their attention to the preposition of position (e.g. under). • Guide the children in singing the song on page 21. Let them have fun from holding hands to moving in a circle and doing the action of ‘falling down’. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 21 and 22. 	

Topics	Letter s Revision (Letters m to s)
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Copy and write small letters.
Teaching Materials	Reader 1, Activity Book 1, flash card for the letter s, picture cards with the pictures of sun, snail, pumpkin, quilt, orange, rainbow and mouse, word cards for the words: pumpkin, quilt, snail, orange, rainbow and mouse
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash card for the letter s, and ask the children to name the letter. • Show picture cards of things that begin with s (e.g. sun, snail). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask children questions like “What was the weather like? What do you like to do on a sunny day? Why are the snails on the leaves?” Guide the children in completing the activity on page 22. • Prepare picture cards and word cards with the pictures and words for pumpkin, quilt, snail, orange, rainbow and mouse. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words. • Guide the children in completing the matching exercise on page 23. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 23 and 24. 	

Topics	Letter t Letter u
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters t and u, picture cards with the pictures of top, tree, umpire and umbrella
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters t and u, and ask the children to name the letters. • Show picture cards of things that begin with t and u (e.g. top, tree, umpire, umbrella). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in completing the matching exercise on page 24. • Guide the children as they compare and contrast the pictures on page 25. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 25 and 26. 	

Topics	Letter v Letter w
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters v and w, picture cards with the pictures of van, vest, well and watermelon
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters v and w, and ask the children to name the letters. • Show picture cards of things that begin with v and w (e.g. van, vest, well, watermelon). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Guide the children in observing the picture on page 26 and find out 4 things that are wrong (to be crossed out). • Listen and guide as the children read the words on page 27, then ask them to find the things in the picture that match those words. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 27 and 28. 	

Topics	Letter x Letter y
Content Standards	<ul style="list-style-type: none"> • Reading • Writing

Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 1, Activity Book 1, flash cards for the letters x and y, picture cards with the pictures of ox, box, yarn and yo-yo
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters x and y, and ask the children to name the letters. • Show picture cards of things that end with x and begin with y (e.g. ox, box, yarn, yo-yo). Get the children to name the pictures, then read the words. Draw their attention to x as an ending letter, and y as the beginning letter, of those words. • Guide the children in naming the pictures and circle the things that end with 'x' on page 28. • Observe and guide the children as they complete the matching exercise on page 29. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 29 and 30. 	

Topics	Letter z Revision (Letters t to z) Revision (Letters a to z)
Content Standards	<ul style="list-style-type: none"> • Listening and speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about familiar activities and experiences. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 1, Activity Book 1, flash card for the letter z, picture cards with the pictures of zip, zebra, tree, umbrella, vest, well, box and yarn, word cards for the words: tree, umbrella, vest, well, box, yarn and zebra
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letter z and ask the children to name the letter. • Show picture cards of things that begin with z (e.g. zip, zebra). Get the children to name the pictures, then read the words. Draw their attention to z as the beginning letter of those words. • Ask children questions like "What things have zips on them? Why are the zips necessary? What makes a zebra different from a horse?" • Prepare picture cards and word cards with the pictures and words for tree, umbrella, vest, well, box, yarn and zebra. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words. • Guide the children in telling the story based on the picture on page 30. • Guide the children in completing the writing exercises on pages 31 and 32. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 31 and 32. 	

Teaching Suggestions for Kids' Time Letters Reader 2 and Activity Book 2

Topics	Letter A Letter B
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters A and B, picture cards with the pictures of axe, apple, bell and balloon
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters A and B, and ask the children to name the letters. • Show picture cards of things that begin with A and B (e.g. axe, apple, bell, balloon). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Let the children observe the picture cards and describe each thing on the pictures. (The apple is red. The axe is sharp. The bell is yellow. The balloon is light.) • Guide the children in singing the song on page 2. Then, let them count the number of apples on the tree and write the correct number. • Guide the children in tracing the path that has bells to help the boy in the picture find his balloons on page 3. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 3 and 4. 	

Topics	Letter C Letter D
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters C and D, picture cards with the pictures of cow, carrot, doll and dolphin, a carrot, a big doll, a small doll

Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters C and D, and ask the children to name the letters. • Show picture cards of things that begin with C and D (e.g. cow, carrot, doll and dolphin). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Show the children the picture card of the cow. Ask them, “What colour is the cow?” Then teach them to say and read “a brown cow”. • Show the children a carrot. Get the children to describe the characteristics of the carrot. (e.g. orange colour, long, rough surface, rabbit’s food). • Show the children a big and small doll. Ask them to point to the small doll. Then teach them to say and read “a small doll”. • Show the children the picture card of the dolphin. Ask them, “Where does a dolphin live?” Then teach them to say and read “in the sea”. • Guide the children in completing the tasks on pages 4 and 5. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 5 and 6. 	
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Topics	Letter E Letter F
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about familiar activities and experiences. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Read simple sentences. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters E and F, picture cards with the pictures of elbow, envelope, fish and ferry
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters E and F, and ask the children to name the letters. • Show picture cards of things that begin with E and F (e.g. elbow, envelope, fish, ferry). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask the children to touch their elbows, then say “my elbow”. Show a yellow envelope and get them to say, “a yellow envelope”. • Show a picture of a red fish, and the children say, “a red fish”. Show a picture of a white ferry, and the children say, “a white ferry”. • Get the children to talk about the picture on page 6. Ask them to suggest the outcome of the story. • Guide them in reading and solving the riddles on page 7. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 7 and 8. 	

Topics	Revision (Letters A to F) Letter G
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash card for the letter G, picture cards with the pictures of goat, grass, apple, balloon, carrot, doll, envelope and ferry, word cards for the words: apple, balloon, carrot, doll, envelope and ferry
Suggested Activities Reader <ul style="list-style-type: none"> • Prepare picture cards and word cards for apple, balloon, carrot, doll, envelope and ferry. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and tick the words on page 8. • Show a flash card for the letter G, and ask the children to name the letter. • Show picture cards of things that begin with G (e.g. goat, grass). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask the children to observe the picture on page 9. Get them to find and circle the goats. Get the children to name the animals that are different in the picture. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 9 and 10. 	

Topics	Letter H Letter I
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters H and I, picture cards with the pictures of hen, house, igloo and insect
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters H and I, and ask the children to name the letters. • Show picture cards of things that begin with H and I (e.g. hen, house, igloo, insect). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask questions like “What do hens give us? How many rooms do you think a big house will have? What is an igloo made from? Who lives in an igloo? Would you like to live in an igloo? Why/Why not? What insects can sting us? What insects are beautiful? What insects can cause diseases?” • Let the children read the words and find differences of the two pictures on page 10. • Let them find the insects in the picture on page 11. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 11 and 12. 	

Topics	Letter J Letter K
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters J and K, picture cards with the pictures of jug, juice, key and kitten
Suggested Activities Reader <ul style="list-style-type: none"> • Show flash cards for the letters J and K, and ask the children to name the letters. • Show picture cards of things that begin with J and K (e.g. jug, juice, key, kitten). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Show the coloured pictures and introduce the related short phrases, e.g. a blue jug, orange juice, a silver key, a brown kitten. Ask the children to name things in the classroom, school and outside places that have blue, orange, silver and brown colours too. • Guide the children in arranging the pictures on page 12 in the correct order. After that, divide them into four groups with each group describing each step of the process of making fruit juice. • Guide the children in completing the task on page 13. Activity Book <ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 13 and 14. 	

Topics	Letter L Revision (Letters G to L)
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about familiar activities and experiences. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 2 and Activity Book 2, flash card for the letter L, picture cards with the pictures of lion, ladder, goat, house, igloo, jug and key, word cards for the words: goat, house, igloo, jug, key and ladder

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show a flash card for the letter L, and ask the children to name the letter. • Show picture cards of things that begin with L (e.g. lion, ladder). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Introduce the related short phrases, e.g. a big lion, a blue ladder. • Ask questions like “What does a lion eat? What do you use a ladder for?” • Prepare picture cards and word cards with the pictures and words for goat, house, igloo, jug, key and ladder. Jumble up the picture cards and word cards. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words on page 15. • Guide the children in telling the story based on the picture on page 14. • Guide the children to complete the matching exercise on page 15. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 15 and 16. 	

Topics	Letter M Letter N
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Talk about stories heard. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters M and N, picture cards with the pictures of milk, monkey, nurse and necklace

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters M and N, and ask the children to name the letters. • Show picture cards of things that begin with M and N (e.g. milk, monkey, nurse, necklace). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask questions like “Do you like to drink milk? Why? Why not? Where can we see monkeys? What is their food? Do you want to be a nurse when you grow up? Why? Why not? Which part of the body do you wear a necklace?” • Guide the children in telling the story on page 16. • Let the children sing the song on page 17. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 17 and 18. 	

Topics	Letter O Letter P
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters O and P, picture cards with the pictures of ostrich, octopus, pie and plate

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters O and P, and ask the children to name the letters. • Show picture cards of things that begin with O and P (e.g. ostrich, octopus, pie, plate). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask questions like “Can an ostrich fly? How many tentacles does an octopus have? Do you like to eat pie? Which type of pie do you like? What do you use a plate for?” • Ask the children to name the animals on page 18. Then, guide them to circle the animals that live in water. • Guide the children in tracing the path to find the girl’s plate in the picture on page 19. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks from pages 19 and 20. 	

Topics	Letter Q Letter R
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading
Learning Standards	<ul style="list-style-type: none"> • Listen to and recite poems and rhymes. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters Q and R, picture cards with the pictures of quill, queen, rain and rabbit

Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters Q and R, and ask the children to name the letters. • Show picture cards of things that begin with Q and R (e.g. quill, queen, rain, rabbit). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask questions like “What do you use a quill for? Is it safe to play outdoors when it is raining? Why? Would you like to have a rabbit as a pet? Why?” • Ask the children to name the things and match correctly on page 20. • Guide the children in reading the rhyme on page 21. Ask the children why the rabbits in the picture look sad. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 21 and 22. 	

Topics	Letter S Revision (Letters M to S)
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns.
Teaching Materials	Reader 2 and Activity Book 2, flash card for the letter S, picture cards with the pictures of sheep, sunflower, ostrich, monkey, plate, nurse and quill, word cards for the words: ostrich, monkey, sheep, plate, nurse and quill

Suggested Activities

Reader

- Show a flash card for the letter **S**, and ask the children to name the letter.
- Show picture cards of things that begin with **S** (e.g. sheep, sunflower). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words.
- Ask questions like “What does a sheep eat? What can sunflowers be processed into?”
- Guide the children in doing the sheep stick puppet on page 22.
- To enable the children to recall the letters **M** to **S**, jumble up the picture cards and word cards for ostrich, monkey, sheep, plate, nurse and quill. Get volunteers to pick out a picture card at random, then find the matching word card and finally, stick the pair on the whiteboard. Get the class to name the pictures and read the words. Then ask them to complete the matching exercise on page 23.

Activity Book

- Guide the children in completing the tasks on pages 23 and 24.

Topics	Letter T Letter U
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about familiar activities and experiences. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Copy words in legible print.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters T and U, picture cards with the pictures of table, teapot, uncle and umbrella

Suggested Activities

Reader

- Show flash cards for the letters **T** and **U**, and ask the children to name the letters.
- Show picture cards of things that begin with **T** and **U** (e.g. table, teapot, uncle, umbrella). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words.
- Ask questions like “What is the shape of the table in your house? What do you use a teapot for? How many uncles do you have? When do you use an umbrella?”
- Guide the children in talking about the picture on page 24.
- Guide the children in completing the task on page 25.

Activity Book

- Guide the children in completing the tasks on pages 25 and 26.

Topics	Letter V Letter W
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Listen to and sing songs. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Write recognisable letters.
Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters V and W, picture cards with the pictures of vase, violin, wall and window

Suggested Activities

Reader

- Show flash cards for the letters **V** and **W**, and ask the children to name the letters.
- Show picture cards of things that begin with **V** and **W** (e.g. vase, violin, wall, window). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words.
- Ask questions like “What can you put inside a vase? Do you know how to play a violin? Would you want to learn how to play a violin? What is a wall made of? What is a window made of?”
- Let the children tell the story shown in the pictures on page 26. Then ask, “Who is not playing safely? Why? Who is kind?”
- Let the children sing the song on page 27.

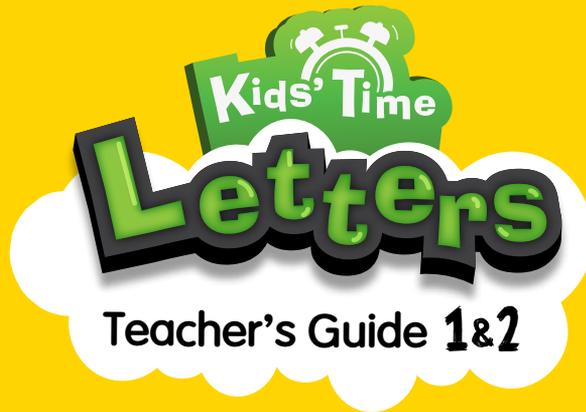
Activity Book

- Guide the children in completing the tasks on pages 27 and 28.

Topics	Letter X Letter Y
Content Standards	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Talk about stories heard. • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Write recognisable letters.

Teaching Materials	Reader 2 and Activity Book 2, flash cards for the letters X and Y, picture cards with the pictures of box, fox, yak and yogurt
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show flash cards for the letters X and Y, and ask the children to name the letters. • Show picture cards of things that end with X and begin with Y (e.g. box, fox, yak, yogurt). Get the children to name the pictures, then read the words. Draw their attention to the ending and beginning letters for all those words. • Ask questions like “What do you use a box for? Describe how a fox looks like. Describe how a yak looks like. What is yogurt made from? Do you like yogurt? Why? Why not?” • Guide the children in telling the story based on the pictures in page 28. • Guide the children in completing the words on page 29. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 29 and 30. 	

Topics	Letter Z Revision (Letters A to Z)
Content Standards	<ul style="list-style-type: none"> • Reading • Writing
Learning Standards	<ul style="list-style-type: none"> • Recognise letters of the alphabet by their: (i) shape (ii) name. • Recognise and sound out letters of the alphabet. • Read simple phrases. • Recognise and name pictures in books. • Engage in hand-eye coordination through scribbling, drawing lines and patterns. • Write recognisable letters.
Teaching Materials	Reader 2 and Activity Book 2, flash card for the letter Z, picture cards with the pictures of zebra, zoo, wall, table, violin, ostrich and fox
Suggested Activities	
Reader	
<ul style="list-style-type: none"> • Show a flash card for the letter Z, and ask the children to name the letter. • Show picture cards of things that begin with Z (e.g. zebra and zoo). Get the children to name the pictures, then read the words. Draw their attention to the beginning letters for all those words. • Ask questions like “What does a zebra feed on? Have you been to a zoo before? Do you like to go to the zoo?” • Guide the children in observing and matching the correct parts to complete the picture on page 30. • To enable the children to recall the letters T, W, X, V and O, let them have fun using their hands to shape those letters. Show them the picture cards of wall, table, violin, ostrich and fox. Then, randomly choose and show a picture card to the children. Get them to shape the correct letters using their hands. Let them complete the matching exercise on page 31. • Refresh the children’s memory of the alphabet by asking them to name all the letters of the alphabet, then guide them in completing the writing exercise on page 32. 	
Activity Book	
<ul style="list-style-type: none"> • Guide the children in completing the tasks on pages 31 to 32. 	



Kids' Time Letters Teacher's Guide 1&2

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